

Success with Exam Classes

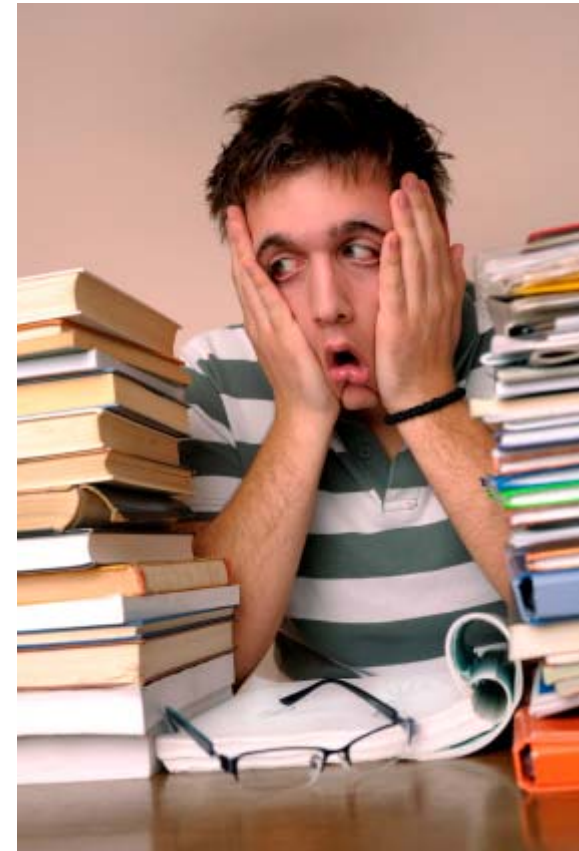
Liam Tyler

Macmillan English

IPT Russia



Exams, exams, exams.....



English Exams: An Alphabet Soup



- IELTS
- KET
- PET
- FCE
- CAE
- TOEFL
- International English Language Testing System
- Key English Language Test
- Preliminary English Test
- The First Certificate in English
- The Certificate in Advanced English
- Test of English as a Foreign Language

Good news!
There's a skills overlap



How do these exams compare?

CEFR	IELTS Level	Exam
A2	3.0 to 3.5	GEA, KET
B1	4.0 to 4.5-5.0	PET, USE
B2	5.5 to 6.0-6.5	FCE, USE

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer: 0 A B C D E F G H

1 If you want to learn to play this, call this number.

A **MUSIC SHOP**
New and used CDs – great for the car!

2 Buy these here and listen to them while you are travelling.

B **Play the Guitar**
Classes for children and adults
Beginners welcome

3 You do not have to pay to go to these concerts.

C **Pop group needs new singer**
Call Andy on
020 8746 9902

4 You will learn about the history of music in this class.

D **Live music here every Friday – get your free ticket today!**

5 Your age is not important for these lessons.

E **PIANO FOR SALE**
LOOKS AND SOUNDS BEAUTIFUL – ONLY £300

F **Piano lessons**
(only for people who can read music)
Phone 020 4998 3664

G **Buy concert tickets here – Pop, Rock – even classical piano!**

H **New Course!**
1000 years of Music
12.30, Mondays and Wednesdays

2


Reading

Part 1


Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter A, B or C on your answer sheet.

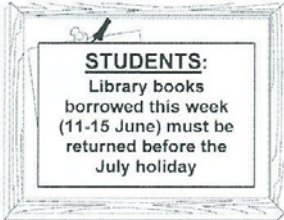
Example:

0  A Do not leave your bicycle touching the window.
B Broken glass may damage your bicycle tyres.
C Your bicycle may not be safe here.

Answer: 0 A B C

1  **What should George do?**

A reserve the last concert ticket before anyone else does
B tell Luke how many people are going to the concert
C buy several concert tickets because many people want to go

2  A Students wishing to keep books for the holiday should borrow them this week.
B Students borrowing books now can only keep them for one week.
C Students borrowing books now have to bring them back before the holiday.

2

You should spend about 20 minutes on Questions 1–13, v passage below.

Renewable energy: Dreams become



panels provide up to 2 enough for 80 to 95 p electricity needs. The diesel generators. One community in Ita intermittent nature of help of fossil fuels. In 2 of 2,400 people in not municipality in Europ renewable energy. Inst source, it uses a mix of hydropower. Four win village provide 32 meg panels on the roofs of school provide 17 kW, nearby river provides: these sources now pro community's electrici If renewable energy is

WHAT do a small Italian village, a community of millionaires in Oregon and a town in Austria have in common? Nearly all of their electricity needs are supplied by renewable energy. They are by no means the only ones. A growing number

of ele At th cu let he ex pe rei ble rei co air ele Or rei sve in sat wi Ri Ev pe sol kil hu Ri ph

Questions 10–13

Do the following statements agree with the claims of the writer in the reading passage?

Write:

- YES** if the statement agrees with the claims of the writer
- NO** if the statement contradicts the claims of the writer
- NOT GIVEN** if it is impossible to say what the writer thinks about this

10 Iceland is not the only place in the world to obtain all of its energy entirely from renewable sources

Questions 21 – 27

Part 4

Read the article about a sailing trip. Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 – 27, mark A, B or C on your answer sheet.

Round the World



Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 The Spencers were soon ready to travel round the world.

A Right B Wrong C Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right B Wrong C Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right B Wrong C Doesn't say

24 The trip took longer than twelve months.

A Right B Wrong C Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right B Wrong C Doesn't say

26 There was a lot for the children to do on the boat.

A Right B Wrong C Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right B Wrong C Doesn't say

arts to stay green.

Test 1

Прочитайте текст и выполните задания A15–A21, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

When my Uncle Alan turned up at my thirteenth birthday party without a present, I couldn't hide the disappointment on my face. He was my favourite uncle, and he always bought me fantastic presents.

'Don't look so sad, Anna,' he said kindly. 'I haven't forgotten to get you a present. I just couldn't bring it with me. Tomorrow, I'm taking you abseiling.'

'I didn't know you had a boat,' I said.

'No, not sailing! Abseiling!'

'What's that?' I asked. 'I've never heard of it.'

'You'll see,' he said mysteriously.

Early the next day, Uncle Alan drove me to Lamerton Adventure Park. I'd never been there before, but had often told my mum and dad how exciting it sounded. As we drove through the gates, it seemed that, once again, Uncle Alan had found me a birthday present I'd never forget. When a friendly young woman called Isabelle. She put me completely at ease to be doing, I'd be quite safe with her.

'So, Anna, have you ever been abseiling before?' she asked. I admitted 'Well, it's always fun to experience something new, isn't it?' she said.

We walked through the park, and ended up at a rocky hill. The biggest but there were smaller, easier faces too. When I saw the equipment with a helmet — I guessed what I was going to be doing.

'Oh, I'm going rock climbing!' I said excitedly.

'Not exactly,' said Uncle Alan.

Isabelle explained, 'With rock climbing, you start at the bottom and go top and go down.' Now I understood.

We carried the equipment up a path to the top of the smallest rock face. The ground was about five metres below. 'This is going to be fun,' I thought.

Isabelle tied the rope carefully to a metal ring, and then threaded it through a ring wearing round my waist. She threw the other end of the rope over the top of the rock.

'This is where I say goodbye,' said Uncle Alan. 'I'm going back down the rope, so you'll be quite safe. See you when you come down!' I stepped through what to do step by step. I stood on the edge of the rock with my right hand holding the rope in front of me, my left hand holding the rope back.

This was the most difficult part. It's a terribly scary experience. I learned you attempt it, and for the first few minutes I wondered whether I could do it. I didn't want Uncle Alan thinking I was a coward. Keeping my feet steady was a challenge.

'Fantastic!' shouted Uncle Alan from below me.

'That's wonderful,' said Isabelle. 'Now, slowly start to walk down the rope. I'll be walking, but I started to go down. It didn't take long to reach the bottom when I put my feet on the ground next to Uncle Alan.'

'I'm so proud of you!' he said. 'Do you want to try a higher rock face?' 'You bet!' I said. 'The higher, the better!'

CAMBRIDGE ENGLISH: FIRST HANDBOOK FOR TEACHERS

A15: When Uncle Alan saw Anna's disappointment, he realised that

- 1) he should have brought a present with him.
- 2) he really was her favourite uncle.
- 3) she thought he had forgotten to bring her a present.
- 4) he had to take her somewhere the next day.

A16: Anna had frequently told her parents that

- 1) Lamerton Adventure Park appealed to her.
- 2) she had never been abseiling before.
- 3) Uncle Alan's birthday presents were unforgettable.
- 4) abseiling sounded like a very interesting activity.

A17: Isabelle made Anna

- 1) admit how little she knew about the park.
- 2) feel totally secure and comfortable.
- 3) think about previous enjoyable experiences.
- 4) realise that abseiling would be easy.

A18: When Anna saw the equipment, she

- 1) understood immediately what abseiling was.

Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievably.

line 15

The driver crashed his gears again as we went into another steep bend: We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name. I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke — already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said — the only house with ivy, and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

1 As he travelled, the writer regretted his choice of

- A seat.
- B clothes.
- C career.
- D means of transport.

2 What had surprised the writer about the job?

- A There had been no advertisement.
- B He had been contacted by letter.
- C There was an invitation to tea.
- D He had been selected for interview.

3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt

- A confident of his ability.
- B ready to consider any offer.
- C cautious about accepting the invitation.
- D forced to make a decision unwillingly.

4 What impression had the writer previously had of Yorkshire?

- A It was a beautiful place.
- B It was a boring place.
- C It was a charming place.
- D It was an unhappy place.

5 What did the writer find unusual about Darrowby?

- A the location of the bus stop
- B the small number of shops
- C the design of the square
- D the lack of activity

6 What did the writer feel the guidebooks had missed about Darrowby?

- A the beauty of the houses
- B the importance of the bridges
- C the lovely views from the town
- D the impressive public spaces

7 How did the writer recognise Skeldale House?

- A The name was on the door.
- B It had red bricks.
- C There was a certain plant outside.
- D It stood alone.

8 How did the writer's attitude change during the passage?

- A He began to feel he might like living in Darrowby.
- B He became less enthusiastic about the job.
- C He realised his journey was likely to have been a waste of time.
- D He started to look forward to having the interview.

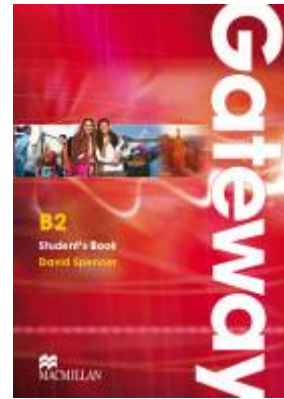
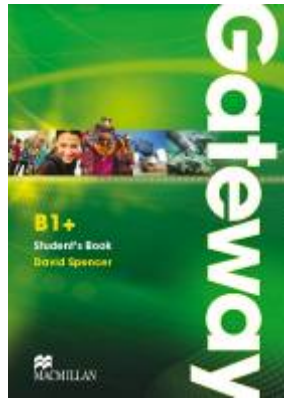
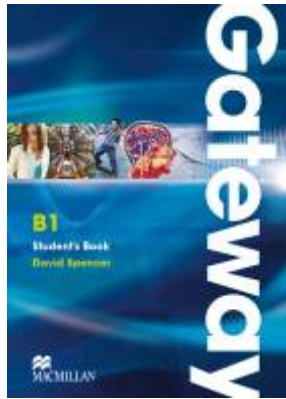
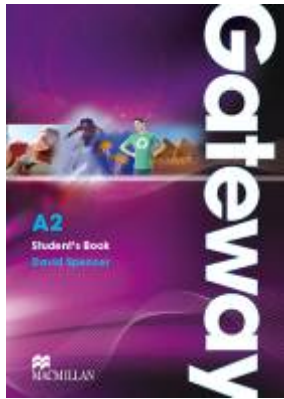
KET (A2)	PET (B1)	FCE (B2)
----------	----------	----------

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <ul style="list-style-type: none"> • The student.... | <ul style="list-style-type: none"> • The level |
| <ul style="list-style-type: none"> • Is able to skim and scan texts for relevant information | <ul style="list-style-type: none"> • A2, B1, B2 |
| <ul style="list-style-type: none"> • Can use common linking devices (such as 'and', 'but', etc) | <ul style="list-style-type: none"> • A2, B1, B2 |
| <ul style="list-style-type: none"> • Has an understanding of appropriate register | <ul style="list-style-type: none"> • B1, B2 |
| <ul style="list-style-type: none"> • Can use a limited range of cohesive devices (however, although, etc) | <ul style="list-style-type: none"> • B1, B2 |
| <ul style="list-style-type: none"> • Can produce non-rehearsed answers to basic questions asking for personal information | <ul style="list-style-type: none"> • A2, B1, B2 |
| <ul style="list-style-type: none"> • Can understand the writer's purpose or attitude | <ul style="list-style-type: none"> • B1, B2 |
| <ul style="list-style-type: none"> • Can use appropriate interactive strategies in speech | <ul style="list-style-type: none"> • A2, B1, B2 |

What are the winning strategies for success with exam classes?

Find a balance
between teaching
the test and
teaching the right
language and
skills





Gateway

 **MACMILLAN**
ENGLISH

1. Teaching the test: knowing *what* to do

“Familiarity with the format and the task type almost always results in a higher score. The test does not only test a student’s ability, it also tests their ability to do the test.”

Adrian Tennant

Teaching the test: knowing what to do

- To do well, students....
- need to be familiar with micro skills such as skimming, scanning, guessing meaning from context
- need to know the test: format, layout, timing, word limits
- need sufficient practice with the test
- need to know useful exam techniques, strategies and tips
- need to be familiar with sample answers

Exam skills – good habits



The Open Road

look ahead

In this unit, we are going to **read** about the history of transport, **listen** to people who work in transport, **speak** about means of transport, **write** an essay and **study** past tenses.

Start thinking!

How fast do you think a horse can run?
Do you know who invented the aeroplane?
Do you know when people first landed on the Moon?



Reading

1 Read this extract from an encyclopaedia. As you read, check your answers to the questions above.

2 Complete the sentences by writing a number in each gap. Look at the article again but don't read it in detail.

- 1 People first skied around BC
- 2 People first travelled by rail in
- 3 Bicycles with pedals didn't exist before
- 4 Mountain bikes developed around

Focus on FCE: Reading Part 1

- 3 Read the text again. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text.
- 1 The wheel didn't lead to fast means of transport because
 - A people could already travel fast.
 - B they invented it after skis.
 - C good roads didn't exist.
 - D people preferred to use horses.
 - 2 The passengers discovered the fire
 - A while they were checking the balloon.
 - B while they were in the air.
 - C before they left the ground.
 - D after they landed on the ground.

Listening

- 1 You are going to listen to five people talking about members of their family. Before you listen, read the questions and talk about what each person might say in these situations.

Focus on FCE: Listening Part 1

- 2 You will now hear five people talking about members of their family. For questions 1-5, choose the best answer (A, B or C).
- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 You hear John talking to his friend. Why is his dad angry?
A because John was late home
B because John was not studying
C because John broke something | 4 You hear this teenager speaking on the phone. Why is she upset?
A because her sister uses her things
B because her sister goes out a lot
C because her sister is always annoyed |
| 2 You hear this woman speaking on the radio. What job does her sister do?
A doctor | 5 You hear your friend on the phone inviting you to a family party. Whose birthday is it? |

Listening

- 1 Which would you prefer to do, drive a train or a car? Tell the class.
- 2 You are going to listen to an extract from a job interview. Answer the questions.
- 1 Where are the people talking?
 - 2 Where does the man work?
 - 3 Where did the woman work in the past?

Focus on FCE: Listening Part 2

- 3 Listen to the whole job interview. For questions 1-7, complete the sentences.

The interviewer's name is 1

The candidate has applied for the position of 2

Currently, the applicant works as a 3

The applicant is 4 years old.

He studied 5 at Norton College.

He has been 6 for the last fifteen years.

His other hobby is 7

Test 1

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he jumped at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a café by the Seine after a hard day's business, before jetting A22 _____ to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life A23 _____ on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely soulless hotel room, he A24 _____ the empty evening ahead of him. 'What's the A25 _____,' he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.'

Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was A26 _____ by another desire — for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to A27 _____ on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of A28 _____ starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

- | | | | | |
|-----|-------------|---------------|---------------|-----------------|
| A22 | 1) by | 2) forward | 3) up | 4) off |
| A23 | 1) spent | 2) paid | 3) passed | 4) taken |
| A24 | 1) dreaded | 2) distrusted | 3) depressed | 4) disappointed |
| A25 | 1) theme | 2) topic | 3) point | 4) subject |
| A26 | 1) attacked | 2) smashed | 3) knocked | 4) struck |
| A27 | 1) live | 2) go | 3) move | 4) continue |
| A28 | 1) false | 2) fake | 3) artificial | 4) forged |

Test 1

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he jumped at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a café by the Seine after a hard day's business, before jetting **A22** _____ to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life **A23** _____ on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely soulless hotel room, he **A24** _____ the empty evening ahead of him. 'What's the **A25** _____', he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.'

Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was **A26** _____ by another desire — for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to **A27** _____ on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of **A28** _____ starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

Test 1

Прочитайте текст с пропусками, обозначенными номерами A22–A28. Эти номера соответствуют заданиям A22–A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he jumped at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a café by the Seine after a hard day's business, before jetting **A22** _____ to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life **A23** _____ on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely soulless hotel room, he **A24** _____ the empty evening ahead of him. 'What's the **A25** _____', he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.'

Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was **A26** _____ by another desire — for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to **A27** _____ on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of **A28** _____ starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

- | | | | | |
|------------|-------------|---------------|---------------|-----------------|
| A22 | 1) by | 2) forward | 3) up | 4) off |
| A23 | 1) spent | 2) paid | 3) passed | 4) taken |
| A24 | 1) dreaded | 2) distrusted | 3) depressed | 4) disappointed |
| A25 | 1) theme | 2) topic | 3) point | 4) subject |
| A26 | 1) attacked | 2) smashed | 3) knocked | 4) struck |
| A27 | 1) live | 2) go | 3) move | 4) continue |
| A28 | 1) false | 2) fake | 3) artificial | 4) forged |

Familiarity and practice

▶ Gateway to exams Units 3–4

▶ Reading

▶ Tip for Reading Exams

In matching activities, remember ...
Read all the text once quickly to get a general understanding. Then read the information that you need to find. Look for the section of the text where you think this information appears and look at it again in more detail.
EXAM SUCCESS ▶ page 151

1 Look at the title of the text you are going to read.

Being bilingual is good for your brain

Work with a partner and answer these questions.

- 1 Why do you think that being bilingual is probably good for the brain?
- 2 How do you think scientists discovered this?

2 Read the text. What answers does it give to the questions in 1?

A recent study says that speaking two languages can help old people to stay mentally active. Dr Ellen Bialystok and her team of scientists at York University in Canada planned some special tests. Then they asked 104 people between the ages of 30 and 88 to do them. From the tests, the scientists found out that people who can speak two languages are very good at thinking fast.

The scientists did different experiments and came to the conclusion that being bilingual can help old people to think quickly. Investigation has shown that playing musical instruments, dancing or reading can also help to keep you mentally active. Simple activities like doing crosswords or playing board games like chess or monopoly can also have a positive effect.

Dr Bialystok thinks that speaking different languages is very good for you and your brain. Half of the people who did the tests came from Canada and only spoke English. The other half came from India and could speak English and a language called Tamil. The scientists tested vocabulary skills and maths ability. They also checked how fast the people did the activities. The ones who could speak two languages did the exercises quickly and well. The people who spoke only one language weren't so good.

The British Alzheimer's Society was very interested in the discoveries. 'It is possible that if we learn a second language when we are young, it can help us even when we are old,' said Professor Clive Ballard. Ballard is the Alzheimer's Society's Director of Investigation. 'Education in general can certainly help the brain to stay active.'



3 Read the text again and match the people in 1–6 with the information in a–f.

- 1 The British Alzheimer's Society
- 2 Professor Clive Ballard
- 3 104 people from Canada and India between the ages of 30 and 88
- 4 Dr Ellen Bialystok and her team
- 5 The Canadians, who only spoke English.
- 6 The Indians who did the tests

- a had the idea for this investigation into bilingualism.
- b did the tests that the scientists invented.
- c were the people who spoke English and Tamil.
- d didn't do the tests as quickly.
- e wanted to know about the results.
- f thinks that all education is good for the brain.

4 What about you?

- 1 Are you bilingual? Do you know anybody who is?
- 2 What are the advantages of being bilingual?

▶ Use of English

▶ Tip for Use of English Exams

In multiple-choice cloze activities, remember ...
Read the complete text first without thinking about the gaps. This helps you to get a general understanding of the text.
EXAM SUCCESS ▶ page 150

5 Complete the text by choosing the correct option: A, B, C or D, to fill each gap.

ina they have used acupuncture for thousands of years. But now a school in and (1) ____ just started to use it with their ents. Stanchester Community School is the of (2) ____ they have begun this project. At this of them they have a teacher who has spent time in China, studying acupuncture with Chinese rts. This teacher has (3) ____ acupuncture to all group of students at the school (4) ____ i. These students suffer different problems. ry common problem that the students have ess, usually stress caused by exams or ework. People (5) ____ suffer from stress often headaches, backache, or stomach ache. students all say that they enjoy the treatment they say that it has (6) ____ helped them a lot. It s them feel good and relaxed. In fact, many of tudents also say that now they have started to really well. Let's hope that the students haven't ed to sleep in class (7) ____!

- | | | | |
|---------|--------|-----------|-----------|
| A has | B is | C have | D was |
| A that | B who | C where | D which |
| A give | B gave | C gives | D given |
| A since | B for | C at | D on |
| A - | B who | C when | D what |
| A yet | B ever | C never | D already |
| A just | B yet | C already | D never |

▶ Speaking

▶ Tip for Speaking Exams

In speaking exams, remember ...
It is important to know what the examiners want to hear. Find out how many marks there are and what you need to do to get good marks.
EXAM SUCCESS ▶ page 150

Work with a partner. Look at pages 40 and 123. Choose a different photo. Take it in turns to talk about your photos using the questions below.

- 1 Who are the people and what are they doing?
- 2 What type of people are they?
- 3 What are they wearing?
- 4 What else is in the picture?
- 5 How do you prefer to learn a language?

▶ Writing

▶ Tip for Writing Exams

In writing exams, remember ...
Include all the information in the instructions or you will lose marks. And don't forget to write in the correct style (formal or informal).
EXAM SUCCESS ▶ page 151

7 You are staying with an English teenager called Joe. You haven't got a mobile phone. This afternoon you are at home alone but you need to go out to the chemist's to buy some medicine and then take it to a friend. Leave Joe a message. Include this information.

- Explain where you have gone and why.
- Inform them who is ill.
- Give the address of the person who is ill and their telephone number.
- Ask Joe to ring you when he gets home.

▶ 'Can Do' Progress Check

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | |
|-----------------------------|
| 1 = I can do it very well. |
| 2 = I can do it quite well. |
| 3 = I have some problems. |
| 4 = I can't do it. |

- a I can talk about different quantities.
- b I can understand written and spoken texts about different languages.
- c I can make negative adjectives by using prefixes.
- d I can ask for information about language courses and check that I have understood.
- e I can write a text about my experiences of learning a language.
- f I can report general and recent experiences in the past using the present perfect.
- g I can talk about activities which continue up to now using the present perfect with *for* and *since*.
- h I can discuss health problems and illnesses.
- i I can describe scenes in photos and pictures using fillers.
- j I can write basic notes and messages.

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ⇨ WORKBOOK page 20–37
- 3 Other: _____



▶ Developing speaking Talking about photos

1 **SPEAKING** Work with a partner. Each choose a different photo. Make notes for what you can say about your photo. Use these questions for ideas: Who? What? Why? Where? When? Take it in turns to say what you can see in your photo. Speak for two or three minutes.

In the second photo I can see a group of people in a café. They are talking and laughing ...



2 **SPEAKING** Work with a partner. Imagine the photos are from a speaking exam and that you are the examiners. What questions would you ask about photo b? Make a list. *Where are the people in this photo?*

▶ **STUDY SKILLS**

What is the best way to improve your speaking? **STUDY SKILLS** ▶ page 148

3 **LISTENING** ▶ 2.44 Listen to a student talking about photo c in an exam. Do they ask any of your questions? Do you think the student does the exam well or not? Why?



4 **LISTEN** again. Tick the expressions in the Speaking Bank that you hear. Why are these expressions useful to talk about photos and pictures?

▶ **Speaking Bank**

- Useful expressions for speculation
- I think ...
 - It looks as if ...
 - I imagine that ...
 - It's not clear if ...
 - I'm not sure, but I think that ...
 - It looks like ...
 - It may/might/could be ...
 - They're probably ...

▶ **EXAM SUCCESS**

In conversations based on photos, what should you do if you aren't 100% sure of what you can see in the photos(s)? **EXAM SUCCESS** ▶ page 153

▶ Developing writing A formal letter

1 Read this newspaper article about recycling. What does the writer think about recycling? What reasons does he give?

RECYCLING IS A WASTE OF TIME
Harry Macdonald's Viewpoint

Everybody is always telling us to recycle. In some countries it is a crime **not** to recycle! This just shows how stupid modern society has become. The fact is that it's more expensive to recycle paper and glass than to make them from new materials. Why don't we just burn our rubbish? If we burn it, we'll produce lots of energy. And another thing, recycling only really works if we separate plastic, paper, aluminium etc. Let's be honest, how many people really do that? Recycling? It's just a waste ... of our time.



2 **SPEAKING** Work with a partner. What do you think? Do you agree or disagree with Harry Macdonald? Why? Make a list of your ideas.

1 *Recycling may be expensive but it's better than using new materials.*

3 Here is a letter to the editor of the newspaper. Does the reader agree or disagree with Harry Macdonald? Are any of your ideas from 2 here?

LETTERS TO THE EDITOR

Dear Editor,

I am writing in response to Harry Macdonald's article 'Recycling is a waste of time' which appeared in your newspaper last week. Personally I agree with many of the things that Mr Macdonald says.

Firstly, recycling is more expensive than we think. **Furthermore**, it is difficult or impossible to recycle some materials.

Next, some people say that burning rubbish is bad for the environment because of the fumes. **Nevertheless**, burning rubbish is a very efficient way to generate electricity.

Finally, many people say they recycle their rubbish. **However**, not many people take the time to separate glass, paper and plastics. **What's more**, I totally disagree with the idea of making people recycle.

I will be interested in hearing other readers' opinions on this question.

Yours faithfully,
Helen Horton, Manchester

▶ **STUDY SKILLS**

Read the letter again. Why is it important to divide texts into paragraphs when we write? **STUDY SKILLS** ▶ page 148

4 The words in bold in the letter are all linkers. Put them in the correct place in the Writing Bank below.

▶ **Writing Bank**

Linkers of sequence, addition and contrast

- Sequence: **Firstly** _____
- Addition: **Furthermore** _____
- Contrast: **However** _____

5 Complete the sentences with linkers from the Writing Bank.

- I think recycling is easy, _____, it is cheap.
- Let me explain what I think: _____, I want to explain my opinions about recycling paper. Next, I want to tell you what I think about recycling glass. _____, I want to talk about plastic.
- In general, I agree with the article. _____, there are some things in it that I don't agree with.

Practice makes perfect

6a Look at this topic and make notes.

A newspaper journalist writes:
'Humans aren't responsible for climate change. It's just a natural process.'

Write a letter to the newspaper editor expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

6b Write your letter using the model in 3, your notes and the Writing Bank to help you.

▶ **EXAM SUCCESS**

When you write in exam conditions, you cannot usually use a dictionary or grammar book. What can you do if you do not know a word or if you are not sure how to use a specific grammatical structure? **EXAM SUCCESS** ▶ page 151

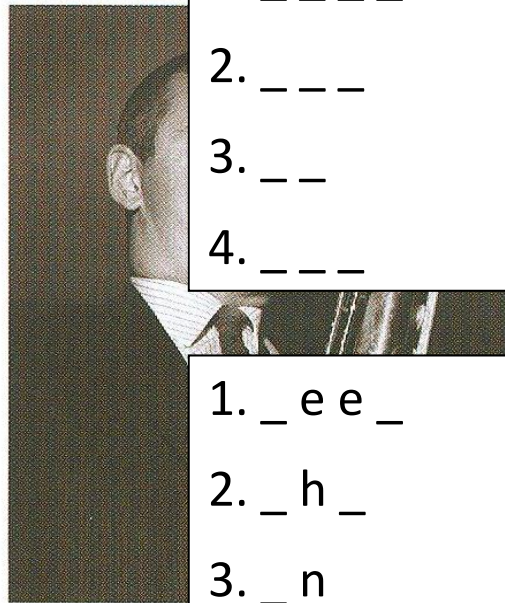
Give them a hand to build confidence

FCE Use of English Part 2: Open cloze

Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Ronnie Scott's

Ronnie Scott's, the famous jazz club in London, (0) has **JUST** celebrated its fiftieth anniversary. It was opened by Ronnie Scott and his friend Pete King after they had (1) to New York on a trip. (2) jazz scene there had had an enormous influence (3) them and they decided to create something similar in London. It (4) immediately a great success. But even then Ronnie had absolutely (5) idea that it would end (6) as the world renowned institution that it now is. Over the last fifty years many of the best jazz artists in the world (7) played at Ronnie Scott's and have been a source (8) inspiration to a whole generation of young musicians. (9) its debut the club has always had a lot of even poor economic conditions haven't had a negative effect on (11) ... Although Ronnie himself died a long time (12) his legacy remains and music lovers from all walks of life continue to keep the spirit of jazz alive at Ronnie Scott's.



1. _ _ _ _

2. _ _ _

3. _ _

4. _ _ _

1. _ e e _

2. _ h _

3. _ n

4. _ a _

1. b _ _ _

2. T _ _

3. o _

4. w _ _

the

was

been

on

Tips and strategies

► Gateway to exams Units 3–4

► Reading

► Tip for Reading Exams

In matching activities, remember ...
Read all the text once quickly to get a general understanding. Then read the information that you need to find. Look for the section of the text where you think this information appears and look at it again in more detail.
EXAM SUCCESS ► page 151

- 1 Look at the title of the text you are going to read.

Being bilingual is good for your brain

Work with a partner and answer these questions.

- 1 Why do you think that being bilingual is probably good for the brain?
- 2 How do you think scientists discovered this?



► Exam success

Unit 1

► READING: Multiple-choice activities

In this type of activity you choose the best answer from three or four different answers.

- Step 1: Read the text quickly to get a general understanding.
- Step 2: Read all the answers carefully. Sometimes the difference between two answers is just one word.
- Step 3: Find the section of the text where you think each answer comes and read it again slowly, in more detail.
- Step 4: If you aren't 100% sure which answer is best, take away any answers which you know are not correct.
- Step 5: When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

► SPEAKING: Information role-plays

- Find out the situation and the information that you need to ask for and give.
- If you don't understand what the examiner or your partner is saying, ask them in English to repeat or to speak more slowly. Use expressions like: *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*
- Listen to your partner and the examiner. In a conversation we speak *and* listen.
- Show that you're interested in what the other person is saying. Use expressions like: *Really? Ti*
- Use *Well, Hmm* or *Let me* you want to say next.
- Use basic question words *ll* to help you think of more q

► Use of English

► Tip for Use of English Exams

In multiple-choice cloze activities, remember ...
Read the complete text first without thinking about the gaps. This helps you to get a general understanding of the text.
EXAM SUCCESS ► page 150

- 5 Complete the text by choosing the correct option: A, B, C or D, to fill each gap.

In China they have used acupuncture for thousands and thousands of years. But now a school in England (1) ... just started to use it with their students. Stanchester Community School is the school (2) ... they have begun this project. At this school they have a teacher who has spent time living in China, studying acupuncture with Chinese experts. This teacher has (3) ... acupuncture to a small group of students at the school (4) ... 2005. These students suffer different problems. A very common problem that the students have is stress, usually stress caused by exams or homework. People (5) ... suffer from stress often have headaches, backache, or stomach ache. The students all say that they enjoy the treatment and they say that it has (6) ... helped them a lot. It makes them feel good and relaxed. In fact, many of the students also say that now they have started to sleep really well. Let's hope that the students haven't started to sleep in class (7) ...!

- | | | | |
|-----------|--------|-----------|-----------|
| 1 A has | B is | C have | D was |
| 2 A that | B who | C where | D which |
| 3 A give | B gave | C gives | D given |
| 4 A since | B for | C at | D on |
| 5 A - | B who | C when | D what |
| 6 A yet | B ever | C never | D already |
| 7 A just | B yet | C already | D never |

► Speaking

► Tip for Speaking Exams

In speaking exams, remember ...
It's important to know what the examiners want to hear. Find out how many marks there are and what you need to do to get a good mark.
EXAM SUCCESS ► page 150

- 6 Work with a partner. Look at pages 40 and 123. Each choose a different photo. Take it in turns to talk about your photos using the questions below.

- 1 Where are the people and what are they doing?
- 2 What type of people are they?
- 3 What are they wearing?
- 4 What else is in the picture?

► Writing

► Tip for Writing Exams

In writing exams, remember ...
Include all the information in the instructions or you will lose marks. And don't forget to write in the correct style (formal or informal).
EXAM SUCCESS ► page 151

- 7 You are staying with an English teenager called Joe. You haven't got a mobile phone. This afternoon you are at home alone but you need to go out to the chemist's to buy some medicine and then take it to a friend. Leave Joe a message. Include this information.

- Explain where you have gone and why.
- Inform them who is ill.
- Give the address of the person who is ill and their telephone number.
- Ask Joe to ring you when he gets home.

► 'Can Do' Progress Check

- 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

- | | |
|---------------------------------------------------------------------------------------------------------------------|--------------------------|
| a I can talk about different quantities. | <input type="checkbox"/> |
| b I can understand written and spoken texts about different languages. | <input type="checkbox"/> |
| c I can make negative adjectives by using prefixes. | <input type="checkbox"/> |
| d I can ask for information about language courses and check that I have understood. | <input type="checkbox"/> |
| e I can write a text about my experiences of learning a language. | <input type="checkbox"/> |
| f I can report general and recent experiences in the past using the present perfect. | <input type="checkbox"/> |
| g I can talk about activities which continue up to now using the present perfect with <i>for</i> and <i>since</i> . | <input type="checkbox"/> |
| h I can discuss health problems and illnesses. | <input type="checkbox"/> |
| i I can describe scenes in photos and pictures using fillers. | <input type="checkbox"/> |
| j I can write basic notes and messages. | <input type="checkbox"/> |

- 2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ◀ WORKBOOK page 20–37
- 3 Other: _____

► EXAM SUCCESS

In conversations based on photos, what should you do if you aren't 100% sure of what you can see in the photos(s)?

EXAM SUCCESS ► page 153

Work with sample answers - writing

Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **120 – 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

- 2 You have seen this announcement in an international magazine.

MY FAVOURITE TEACHER

Tell us about a favourite teacher of yours and say what you remember about him or her.

We will publish the most interesting articles next month.

Write your **article**.

2: WRITING | SAMPLE SCRIPTS WITH EXAMINER COMMENTS

2

Candidate B

My Favourite Teacher

I can remember my favourite teacher very well indeed. She was my primary school teacher and because it was a small, village primary school, she had to teach us all the lessons, maths, reading, writing, singing, art and so on.

Her name was Mrs Horvat and I think she had taught at that school for years. She knew all the children and even their parents as well. She was quiet old but full of energy and her lessons were always interesting.

She was also very kind and cheerful. The lessons always started laughing and I felt really well during her classes. We never got boring and she made all interesting for us. Sometimes, we went out for an excursion, like to a museum or zoo. That was great!

I think I will always remember her.

PAPER 2 | WRITING | QUESTION 2

Question 2

Candidate B

My Favourite Teacher

I can remember my favourite teacher very well indeed. She was my primary school teacher and because it was a small, village primary school, she had to teach us all the lessons, maths, reading, writing, singing, art and so on.

Her name was Mrs Horvat and I think she had taught at that school for years. She knew all the children and even their parents as well. She was quiet old but full of energy and her lessons were always interesting.

She was also very kind and cheerful. The lessons always started laughing and I felt really well during her classes. We never got boring and she made all interesting for us. Sometimes, we went out for an excursion, like to a museum or zoo. That was great!

I think I will always remember her.

Examiner comments

Subscale	Mark	Commentary
Content	5	All of the content is relevant and appropriate to the task and there is a good degree of detail and expansion. The target reader is fully informed about the teacher and the writer's memories of her.
Communicative Achievement	4	The conventions of the article are suitably used to gain and hold the target reader's attention. The writer communicates straightforward ideas by establishing the school setting and then building up a clear description of the teacher and her attributes. More complex ideas, such as her effect on the writer, are expressed slightly less clearly, for example in the 3 rd paragraph. The article is rounded off well.
Organisation	4	The text is suitably paragraphed. The style of contrasting both short and longer sentences to gain effect is successfully employed in the article. There is some repetition (<i>she was</i>), which could have been avoided, and only a limited use of linking words and cohesive devices (largely limited to referencing pronouns). Overall, however, the text is well organised and coherent.
Language	4	The range of lexis used is mostly appropriate with descriptions being used to good effect (<i>small village primary school, quiet old but full of energy, kind and cheerful</i>). Although a few lexical errors are present (<i>felt well, all</i>), these do not impede communication. There is evidence of a good control of tenses and other grammatical forms and the errors do not impede meaning.

Work with sample answers to build awareness of what is being tested

The survival of Welsh

Welsh is **(0)** of the oldest surviving languages **(1)** Europe with a history going back over fifteen centuries. In Wales itself it **(2)** now spoken by over half a million people, around twenty per cent of the population. Welsh is **(3)** much in evidence there as English: street signs are written in **(4)** of the languages, all official documents in English must also be available in Welsh, and **(5)** child in Wales learns Welsh in school up to the age of 16.

Interestingly, Welsh did not enjoy equal status with English in public life **(6)** fairly recently, with the passing of the Welsh Language Acts in 1967 and 1993. **(7)** two laws put an end to the dominance of English in the legal and administrative systems, **(8)** began in 1536, when Wales was united politically with its larger neighbour and English became the only official language.

Welsh was preserved thanks largely **(9)** the translation of the Bible into Welsh and the continued use of the language in churches. Its general use, however, declined in the twentieth century: with very **(10)** job opportunities in the post-war depression of the 1920s and 1930s, many young Welsh speakers left Wales in search of work elsewhere. In addition, relatively cheap housing in recent years **(11)** led to the arrival of large numbers of English people and an anglicization of rural areas.

(12) this decline has been reversed and Welsh is currently enjoying a revival, the language is still struggling for survival and the number of children being brought up with Welsh as their mother tongue is falling.

The Survival of Welsh

Welsh is one of the oldest surviving languages in Europe with a history going back over fifteen centuries. In Wales itself it is now spoken by over half a million people, around twenty per cent of the population. Welsh is as much in evidence there as in English: street signs are written in both of the languages, all official documents in English must also be available in Welsh, and each child in Wales learns Welsh in school up to the age of 16.

Interestingly, Welsh did not enjoy equal status with English in public life until

The survival of Welsh

Welsh is (0) of the oldest surviving languages (1) Europe with a history going back over fifteen centuries. In Wales itself it (2) now spoken by over half a million people, around twenty per cent of the population. Welsh is (3) much in evidence there as English: street signs are written in (4) of the languages, all official documents in English must also be available in Welsh, and (5) child in Wales learns Welsh in school up to the age of 16.

Interestingly, Welsh did not enjoy equal status with English in public life (6) fairly recently, with the passing of the Welsh Language Acts in 1967 and 1993. (7) two laws put an end to the dominance of English in the legal and administrative systems, (8) began in 1536, when Wales was united politically with its larger neighbour and English became the only official language.

Welsh was preserved thanks largely (9) the translation of the Bible into Welsh and the continued use of the language in churches. Its general use, however, declined in the twentieth century: with very (10) job opportunities in the post-war depression of the 1920s and 1930s, many young Welsh speakers left Wales in search of work elsewhere. In addition, relatively cheap housing in recent years (11) led to the arrival of large

numbers of English people and an anglicisation of the language. (12) this decline has been reversed. Welsh as their mother tongue is falling.

The Survival of Welsh

Welsh is one of the oldest surviving languages in Europe with a history going back over fifteen centuries. In Wales itself it is now spoken by over half a million people, around twenty per cent of the population. Welsh is as much in evidence there as in English: street signs are written in both of the languages, all official documents in English must also be available in Welsh, and each child in Wales learns Welsh in school up to the age of 16.

Interestingly, Welsh did not enjoy equal status with English in public life until

2. Training: learning the right skills and language



Can you speak French?

- “I studied French at school for 5 years – I got an ‘A’.”
- “Oh, your French must be good.”
- “Er.....oui?”

The 'backwash effect': "Negative backwash from too much testing makes good language teaching more difficult."

Don't neglect the
language itself!

Language and exam techniques

▶ Developing speaking Talking about photos

1 SPEAKING Work with a partner. Each choose a different photo. Make notes for what you can say about your photo. Use these questions for ideas: Who? What? Why? Where? When? Take it in turns to say what you can see in your photo. Speak for two or three minutes.

In the second photo I can see a group of people in a café. They are talking and laughing ...



Work with a partner. Imagine the photos are asking exam and that you are the examiners. What questions would you ask about photo b? Make a list. *the people in this photo?*

▶ STUDY SKILLS

What is the best way to improve your speaking?
STUDY SKILLS ▶ page 148

2.44 Listen to a student talking about photo c in an exam. Do they ask any of your questions? Do you think they did the exam well or not? Why?



4 Listen again. Tick the expressions in the Speaking Bank that you hear. Why are these expressions useful to talk about photos and pictures?

▶ Speaking Bank

Useful expressions for speculation

- I think ...
- It looks as if ...
- I imagine that ...
- It's not clear if ...
- I'm not sure, but I think that ...
- It looks like ...
- It may/might/could be ...
- They're probably ...

▶ EXAM SUCCESS

In conversations based on photos, what should you do if you aren't 100% sure of what you can see in the photos(s)?

EXAM SUCCESS ▶ page 153



Practice makes perfect

5a SPEAKING Work with a partner. Look at photos c and d above and each choose a different photo. Make notes to describe your photo.

5b Prepare questions to ask about your partner's photo and then take turns to ask and answer questions.

Who is in this photo?

It looks as if they are a group of students in a computer class.

▶ Speaking Bank

Useful expressions for speculation

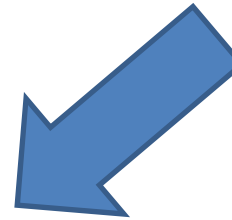
- I think ...
- It looks as if ...
- I imagine that ...
- It's not clear if ...
- I'm not sure, but I think that ...
- It looks like ...
- It may/might/could be ...
- They're probably ...



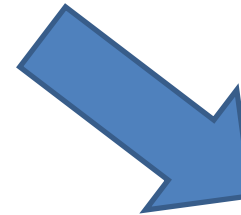
Speaking: Surveys on lexical topics

- Family
- Hobbies
- City
- Travel
- Study
- Etc...

Brainstorm



Interact/ask



Report back



Speaking: your own pictures



- This picture shows...
- In the foreground we can see...
- In the background we can see...
- While....
- Whereas.....

1 min.



Writing: get creative

Re-write a low- level text

THE JEWELLER'S WIFE

Mr Thomas Keeling wanted to be a private detective. Many people needed private detectives. Sometimes, a businessman wanted somebody to investigate his clerk. Was the clerk stealing his money? Sometimes, a lady wanted somebody to watch her husband. Was her husband meeting another woman? The businessman and the wife both needed a private detective. People needed Mr Thomas Keeling!

Mr Keeling was a quiet, serious man. He wanted to do his job well. He had read many books about famous detectives. He had saved \$900. He was going to start a business.

One day, Mr Keeling came to Houston, Texas. He rented a small office in a quiet street. He put a sign outside his office and he waited for his first client.

For three days, Mr Keeling sat in his office and he read detective stories. But on the fourth day, a client came up the stairs to the office.

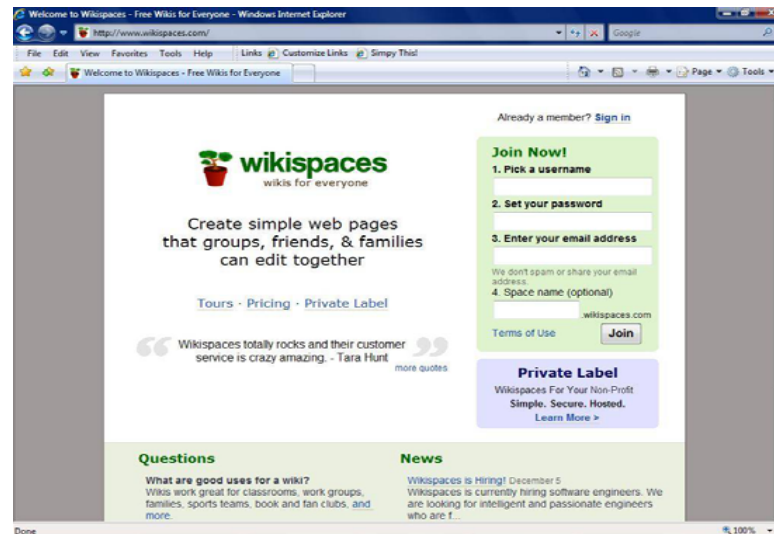
Mr Keeling looked at his client carefully. He saw a young lady. She was about twenty-five years old. She was tall and slim. Her black clothes were smart. She wore a black hat. A thin black veil covered her face.

'Good afternoon, madam,' said Mr Keeling. 'Please sit down.'

The lady lifted her veil.

Writing: practice, practice, practice!

- Teacher-student journals
- Create your own Wiki page:
www.wikispaces.com



Don't forget - keep doing the
good things you always do!

Grammar in context

▶ Grammar in context

GRAMMAR GUIDE

Some, any, much, many, a lot of, a few, a little

1a Find these words in the text on page 33. Are they countable or uncountable?

- 1 book 2 day 3 time 4 shop 5 money 6 mistake

1b Look at these sentences. The words in bold all express quantity. Then answer questions a–e about the words.

- The Harry Potter books presented **some** special difficulties.
- They needed **some** time to do the job well.
- They do not contain **any** lines from the original text.
- Did the author receive **any** money from these books?
- There were not **many** mistakes in the official translations.
- There was not **much** time.
- There are **a lot of** invented words.
- They didn't have **a lot of** time.
- He added **a few** informal messages into the text.
- They had **a little** time to check their work, but not much.

- Which words do we use with uncountable nouns?
some, any, much, a lot of, a little
- Which words do we use with plural countable nouns?
- Which words often appear in negative sentences and questions?
- Which words do we use to talk about large quantities?
- Which words do we use to talk about small quantities?

GRAMMAR REFERENCE ▶ page 42

2a Complete the dialogue with *some* or *any*.

r uncountable?

- 5 money 6 mistake

ty. Then answer questions a–e about the words.

- Which words do we use with uncountable nouns?
some, any, much, a lot of, a little
- Which words do we use with plural countable nouns?
- Which words often appear in negative sentences and questions?
- Which words do we use to talk about large quantities?
- Which words do we use to talk about small quantities?

GRAMMAR REFERENCE ▶ page 42

? Have we got (a) _____ bananas?

!(c) _____ tomatoes or potatoes.

) _____ chocolate. And we need to get (g) _____

ner tonight.

too. We haven't got (j) _____ at the moment. And get

... in the world, there are types of food that are common to many other countries. Can you guess what it is?

3 Choose the correct alternative.

Nobody knows exactly how (a) *much/many* words there are in total in the English language but there are (b) *a lot/a lot of*. One reason why there are so (c) *many/much* is that English takes words from (d) *much/many* other languages. Look at the words for food in exercise 2a for example. There may be (e) *a few/a little* words there that come from your language. (f) *Some/Any* of the words come from South America – potato, tomato and chocolate. There aren't (g) *any/many* words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in Britain don't eat (h) *many/much* fish sauce but they do eat (i) *lots/lot of* hamburgers. There is (j) *some/any* confusion about the origin of the word hamburger but (k) *a lot of/much* people think that it comes from German. Because Britain and France are neighbours it is normal that there are (l) *a few/a lot of* French words in English – hundreds in fact. Biscuit is just one example. On the other hand, (m) *a lot of/many* fruit travels a long way to get to Britain. That explains why the word banana comes from an African language. There are also (n) *a few/a little* words from Turkish, like yoghurt. And, finally, if you ask for (o) *a few/a little* sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to (p) *much/many* countries!





Winning money

Cross-curricular – Literature
Q & A by Vikas Swarup

INSIDE INFORMATION

- When the book Q&A became a film, the title changed to *Slumdog Millionaire*. The film won eight Oscars. It was the writer's first novel.
- The narrator is Ram Mohammad Thomas, a poor eighteen-year-old waiter. He is a contestant on a quiz programme which is similar to *Who Wants to Be a Millionaire?* The prize is one billion rupees (approximately \$20,000). The name of the TV presenter is Prem Kumar.
- In fact, Thomas has answered all the questions correctly, not because he has studied but because of the extraordinary events that he has experienced in his difficult life. In fact, Prem Kumar and the producers of the programme found it amusing that a poor waiter could know so many answers, but now they are worried that Thomas could win the massive cash prize.

We are still in the commercial break. Prem Kumar is in a corner, conferring with the long-haired producer. I look around the studio. Many members of the audience are watching me, wondering perhaps what is going through my mind.

Prem Kumar ends his consultation and walks up to me. He has a sinister grin on his face. 'Thomas, we don't know how you have managed to answer eleven questions so far, but there is no way you will be able to answer the final question.'

'No, I'll see.'

'No, I'll see. Prepare yourself to lose all,' says Prem Kumar and sits down on his seat.

The studio sign changes to 'Applause'. The signature tune comes on. The audience claps loudly.

Prem Kumar looks at the camera. 'Ladies and gentlemen, we are standing at the brink of a historic moment, not just for this show but perhaps for posterity. Ram Mohammad Thomas, an eighteen-year-old waiter from Mumbai, has gone further than any other contestant on this show. If he answers this last question correctly, he will win the biggest jackpot in history – one billion rupees. If he fails to give me the correct answer, he will lose the single largest sum of money ever to be lost by an individual in sixty seconds – one billion rupees. So please clear your minds, fill your hearts and join me in saluting once again our contestant tonight, Mr Ram Mohammad Thomas.'

The moment I have been waiting for has finally arrived. I take a deep breath and prepare to face my destiny.

'OK, without any further ado, here is the last question for you, Mr Thomas, and this is from ... the pages of history! We all know that Mumtaz Mahal was the wife of emperor Shahjahan and that he built the world-famous Taj Mahal in her memory, but what was the name of Mumtaz Mahal's father? This is the billion-rupee question. Your choices, Mr Thomas, are a) Mirza Ali Kuli Beg, b) Shajahan, c) Asaf Jah, or d) Akbar Bahin Khan Khanan.'

'Think about your answer carefully, Mr Thomas. I know you need time to reflect on your answer, and to allow you just that, we will now take another quiz commercial break. Ladies and gentlemen, please don't even think of going anywhere.'

Prem Kumar grins widely at me. 'Got you, didn't I? Unless you have an MA in Medieval History, there is no way you'll be able to answer this. So bid goodbye to the hundred million you have just won and prepare to resume your career as a waiter.'

He laughs.

I laugh back.

'But I've got an MA in history, but I do know the answer to this question. The answer is Asaf Jah.'

Prem Kumar looks aghast. 'Slow ... how do you know this?' I know it because I worked as a guide for two years at the Taj Mahal.'

For the first time Prem Kumar looks at me with a trace of fear and runs to the producer. They whisper amongst themselves. Eventually Prem Kumar comes back to his seat. The studio sign changes to 'Applause' and the signature music commences.

'Ladies and gentlemen, before we went into the break I asked the question, what was the name of the father of Mumtaz Mahal? I am sure all of you thought that was the final question, but it was not.'

The audience is astounded. I am stunned. Are they introducing a new question? The air becomes thick with tension.

Prem Kumar continues. 'Not only was that not the last question, it was not a question at all. We were simply recording a commercial for Mumtaz Tea, which is one of the sponsors of the show.'

Prem Kumar speaks to the camera. 'Ladies and gentlemen, I am now about to reveal question number twelve, for one billion rupees, the biggest prize ever offered in the history of the planet. And remember, it is win all or lose all. OK, without any further ado, here is the last question for you, Mr Thomas, and this is from ... the world of western classical music! Beethoven's piano sonata no. 29, opus 106, also known as the 'Hammerklavier Sonata', is in which key? Is it a) B flat major, b) G minor, c) E flat major, or d) C minor?'



- 1 Work with a partner. Discuss these questions.
 - 1 What quiz programmes are popular in your country?
 - 2 What prizes do the contestants win in these programmes?
 - 3 What is your opinion of quiz programmes?

2 Read the text. What is the final question that Ram Mohammad Thomas has to answer to win one billion rupees? Why do you think the producers choose this question?

3 Read the text again and answer the questions.

- 1 In what way is Prem Kumar different when the camera are filming and when there is a commercial break?
- 2 Why is Prem Kumar sure that Thomas won't know the answer to the question about Mumtaz Mahal's father?
- 3 How does Thomas know the answer?
- 4 How does Prem Kumar explain the fact that the last question is not the question about Mumtaz Mahal's father?
- 5 Do you think that Thomas knows the answer to the final question? Why/Why not?

4 SPEAKING What about you?

- 1 If you have seen the film *Slumdog Millionaire*, did you like it? Do you remember what happens in the end?
- 2 If you haven't seen the film, would you like to see it? Why/Why not?

WORD BOOSTER

Match the words and definitions.

- | | |
|------------------------------|--------------------------------------------------------------------|
| 1 sinister grin | a say goodbye |
| 2 at the brink of | b without waiting anymore |
| 3 for posterity | c a prize in a competition |
| 4 jackpot | d start again |
| 5 without any further ado | e say something very quietly |
| 6 bid goodbye | f at the moment when something very good or bad is going to happen |
| 7 resume | g shocked |
| 8 aghast, astounded, stunned | h say or show something that was a secret before |
| 9 whisper | i evil smile |
| 10 reveal | j for the future |

International cultural knowledge Money quiz

5 Work with a partner and answer this quiz.

6 LISTENING 1.20 Listen and check. How many answers does the contestant get right? What about you?

7 Listen again if necessary and answer these questions.

- 1 What currency did Australia use before its current currency?
- 2 What was the highest-value US dollar bank note ever?
- 3 What is spelunking?
- 4 In question 4, where is the exact location of the gold?
- 5 How does the contestant know that the answer to 5 is not Geneva?

8 What about you?

- 1 Would you like to be a contestant in a quiz programme?
- 2 What would be your favourite subject area to answer questions on?

1 What notes and coins are used in Australia?

- | | |
|------------------|----------------------|
| A. one and ten | B. dollars and cents |
| C. one and fifty | D. pounds and pence |

2 What is the highest-value bank note in the USA?

- | | |
|----------|----------|
| A. \$50 | B. \$100 |
| C. \$200 | D. \$500 |

3 Which of these words do we use for the study and collection of caves?

- | | |
|----------------|---------------|
| A. numismatics | B. spelunking |
| C. numismatist | D. spelunker |

4 Not counting Swiss banks, which is the building that contains the largest amount of gold in the world?

- | | |
|----------------------------------------------|----------------------------|
| A. The Federal Reserve Bank of New York, USA | B. Fort Knox, USA |
| C. Camera Palace Las Vegas, USA | D. The Bank of England, UK |

5 Where is the headquarters of the European Central Bank?

- | | |
|-----------------------|------------------------|
| A. Frankfurt, Germany | B. London, UK |
| C. Brussels, Belgium | D. Geneva, Switzerland |



For lexis, grammar, speaking and listening.....

- Dialogues
- Role-plays
- Games
- Debates
- Crosswords
- Quizzes
- Songs
- Video clips

Don't forget – you can
have fun!

A Success Story

The popular family board game Scrabble™ is a (0) REMARKABLE success story. Over 100 million sets have been sold in 29 (1) languages and in 121 countries around the world, making it (2) the world's best-selling word game. It began life in 1931 during the Great Depression, when, like so many other Americans, architect Alfred Butts found himself without (3) His passion for words led him to devise a game he called Lexico, in which players' scores were determined by the

(4) of the words they only incorporated in 1938, when it was added to Criss-Crosswords. Some of the words still appear in today's game, including letters, which remain (6) in Lexico nor Criss-Crosswords.

(7) and Butts were then, in 1948, James Brunot created a Criss-Crosswords game, but he simplified the rules and called it Scrabble. In the first year it was sold, losing Brunot money. However, Macy's department store bought it, and it was (10) to find a publisher. Scrabble went on to become a worldwide success.



REMARK
DIFFER
EASY

EMPLOY

LONG

Brighton

It is no (0) EXAGGERATION to say that Brighton is one of the most delightful, exciting and (1) seaside cities in Britain. Its temperate climate, (2) regency architecture, cosmopolitan atmosphere and vibrant nightlife give this resort its unique character and charm and make it one of the country's prime holiday destinations. Situated on the coast (3) south of London, this one-time fishing village offers its eight million annual (4) a variety of (5) , with its theatres and concert halls, pubs and clubs, amusement parks and arcades, and a wide (6) of restaurants and cafés. Brighton is also an excellent place for shopping, and a trip to the city would be (7) without a stroll around the narrow, historic streets known as 'The Lanes', where the numerous independent shops tempt you with antiques, clothes, gifts, and items of (8) Also not to be missed is the Royal Pavilion, King George IV's former seaside (9) with its Indian domes and minarets, and lavish Chinese interiors. And if you are too tired for a walk along the seafront or out to sea on the pier, then have a ride on the Volk's Electric Railway, which will (10) you to sit back and admire some fine regency buildings as you travel along the beach to the impressive Brighton Marina.

EXAGGERATE
ORDINARY
ATTRACT

DIRECT
VISIT
ENTERTAIN
CHOOSE

COMPLETE

JEWEL

RESIDENT

ABLE

Word formation tennis

success



Word formation tennis

produce



3. Teaching *beyond* the test

Real world skills...

▶ Developing speaking

Presentations 1

- 1 SPEAKING** Work with a partner. Look at this presentation topic and decide if you agree or disagree with the statement. Explain your ideas and make notes.

Exams are the only way to check that students are really learning. Do you agree? Why?/Why not?

- LISTENING 1.20** Listen to a student giving a presentation on this topic. What is his opinion? Does he mention any of your ideas?

Listen again and tick the expressions in the Speaking Bank that you hear.

Speaking Bank

Useful expressions to structure a presentation

Beginning your presentation
 I'd like to begin by saying ...
 To start with ...
 The first thing I'd like to say is ...

Ordering your arguments

First of all,
 Firstly,
 Secondly,
 Another thing is that,
 Furthermore,
 What's more,
 It's important to remember that ...
 It's also true that ...

Including your presentation

Finally,
 To sum up,
 Last but not least,
 The point I'm trying to make is ...
 In short,

KING With your partner, organize your notes from 1 to 4 in logical order, with an introduction and a conclusion.

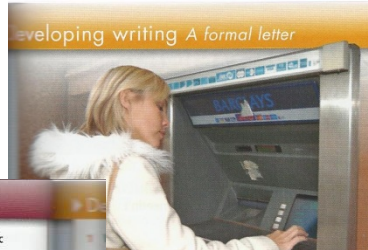
KING Read the advice in Exam Success and then it in turns to give a presentation about your topic. Remember to use expressions from the Speaking Bank. When you finish, discuss how well you did on your presentations.

EXAM SUCCESS

When you give a presentation remember that you can look at your notes, but don't just read them aloud. Don't forget to look at your audience to see if they understand you and are interested.
EXAM SUCCESS ▶ page 150

Practice makes perfect

KING Prepare a presentation on this topic.



Developing writing A formal letter

Read these instructions about how to use a cashpoint to get money. Number the steps in the correct order.

- 1 something happened (Paragraph 1)
an incident took place
- 2 made a lot of trouble for me (Paragraph 1)
- 3 take out (Paragraph 2)
- 4 chose (Paragraph 2)
- 5 wanted (Paragraph 2)
- 6 kept (Paragraph 2)
- 7 called (Paragraph 3)
- 8 enough (Paragraph 3)
- 9 told (Paragraph 3)
- 10 I want you to say you're sorry (Paragraph 4)
- 11 I'm going to have to (Paragraph 4)

- 4 Find the formal equivalents of these words and expressions in the letter.**
- 5 Read the information in the Writing Bank and find examples of the characteristics in the letter in 3.**

Writing Bank

- Characteristics of formal letters**
- If we don't know the name of the person we are writing to, we begin *Dear Sir or Madam*. We finish *Yours faithfully*.
 - If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and the surname. We finish *Yours sincerely*.
 - We do not use contractions.
 - We use longer, more formal words and expressions.
 - We do not use many phrasal verbs.
 - We write complete sentences.
 - We do not usually use abbreviations.
 - We use formulaic expressions to begin and end the letter.

STUDY SKILLS

When you write, always make a plan. It helps you to decide exactly what you are going to say and what order you are going to say it in before you begin. This makes your text much more coherent.
STUDY SKILLS ▶ page 147

- 6 Work with a partner. Look at this task. Write notes. You can add your own details.**

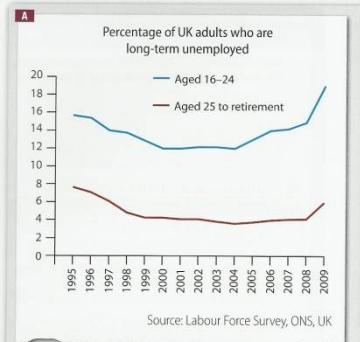
Last week you were at a train station. In the station there was a vending machine selling books. You wanted a book to read on the train so you put money in but it didn't give you the book or any change. Write a letter of complaint to the company that is responsible for the vending machine and demand a solution.

Plan
 Paragraph 1: Why are you writing?
 Paragraphs 2 and 3: What happened? What are the facts?
 Paragraph 4: What solution do you demand? What will you do if there is no solution?

Practice makes perfect

- 7 Write your letter individually. Use your notes and the information in the Writing Bank.**

▶ Developing speaking Stimulus-based discussions 1



B It's clear that educational qualifications affect your chances of finding a job, and of finding a job with a good salary.
 Joe Smith, Sociologist

C Number of young people out of work rises again because of economic recession

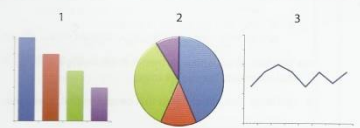
D

Young women who are badly paid (less than £7 an hour):	22.6%
Young men who are badly paid (less than £7 an hour):	11.3%

- 1 Find the following elements on this page and write the letters next to their descriptions.**
- 1 a headline _____
 - 2 a quote _____
 - 3 a statistic _____
 - 4 a line graph _____

2 Label the pictures with these words.

a line graph a bar graph a pie chart



- 3 SPEAKING** Work with a partner. What topic connects all the different elements?
- 4 LISTENING 1.10** In what order does the speaker mention the different elements? Listen and write the letters A-D in the order you hear them.
 First _____ Second _____ Third _____
 Fourth _____
- 5 LISTENING** Listen again and tick the expressions you hear in the Speaking Bank.

▶ Speaking Bank

Useful expressions in stimulus-based discussions

- The main idea of the material is ...
- All of the material is to do with ...
- The material here is linked to the topic of ...
- The newspaper headline states that ...
- The headline suggests that ...
- The graph shows that ...
- In the photo, I can see ...
- The photo illustrates ...
- There's an interesting quote from ...
- The quote suggests that ...
- We can see from the statistics that ...
- The statistics show that ...
- To sum up ...

- 6 SPEAKING** Work with a partner. Take it in turns to talk about the different elements on this page. Use expressions from the Speaking Bank.

Practice makes perfect

- 7a SPEAKING** Look at the material on page 166. Decide what the general topic is and what each different element is about.

- 7b Work with a partner. Take it in turns to talk about the topic.**

▶ EXAM SUCCESS

In this type of task, first look at all the stimuli and decide what the general topic is. Then check that you understand the content of each different stimulus. Make notes about your ideas but don't simply read them aloud in the exam. Use them as a framework for your talk, to remind you what to say next.
EXAM SUCCESS ▶ page 149

Life-long learning

Study Skills boxes

▶ Study skills

Unit 1

▶ GRAMMAR: Using reference material

- When you have problems with grammar, use reference material to find help.
- In this book there are grammar explanations on the Language Reference page at the end of each unit. These explanations help you to understand the correct **use** of the grammar (when and why to use the grammatical structure) and also the **form** (the correct parts of the structure).
- After reading about the grammar you can check that you understand it by doing the practice exercises on the revision page opposite.
- You can also use grammar books, either in English or in your own language.
- Look at the grammar help on www.macmillanenglish.com/gateway. Other Internet websites can also provide help with typical grammar problems.

▶ WRITING: Keeping a mistakes checklist

It is normal to make mistakes when you write. That is why it is important to read your work carefully when you finish. Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb.

You can learn from your mistakes. Make a list of mistakes that you make with the correction next to it. Use it as a checklist when you are checking your writing. Look at this example:

Mistake	Correction	Explanation
In general, I think the money is important.	In general, I think money is important.	When we talk about things in general we do not use the definite article.

▶ Listening

1 **SPEAKING** Work with a partner. Look at the photos. What can you see in each one? Is the situation good for the environment or not? Why?

▶ **Writing** Write down...

▶ **Listening** Listen to part of a recording and answer the questions.

▶ **Reading** Write down...

▶ **Listening** For the first time you listen to a recording. **STUDY SKILLS** ▶ page 147

▶ **Reading** Sentences true (T) or false (F)?

- ▶ Students have time to think of ideas. **T/F**
- ▶ Students separate paper into... **T/F**
- ▶ Students in the class take paper for... **T/F**
- ▶ Students switch lights off... **T/F**
- ▶ Students remember to switch the... **T/F**
- ▶ Students save water in the school... **T/F**

▶ **Listening** Listen again if necessary.

▶ **Reading** Questions in your school? Questions about your school? Why?

We recycle paper.

Yes, and we always switch the lights off at the end of the day.

76 Unit 6

Self-study



(adj) = adjective
(adv) = adverb
(conj) = conjunction
(n) = noun
(pron) = pronoun
(v) = verb

The most common and useful words in English are marked according to the Macmillan Dictionary 'star rating'. This is so that you can easily recognize the vocabulary you need to know especially well.

*** = very common words ** = common words * = fairly common words

If there is no star next to the word, this means that it is not very common.

Gateway B1 Dictionary

INTRODUCTION

This Macmillan Dictionary has been especially designed to meet the needs of Gateway students who are at B1 level. The words have been selected from the B1 student's book and this workbook. Other words that often appear in school leaving exams have also been included.

The most common and useful words are marked according to the Macmillan Dictionary 'star rating'. This is so that you can easily recognize the vocabulary you need to know especially well.

*** = very common words
** = common words
* = fairly common words

GRAMMAR CODES

Nouns

- [C] countable nouns that are used with a or an or a number and have a plural: *car, adder*
- [U] uncountable nouns that cannot be used with a or an or a number and have no plural: *happiness, pain*
- [singular] nouns that are used with a, an, or the but are never used in the plural: *hair, mess*
- [plural] nouns that are used only in the plural and always take a plural verb: *congratulations, surroundings*

Verbs

- [I] intransitive verbs that have no direct object: *He passed for a moment.* • *Could you speak up please?*
- [T] transitive verbs that have a direct object: *I ate my lunch.* • *She handed the note over to me.*
- [linking verb] verbs that are followed by a noun or adjective complement describing the subject: *They looked happy.* • *I feel better now.*

WORD CLASSES USED IN THIS DICTIONARY

adj (-adjective)	phrase
adv (-adverb)	phr vb (-phrasal verb)
conj (-conjunction)	prep (-preposition)
det (-determiner)	pron (-pronoun)
noun	verb

accommodation /əˌkɒmədɪʃən/ (n) *** a place for someone to stay, live or work in: *The hotel provides accommodation for up to 100 people.*

according to /əˈkɔːdnɪŋ tuː/ (adv) *** 1 used for stating where information or ideas have come from: *According to newspaper reports, fighting has broken out in the northern provinces.* 2 in a way that agrees with or obeys a particular plan, system, or set of rules: *The game was played according to the rules.*

account /əˈkaʊnt/ (n) *** 1 an arrangement in which a bank looks after your money: *There was only £50 in his bank account.* 2 an arrangement with a company or internet provider to use a service they provide: *an email account.*

accuse /əˈkjuːz/ (v) *** to say that someone has done something wrong or illegal: *Her employers accused her of theft.*

ache /eɪk/ (n) *** a pain that is continuous but usually not very strong: *she felt a continuous but not very strong pain in part of your body*

achievement /əˈtʃiːvmənt/ (n) *** a particular thing that someone has achieved: *Winning the gold medal was a remarkable achievement.*

acupuncture /ˌækjupʊŋktʃə/ (n) *** a medical treatment that involves putting needles into particular parts of someone's body

adaptation /ˌædæptəʃən/ (n) *** a film or TV programme made from a book or play

addict /əˈdɪkt/ (n) *** someone who cannot stop taking illegal or harmful drugs: *a heroin addict*

addicted /əˈdɪktɪd/ (adj) *** unable to stop taking an illegal or harmful drug: *He was addicted to cocaine.*

addictive /əˈdɪktɪv/ (adj) *** an addictive drug is difficult to stop taking

adjust /ədʒʌst/ (v) *** to change or move something slightly so that it works or fits better: *She adjusted to adjust the strap on her sandals.* *** to get used to a new situation by changing your ideas or the way you do things: *It took her two years to adjust to life in England.*

admit /ədˈmɪt/ (v) *** to agree that something bad is true, or to agree that you have done something wrong: *Dave admitted causing death by careless driving.*

adolescence /ˌædəˈlesəns/ (n) *** the period of your life when you are changing from being a child to being an adult, especially when you are a young woman: *He spent his adolescence in a child's home.*

adult /ədʌlt/ (n) *** someone who is no longer a child and is legally responsible for their actions: *Teachers are 18, 20 for adults and 11, 10 for children.*

advantage /ədˈvɑːntɪdʒ/ (n) *** something that makes one person or thing more likely to succeed than others: *the advantages of a good education* *** a good feature or quality that something has: *Having children when you're older has both advantages and disadvantages.*

advertisement /ədˈvɜːtɪsmənt/ (n) *** an announcement in a newspaper, on television, on the internet etc that is designed to persuade people to buy a product or service, go to an event, or apply for a job

advice /ədˈvɪs/ (n) *** an opinion that someone gives you about the best thing to do in a particular situation: *Ask your father for advice.*

advise /ədˈvɪz/ (v) *** to give your opinion to someone about the best thing to do in a particular situation: *Her doctor advised her to rest.*

aerial /əˈɪəriəl/ (n) *** a piece of equipment made of wire or thin metal, used for receiving radio or television signals

affect /əˈfekt/ (v) *** to change or influence something, often in a negative way: *Did the newspaper really affect the outcome of the election?*

afraid /əˈfraɪd/ (adj) *** 1 worried that something bad might happen: *I was afraid that you'd miss the flight.* 2 frightened: *Don't be afraid - I won't hurt you.*

A

Unit 1

Ages and stages of life

adolescence (n) /ˌædəˈlesəns/
adult (n) *** /ˈædʌlt/
baby (n) *** /ˈbeɪbi/
birth (n) *** /bɜːθ/
child (n) *** /tʃaɪld/
childhood (n) ** /ˈtʃɪldrʰʊd/
death (n) *** /deθ/
middle-aged (adj) /ˈmɪdʒl̩ˌeɪdʒd/
old age (n) * /əʊldˌeɪdʒ/
senior citizen (n) /ˌsiːniə(r)ˈsɪtɪz(ə)n/
teenager (n) ** /ˈtiːnˌeɪdʒrɪ/
young adult (n) /jʌŋˌædʌlt/

The family

aunt (n) *** /aʊnt/
born (adj) *** /bɔːn/
brother (n) *** /ˈbrʌðə(r)/
brother-in-law (n) /ˈbrʌðə(r) ɪnˌlɔː/
cousin (n) ** /ˈkʌz(ə)n/
daughter (n) *** /ˈdɔːtə(r)/
divorced (adj) /dɪˈvɔːst/
father-in-law (n) /ˈfɑːðə(r) ɪnˌlɔː/
grandfather/mother (n) ** /ˈgrændˌfɑːðə(r)/, /ˌmʌðə(r)/
grandson/daughter (n) * /ˈgrændˌsʌn/, /ˌdɔːtə(r)/
husband (n) *** /ˈhʌzbd/
mother-in-law (n) /ˈmʌðə(r) ɪnˌlɔː/
nephew (n) * /neɪfjuː/
niece (n) * /niːs/
one-parent family /wʌnˌpeərəntˈfæm(ə)li/
only child (n) /əʊnliˈtʃɪldrɪ/
partner (n) *** /ˈpɑːtnə(r)/
single (adj) *** /ˈsɪŋɡl̩/
sister (n) *** /ˈsɪstə(r)/
sister-in-law (n) /ˈsɪstə(r) ɪnˌlɔː/
son (n) *** /sʌn/
stepfather/mother (n) /ˈsteɪpˌfɑːðə(r)/, /ˌmʌðə(r)/
unde (n) *** /ʌŋkəʊl/
wife (n) *** /waɪf/

Noun suffixes -ment, -ion, -ence

adolescence (n) /ˌædəˈlesəns/
difference (n) *** /ˈdɪfrəns/
equipment (n) *** /ɪˈkwɪpmənt/
improvement (n) *** /ɪmˈpruːvmənt/
independence (n) *** /ɪndɪˈpendəns/
information (n) *** /ɪnfə(r)məʃ(ə)n/

invention (n) ** /ɪnˈvenʃ(ə)n/
movement (n) *** /ˈmuːvmənt/
protection (n) *** /prəˈtektʃ(ə)n/

Other words and phrases

alone (adj) *** /əˈləʊn/
approximately (adv) ** /əˈprɒksɪmətli/
behaviour (n) *** /biːˈheɪvjərjə/
boil (v) * /bɔɪl/
care (n) *** /keə(r)/
celebrity (n) * /səˈlebrətɪ/
chance (n) *** /tʃɑːns/
company (n) *** /ˈkʌmpəni/
computer technician (n) /kəmˈpjʊtə(r) tekˈnɪʃ(ə)n/
connected (adj) * /kəˈnektɪd/
constant (n) *** /ˈkɒnstənt/
cost (v) *** /kɒst/
cultural values (n) /kʌltʃ(ə)rəlˌvæljuːz/
dangerous (adj) *** /dæŋdʒərəs/
decision (n) *** /dɪˈsɪʒ(ə)n/
difficult (adj) *** /dɪˈfɪk(ə)l/
discipline (n) *** /dɪˈsɪplɪn/
discuss (v) *** /dɪˈskʌs/
enter (v) /ˈentə(r)/
e-pal (n) /ɪˈpæl/
experiment (n) *** /ɪkˈspɛrɪmənt/
(v) * /ɪkˈspɛrɪmənt/
explore (v) *** /ɪkˈsplɔː(r)/
extra-curricular (adj) /ɪkˈstrə kəˈrɪkjələ(r)/
fair (= just) (n) *** /feə(r)/
fashion (n) *** /ˈfæʃ(ə)n/
fast (adv) *** /fɑːst/
female (n) *** /ˈfiːmeɪl/
fortunate (adj) ** /ˈfɔːtʃ(ə)nət/
free (adj) *** /friː/
fridge (n) * /frɪdʒ/
government (n) *** /ˈgʌvə(r)mənt/
GPS system (n) /dʒiː piːˈes sɪstəm/
grow up (v) /grəʊˈʌp/
health (n) *** /helθ/
helmet (n) * /ˈhelmet/
hide (v) *** /haɪd/
inform (v) *** /ɪnˈfɔːm/
jacket (n) *** /dʒækt/
late (adj & adv) *** /leɪt/
later (adj) /ˈleɪtə(r)/
(adv) *** /ˈleɪtə(r)/
leave (v) *** /liːv/
lie (= not tell the truth) (v) *** /laɪ/
limit (n) *** /lɪmɪt/

REMEMBER

- Exam tasks are similar across exams
- There is a definite 'skills overlap' for many exams
- There are universal rules for exam success
- Find a balance between testing, training *and teaching*



THANK YOU, AND
GOOD LUCK WITH
YOUR EXAM GROUPS!

