

Gateway to Exam Success

Liam Tyler

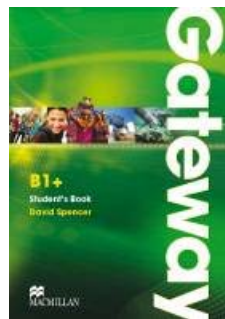
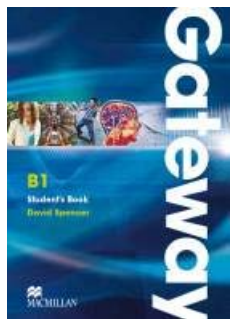
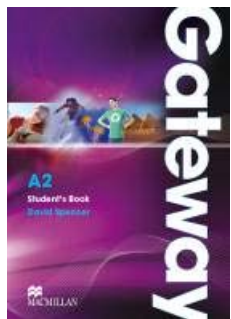
 **MACMILLAN**
ENGLISH



Gateway

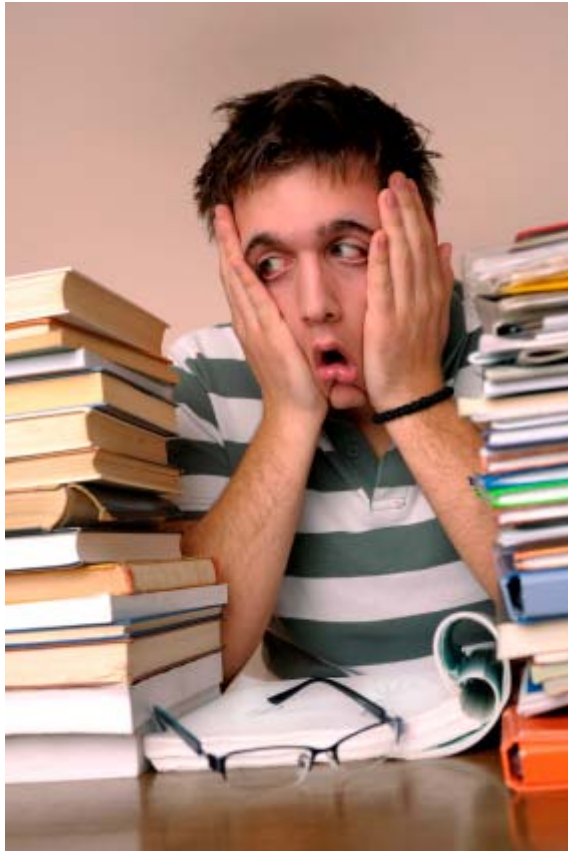
Gateway to Exam success

- Exams: general considerations
- Key rules for exam success
- Working with specific tasks



Gateway

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
- + Local state exams (ΓΕΑ, ΕΓЭ)**

Good news:
there's a skills overlap



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.


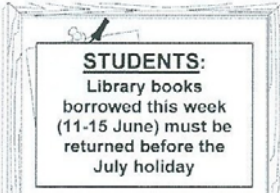
What does it say?

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



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 communities are working towards using only electricity generated by renewables.

At the same time, many of the largest cities around the world have set themselves ambitious targets to cut carbon dioxide emissions to less than half present levels in the coming decades, and they will be relying heavily on renewable energy sources to do this. For example, London aims to cut its emissions by 60 per cent of 1990 levels by 2025 with the help of renewables. While no country – except geothermally blessed Iceland – gets all of its electricity from renewables, some resource-rich, sparsely populated countries, including Austria, Sweden and Norway, aim to get between 60 and 90 per cent of their electricity from renewables by 2010.

One of the first towns to adopt a predominantly renewable supply, without compromising on its wealthy residents' modern lifestyle, was Three Rivers in Oregon. 'We have everything – the Internet, satellite TV, a washer and dryer – there is nothing I without,' says Elaine Budden, who has lived in Three Rivers for 12 years.

Ever since the mid-1980s, when the town's first permanent houses were built, Three Rivers has used solar power. The nearest power lines are several kilometres away and extending the grid would cost hundreds of thousands of dollars. So instead, Three Rivers residents decided to purchase their own photovoltaic panels and battery storage packs. The

panels provide up to 2 enough for 80 to 95 electricity needs. The diesel generators.

One community in its intermittent nature of help of fossil fuels. In of 2,400 people in not municipality in Europe 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 worldwide, however, i on a much larger scale in eastern Austria, rec

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.

11 A European community has an overabundance of electricity from renewable sources.

Questions 21 – 27

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"/>

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

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 we arrived, we went to find my instructor, 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 when 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, 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.

Some rules of success for exam preparation





Students.....

1. need to know the t_____
2. need to be familiar with skills such as reading for g_____, sc_____, g_____ meaning from context
3. need to know useful exam t_____ and s_____ for different tasks
4. need to build c_____
5. need to be familiar with s_____ answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for
g____, sc_____, g_____ meaning from context
3. need to know useful exam t_____ and s_____ for different tasks
4. need to build c_____
5. need to be familiar with s_____ answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic
f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam t_____ and s_____ for different tasks
4. need to build c_____
5. need to be familiar with s_____ answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam techniques and strategies for different tasks
4. need to build c_____
5. need to be familiar with s_____ answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam techniques and strategies for different tasks
4. need to build confidence
5. need to be familiar with s_____ answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam techniques and strategies for different tasks
4. need to build confidence
5. need to be familiar with sample answers
6. need to develop i_____ study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam techniques and strategies for different tasks
4. need to build confidence
5. need to be familiar with sample answers
6. need to develop independent study skills
7. need sufficient p_____ with the test and authentic f_____ on results/progress

Students.....

1. need to know the test
2. need to be familiar with skills such as reading for gist, scanning, guessing meaning from context
3. need to know useful exam techniques and strategies for different tasks
4. need to build confidence
5. need to be familiar with sample answers
6. need to develop independent study skills
7. need sufficient practice with the test and authentic feedback on results/progress

1. Familiarity with the test: task types and exam skills

“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

▶ Reading

- You are going to read a blog. The title is *Turn Off TV Week*. What do you think *Turn Off TV Week* is?
- You have four minutes to read the blog and decide if each person thinks *Turn Off TV Week* is a good idea or a bad idea. Do not stop reading if there are words you don't understand.
 - Bob Martin good/bad
 - JaneW good/bad
 - JoPike good/bad

Turn Off TV Week

by BOB MARTIN on FEBRUARY 25, 2011

Blog

The annual Turn Off TV Week starts today. The idea is to live without TV for a whole week. The people who organise it say television is a bad thing. Personally, I'm not sure that they're right. First of all, the organisers say that the kids of today are lazier and in worse physical condition than kids of the past because they spend all their time in front of the TV. But a recent study of 10,000 US children aged 10 to 15 found no connection between TV and physical fitness. Children who don't watch TV don't always do more physical activity. And even the world's biggest TV addict can find an hour in the day to do exercise. In my case, soaps always make me want to turn off the TV and go down to the gym!

I agree that there are lots of terrible programmes on TV. But I don't agree with saying 'No TV'. I just think we need some more intelligent programmes. TV can be informative, funny and moving. And, yes, it can be awful too. The most important thing is to think about what we watch and be more selective. Another thing that is not black and white is the idea that TV only stops us from communicating with others. An American professor found that parents in homes with no TV have an hour of conversation with their children every day. In other homes, there was only 38 minutes of conversation ... a week! That's bad. But TV can also bring people together and help to start conversations. Is there a better way to begin a conversation than by chatting about the latest episode of your favourite series?

Turn off my TV? OK. But I also plan to continue turning it on when there's something good on.

[2 COMMENTS]

Post a comment

JaneW – 25 Feb 2011, 10:11 AM
I agree. You can't say that all TV is bad. It's as stupid as saying that all books are good, or that all pop music is bad. Maybe a lot of TV is bad. But the idea is to look for the good programmes. I always read the TV guide and decide what I'm interested in watching. I watch my favourite programmes and I also try some new programme too. I watch them and then I switch the TV off.

JoPike – 25 Feb 2011, 11:01 AM
OK, I agree there are some good programmes on TV. But we all know that the most popular programmes are awful. Unreal reality shows, boring football matches, soap operas. That's why Turn Off TV Week exists. And that's why I like it. It tells people that there are more important things than knowing what's happening on Big Brother.

- Read the blog again and match each person's text to it.

▶ STUDY SKILLS

Why can it be useful to set yourself a time limit the first time you read a text?

- Choose the best answer.
 - A recent study in the USA shows that
 - TV makes children fat.
 - watching less TV generally makes children fitter and more active.
 - watching less TV doesn't really make children more active.
 - Bob thinks that TV
 - has a negative effect on conversation.
 - only stops conversation.
 - can have a positive effect on conversation.
 - JaneW
 - likes all types of programmes.
 - only watches programmes that are informative, funny and moving.
 - knows when to switch the TV off.
 - JoPike
 - hates all TV.
 - thinks sports programmes are the only good ones.
 - doesn't like the same programmes as JaneW.

- Match the underlined definitions.
 - one part or 'chapter' of a book or programme
 - talking in a friendly way
 - describes a person who is interested in something
 - not having something
 - describes a person who is interested in something
 - do something once
 - use (v)
 - once a year (adj)
- SPEAKING** What about you?
 - Do you think TV is a good thing?
 - How much TV do you watch on the weekend?

I think a lot of TV programmes are really bad.

I don't agree. Some programmes are quite interesting.

▶ STUDY SKILLS

Why can it be useful to set yourself a time limit the first time you read a text? **STUDY SKILLS** ▶ page 147

4 Choose the best answers.

- A recent study in the USA shows that
 - TV makes children fat.
 - watching less TV generally makes children fitter and more active.
 - watching less TV doesn't really make children more active.
- Bob Martin thinks
 - a lot of TV is bad, especially soaps.
 - a lot of TV is bad, but not soaps.
 - all TV is awful.
- Bob thinks that TV
 - has a negative effect on conversation.
 - only stops conversation.
 - can have a positive effect on conversation.
- JaneW
 - likes all types of programmes.
 - only watches programmes that are informative, funny and moving.
 - knows when to switch the TV off.
- JoPike
 - hates all TV.
 - thinks sports programmes are the only good ones.
 - doesn't like the same programmes as JaneW.

▶ STUDY SKILLS

Is it necessary to understand every word when you listen to a text in English? Why/Why not? **STUDY SKILLS** page 146

3 Listen again and match the speakers and the correct information. Two speakers have more than one answer.

- A worked on a video game.
- B has a lot of competition to get work.
- C wanted to act when she was small.
- D doesn't imitate the actors that she dubs.
- E is physically similar to the actor he dubs.
- F worked very fast.
- G doesn't want people to see her.
- H doesn't usually speak fast.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

▶ Listening

- Work with a partner. Who are the people in these photos? What do you know about them or their films?



1.21 Listen to four speakers. Match each speaker to an actor in 1. What is the connection between them?

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

STUDY SKILLS

Is it necessary to understand every word when you listen to a text in English? Why/Why not? **STUDY SKILLS** page 146

3 Listen again and match the speakers and the correct information. Two speakers have more than one answer.

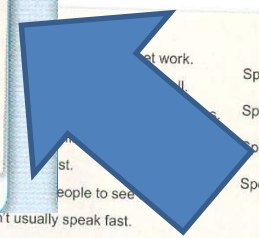
- A worked on a video game.
- B has a lot of competition to get work.
- C wanted to act when she was small.
- D doesn't imitate the actors that she dubs.
- E is physically similar to the actor he dubs.
- F worked very fast.
- G doesn't want people to see her.
- H doesn't usually speak fast.

Speaker 1

Speaker 2

Speaker 3

Speaker 4



► 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.

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?
- 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. www.macmillan.com/37

MACMILLAN
ENGLISH

Gateway

Not only what to do, but
also how to do it!

Which skills are being trained here?

▶ Reading

- 1 You are going to read a blog. The title is *Turn Off TV Week*. What do you think *Turn Off TV Week* is?
- 2 You have four minutes to read the blog and decide if each person thinks *Turn Off TV Week* is a good idea or a bad idea. Do not stop reading if there are words you don't understand.
- 3 Read the blog again and write down evidence from each person's text to justify your answers in 2.

STUDY SKILLS

Why can it be useful to set yourself a time limit the next time you read a text? **STUDY SKILLS** ▶ page 147

Write your answers.

A study in the USA shows that children fat.

TV generally makes children fatter and

Turn Off TV Week
by BOB MARTIN on FEBRUARY 25, 2011

The annual Turn Off TV Week starts today. The idea is to live without TV for a whole week. The people who organise it say that television is a bad thing. Personally, I'm not sure that they're right. First of all, the organisers say that the kids of today are lazier and in worse physical condition than kids of the past because they spend all their time in front of the TV. But a recent study of 10,000 US children aged 10 to 15 found no connection between TV and physical fitness. Children who don't watch TV don't always do more physical activity. And even the world's biggest TV addict can find an hour in the day to do exercise. In my case, soaps always make me want to turn off the TV and go down to the gym!

I agree that there are lots of terrible programmes on TV. But I don't agree with saying 'No TV'. I just think we need some more intelligent programmes. TV can be informative, funny and moving. And, yes, it can be awful too. The most important thing is to think about what we watch and be more selective. Another thing that is not black and white is the idea that TV only stops us from communicating with others. An American professor found that parents in homes with no TV have an hour of conversation with their children every day. In other homes, there was only 38 minutes of conversation ... a week! That's bad. But TV can also bring people together and help to start conversations. Is there a better way to begin a conversation than by chatting about the latest episode of your favourite series?

Turn off my TV? OK. But I also plan to continue turning it on when there's something good on.

[2 COMMENTS]

Post a comment

JaneW – 25 Feb 2011, 10:11 AM

I agree. You can't say that all TV is bad. It's as stupid as saying that all books are good, or that all pop music is bad. Maybe a lot of TV is bad. But the idea is to look for the good programmes. I always read the TV guide and decide what I'm interested in watching. I watch my favourite programmes and I also try some new programmes too. I watch them and then I switch the TV off.

JoPike – 25 Feb 2011, 11:01 AM

OK, I agree there are some good programmes on TV. But we all know that the most popular programmes are awful. Unreal reality shows, boring football matches, stupid soaps. That's why Turn Off TV Week exists, and that's why I like it. It tells people that there are more important things in life than knowing what's happening on Big Brother.

Unit 5 59

▶ Reading

- 1 You are going to read a blog. The title is *Turn Off TV Week*. What do you think *Turn Off TV Week* is?
- 2 You have four minutes to read the blog and decide if each person thinks *Turn Off TV Week* is a good idea or a bad idea. Do not stop reading if there are words you don't understand.

- 1 Bob Martin good/bad
- 2 JaneW good/bad
- 3 JoPike good/bad

2 How much TV do you watch on weekdays and at the weekend?

I think a lot of TV programmes are really bad.

I don't agree. Some programmes are quite interesting.

What skill is being trained here?

Reading

1 Work with a partner and answer the questions.

- 1 What are the unusual jobs in the photos?
- 2 What do you think people do in these jobs?



2 Read a blog about four people who have unusual jobs. What are their jobs? Write a name or simple explanation for each one.

- 1 Lily Ann Lloyd _____
- 2 David Singleton _____
- 3 Stephen Redmond _____
- 4 Louise Perry _____

Do you have an unusual job? We want to hear from you!

Blog

[14 COMMENTS]

1 You don't have to be attractive to work on TV. If you watch any TV drama, you'll see normal people in the background, behind the main actors. TV or film directors don't want every scene to be full of George Clooneys or Keira Knightleys. They want things to look real, with normal people. That's my job. Some people call us 'background artists', but we're usually called 'extras'. Extras often have to be in the studio for long hours, but you usually only work for about two hours a day. So you should take a good book or a crossword because most of the time you're just sitting waiting. And if you're working with famous actors, you mustn't ask them for an autograph. They just want to do their job in peace.
Lily Ann Lloyd, Glasgow – 1 Mar 2011, 2:31 PM

15 When I tell people what my job is, they all think I'm lucky. I suppose I am. I test computer games, so basically I spend hours and hours playing them, to see if they're good or not. Sometimes we have to keep playing the game until it breaks. It can be fun but it can also get really boring, playing the same game again and again. We often have to work very fast too. What I really want to do one day is to design a computer game. I studied to be a computer programmer so I know about the technical side. But you have to be very creative to design a game that's original.
David Singleton, London – 1 Mar 2011, 2:57 PM

16 I'm a house sitter. You probably think that I just sit at home all day. Well, you're right. Except not at my own home. A house sitter is someone who looks after another person's house when they go away. Sometimes I stay for just a couple of weeks when someone goes away on holiday. But sometimes I have to stay for six months, when a family goes to live for a long time in another country for example. People say that I'm a 'living burglar alarm'. That's more or less true. It's an easy job, but you shouldn't do it if you love staying at home ... your own home, that is.
Stephen Redmond, Cornwall – 1 Mar 2011, 3:17 PM

17 My job isn't exactly unusual but I have to work with world issues, emotions, strange events, family problems, love, new pop groups, discipline, people who are too excited, people who are bored, lunch, chewing gum, fashion, pollution, history, sport, literature, A*, C-, all this and the future of the world ... In my job you have to be reliable, well-organised, hard-working, creative, clever, sociable, caring, calm ... I'm a teacher and I love my job.
Louise Perry, Oxford – 1 Mar 2011, 7:20 PM

EXAM SUCCESS

You are going to do a true or false reading activity. What should you do after reading the text quickly for the first time to get a general idea?

EXAM SUCCESS ▶ page 152

3 Read the texts in 2 again and decide if the statements are true (T) or false (F). Write down the number(s) of the line(s) where you found the answer.

- 1 Lily Ann is very attractive and this is why she works in TV. T/F _____
- 2 Background artists and extras have the same names for the same job. T/F _____
- 3 Extras need to be patient. T/F _____
- 4 Stars don't like signing autographs for extras. T/F _____
- 5 David always enjoys his job. T/F _____
- 6 David thinks that technical knowledge is not enough to create a computer game. T/F _____
- 7 House sitters protect other people's property. T/F _____
- 8 Being a house sitter isn't a good job for people who like being away from their home. T/F _____
- 9 Louise needs to know about the past, present and future in her job. T/F _____
- 10 Louise thinks that she needs a variety of skills to do her job well. T/F _____

3 Read the texts in 2 again and decide if the statements are true (T) or false (F). Write down the number(s) of the line(s) where you found the answer.

- 1 Lily Ann is very attractive and this is why she works in TV. T/F _____

4 Match the underlined words in the text with their definitions.

- 1 takes care of, protects looks after _____
- 2 subjects, topics, questions _____
- 3 the place behind the main person or thing that you are looking at _____
- 4 handsome, beautiful _____
- 5 in a good situation, in a situation that other people want to be in _____
- 6 but _____

5 SPEAKING What about you? Discuss with a partner.

- 1 Which of the first three jobs in the text do you like the most? Why?
- 2 Would you like to be a teacher? Why/Why not?

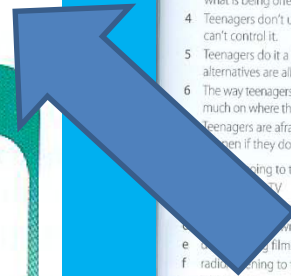
Which skill is being trained here?

4 Look at the underlined words in the text. Without using a dictionary, guess the meaning. Use the ideas in Study Skills to help you.

STUDY SKILLS

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the new word down into parts. Do you know any of the parts? Is the word similar to a word in your language?

STUDY SKILLS ▶ page 147



Reading

1 **SPEAKING** Work with a partner. How popular are these activities amongst teenagers in your country? Why?

buying CDs buying pirated DVDs
downloading music going to the cinema
listening to the radio watching TV
making purchases on the Internet
visiting social-networking websites

2 Read this text. How popular is each activity amongst British teenagers?

3 Match Matthew Robson's comments 1-7 with the things he is talking about a-g.

1 Teenagers don't sit down and do just this.
2 The sudden change in price makes teenagers less enthusiastic about doing it.
3 The use goes up and down according to what is being offered.
4 Teenagers don't use it much because they can't control it.
5 Teenagers do it a lot because the alternatives are all more expensive.
6 The way teenagers use it depends very much on where they are.
7 Teenagers are afraid of what might happen if they do this.

a going to the cinema
b watching TV
c downloading music
d going to the cinema
e watching films
f listening to the radio
g the Internet

4 Look at the underlined words in the text. Without using a dictionary, guess the meaning. Use the ideas in Study Skills to help you.

STUDY SKILLS

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the new word down into parts. Do you know any of the parts? Is the word similar to a word in your language? STUDY SKILLS ▶ page 147

5 **SPEAKING** What about you?

1 The report gives the idea that the main concern of teenagers is to limit how much they have to pay for music or entertainment. What do you think about this?

2 This report is from Britain in July 2009. Do you think the situation is different today/ in your country?

How teenagers consume media: the report that shook the city

In July 2009 an investment bank wanted to know about media habits amongst teenagers. They wanted to know whether it was worth investing in social-networking sites. They decided to ask a fifteen-year-old London schoolboy who was getting work experience in the bank. The boy, Matthew Robson, wrote a report which immediately caught the attention of the most important business executives in Britain and the USA. The executive director of the bank's media team said that it was one of the clearest and most thought-provoking reports he had seen. His colleague told the press: 'It's an interesting starting point for a debate.' Here is part of Matthew Robson's report.

Radio: Most teenagers nowadays are not regular listeners of radio. They may occasionally tune in, but they do not try to listen to a programme specifically. The main reason teenagers listen to the radio is for music, but now with online sites streaming music for free they do not bother, as users can choose the songs they want instead of listening to what the radio presenter or DJ chooses, and there are no adverts.

Television: Most teenagers watch television, but usually there are points in the year where they watch more than average. This is due to programmes coming on in seasons, so they will watch a particular show at a certain time for a number of weeks (as long as it lasts) but then they may watch no television for weeks after the programme has ended. Teenage boys (generally) watch more TV when it is the football season, often watching two games and related shows a week (totalling about five hours of viewing). A portion of teenagers watches programmes that are regular (such as soap operas) at least five times a week for half an hour or so but this portion is shrinking, as it is hard to find the time each day. Teenagers are also watching less television because of services which allow them to watch shows when they wait. Whilst watching TV, adverts come on quite regularly (eighteen minutes of every hour) and teenagers do not want to watch these, so they switch to another channel, or do something else whilst the adverts run.

Internet: Every teenager has some access to the Internet, be it at school or home. Home use is mainly for fun whilst school use is for work. Most teenagers are heavily active on a combination of social-networking sites. Facebook is the most common, with nearly everyone with an Internet connection registered and visiting at least four times a week. Facebook is popular as one can interact with friends on a wide scale. Outside of social networking, the Internet is used primarily as a source of information for a variety of topics. Some teenagers make purchases on the Internet but this is only used by a small percentage, as a credit card is required and most teenagers do not have credit cards.

Music: Teenagers listen to a lot of music, mostly whilst doing something else (like travelling or using a computer). This makes it hard to get an idea of the proportion of their time that is spent listening to music. They are very reluctant to pay for it (most never having bought a CD) and a large majority (eight out of ten) download it illegally from file-sharing sites. Legal ways to get free music that teenagers use are listening to the radio, watching music TV channels and using music-streaming websites. Almost all teenagers like to have a 'hard copy' of the song so that they can transfer it to portable music players and share it with friends. How teenagers play their music while on the go varies. Some teenagers use MP3 players and some use mobile phones. A number of people use legal music services to acquire their music but again this is unpopular with many teenagers because of the price.

Cinema: Teenagers visit the cinema quite often, regardless of what is on. Usually they will target a film first, and set out to see that, but sometimes they will just go and choose when they get there. This is because going to the cinema is not usually about the film, but the experience – and getting together with friends. Teenagers visit the cinema more often when they are thirteen and fourteen but as they approach fifteen they go to the cinema a lot less. This is due to the pricing: at fifteen they have to pay the adult price, which is often double the child price. Also, it is possible to buy a pirated DVD of the film at the time of release, and these cost much less than a cinema ticket so teenagers often choose this instead of going to the cinema. Some teenagers choose to download the films off the Internet, but this is not favourable as the films are usually bad quality, have to be watched on a small computer screen and there is a chance that they will be malicious files and install a virus.

▶ USE OF ENGLISH: Multiple-choice cloze activities

In this type of activity, you have a text with gaps. You must fill in each gap with one of three or four answers given.

Step 1: Read the complete text without thinking about the gaps. This helps you to get a general understanding of the text.

- 2** Read the text and decide which answer (A, B, C or D) best fits each gap.

The Paris–Dakar would never have existed if French driver Thierry Sabine had not got lost in the desert. That was when he had the idea for a race that would (1) drivers to the limit of their abilities. Little by little, the organizers have (2) changes to the race. For example, and rather confusingly, the Paris–Dakar has not always begun in Paris and the (3) line has not always been in Dakar.

(4) the years, the rally has had its fair share of incidents, although all the participants are clear about the risks they are (5) by competing. Whether the vehicle is a car, truck, quad or motorbike, the challenges are extreme, and there is usually a high drop-out (6)

(7), one constant feature of the race has been the solidarity of the competitors, all willing to lend each (8) a hand when in trouble.

Meanwhile, it seems that the number of people wanting to (9) part in the event shows no signs of falling (10)

- | | | | | |
|----|------------|-----------|-------------|-----------|
| 1 | A pull | B push | C put | D have |
| 2 | A made | B done | C had | D taken |
| 3 | A closing | B final | C finishing | D ending |
| 4 | A Through | B Over | C During | D For |
| 5 | A doing | B making | C having | D taking |
| 6 | A rate | B speed | C number | D amount |
| 7 | A Moreover | B Whereas | C While | D However |
| 8 | A one | B person | C other | D self |
| 9 | A be | B take | C have | D make |
| 10 | A out | B off | C down | D through |



- 2 Read the text and decide which answer (A, B, C or D) best fits each gap.

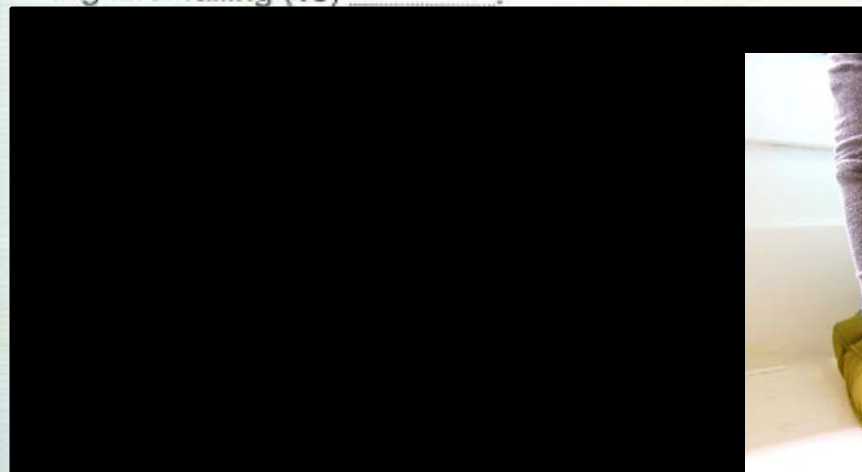
The Paris–Dakar would never have existed if French driver Thierry Sabine had not got lost in the desert. That was when he had the idea for a race that would (1) drivers to the limit of their abilities.

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(7), one constant feature of the race has been the solidarity of the competitors, all willing to lend each (8) a hand when in trouble.

Meanwhile, it seems that the number of people wanting to (9) part in the event shows no signs of falling (10)

- | | | | | |
|----|------------|-----------|-------------|-----------|
| 1 | A pull | B push | C put | D have |
| 2 | A made | B done | C had | D taken |
| 3 | A closing | B final | C finishing | D ending |
| 4 | A Through | B Over | C During | D For |
| 5 | A doing | B making | C having | D taking |
| 6 | A rate | B speed | C number | D amount |
| 7 | A Moreover | B Whereas | C While | D However |
| 8 | A one | B person | C other | D self |
| 9 | A be | B take | C have | D make |
| 10 | A out | B off | C down | D through |



Test 8

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.

I had only been at university for a few hours when the enormity of it finally dawned on me: I was now independent. Having lived at home with my parents all my life up until that day, I had often dreamed of the freedom that living **A22** _____ yourself gives you. There's no one to tell you when to go to bed, when to get up, what to do, what not to do. Now, though, I felt the responsibility weighing down on me. True, there was no one giving me rules to obey, but there was also no one to **A23** _____ on but myself. If I didn't remember to go to the supermarket, there wouldn't be any food in the flat. If I didn't budget correctly, there wouldn't be Mum or Dad nearby to lend me some money. If I didn't pay the bills on time, the electricity or water would be **A24** _____ off. It was a frightening feeling, and I prayed I would be able to deal with adult life in a mature enough way.

Over the next days and weeks, I began to realise how much I still had to learn. How could I have **A25** _____ to the age of eighteen without ever having ironed my own shirt? Was that laziness on my part ('Mum, can you iron a shirt for me?'), or had my parents and teachers failed to provide me with the skills I now needed? Whichever it was, I quickly had to learn. And learn I did — partly through trial and error, and partly **A26** _____ to the help of the new friends I was making. Many of them were in a similar situation, but we each had different skills to share. I could show them how to cook a tasty spaghetti Bolognese — a **A27** _____ every student should be able to prepare — and they could teach me how to light a gas oven or defrost a fridge.

When I went home for Christmas, I sensed that my parents were a little surprised that I had **A28** _____ to survive so well. I didn't admit it, but I felt extremely proud of all I'd accomplished so far.

- | | | | | |
|------------|----------------|--------------|-------------|-------------|
| A22 | 1) or | 2) by | 3) with | 4) on |
| A23 | 1) follow | 2) believe | 3) rely | 4) trust |
| A24 | 1) cut | 2) taken | 3) set | 4) stopped |
| A25 | 1) reached | 2) got | 3) arrived | 4) appeared |
| A26 | 1) recognition | 2) praise | 3) credit | 4) thanks |
| A27 | 1) dish | 2) plate | 3) portion | 4) serving |
| A28 | 1) managed | 2) succeeded | 3) achieved | 4) handled |

По окончании выполнения заданий **B4–B16, A22–A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1!**

ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B4–B16, A22–A28** располагаются в разных частях бланка. При переносе ответов в задания **B4–B16** буквы записываются без пробелов и знаков препинания.



2. Build confidence



Give them a hand to build confidence

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 l even poor economic conditions haven't had a negative effect on (10) 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

▶ Reading

▶ Tip for Reading Exams

In multiple-choice activities, remember ...
You may find the same words in the text and in one of the options but this does not mean it is the correct answer. The correct option will probably express the information in the text using different words.

EXAM SUCCESS ▶ page 150

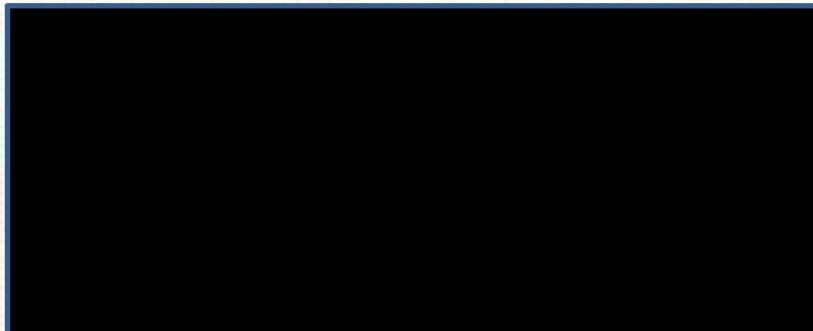
- 1 Read the text and choose the best answer (A, B, C or D).

1 Read the text and choose the best answer (A, B, C or D).

1 The writer says it's surprising that Red Bull sponsor such amazing events because



2 Red Bull events are



Case Studies: Brand Watch

Red Bull

The global brand puts a huge amount of energy into its memorable events programme.

For a can of caffeine, sugar and very special ingredients, Red Bull has carved out an unexpected niche for itself as a purveyor of events.

It's not just events. The company is a huge marketing machine, growing from a relatively small Austrian firm in 1987 to a global juggernaut, earning its two founders multi-million pound fortunes.

Over the decades, Red Bull has become synonymous with adrenaline-fueled campaigns and successful sports sponsorships. From Red Bull and Toro Rosso F1 teams and Red Bull Racing's Premier League soccer side. And, as mentioned, it's also known for its events programme. From the spectacular Red Bull Air Race to the wacky Flug Tag – people in fancy dress flinging themselves into a lake – a Red Bull event is never far away.

Within

It courses through Red Bull events like caffeine through the veins of its consumers. However, the events aren't just aimed at adolescent extreme sports enthusiasts. Red Bull event manager Katie Holt, the brand's marketing director, is determined to suit a wide audience.

'Where we're staging depends on which brand message we want to get across,' says Holt. 'Often the events are not planned by a brand message, but by an idea from one of our athletes.'

Take the popular Air Race series, in which top pilots race a course lined with huge, Red Bull-branded inflatables. The concept evolved from an idle chat between a Red Bull aerobics pilot, Peter Besenyi, and some Red Bull athletes.

It's one of the many Red Bull 'athletes' that the brand encourages them to come up with event ideas, which has resulted in the company's wide-ranging event programme.

'We want to focus on "work hard, play hard" people,' admits Holt. 'There is a huge range of men and women who fit into that category.'

It's not just about the Red Bull athletes' stable of stars. Last year, stunt rider Robbie Maddison jumped a motocross bike over the London Bridge in the middle of the night. The exploit was part of the Visit London, which has worked with the company for its Air Race, and was looking to promote the city as a key destination for events. The stunt alerted the potential visitors to Red Bull's 'X-Fighters' motocross event, which takes place at the end of August and should see a record number of visitors to Battersea Power Station.



▶ Reading

▶ Tip for Reading Exams

In multiple-choice activities, remember ...
You may find the same words in the text and in one of the options but this does not mean it is the correct answer. The correct option will probably express the information in the text using different words.

EXAM SUCCESS ▶ page 150

1 Read the text and choose the best answer (A, B, C or D).

1 Read the text and choose the best answer (A, B, C or D).

1 The writer says it's surprising that Red Bull sponsor such amazing events because

- A the company didn't use to be particularly big.
- B you wouldn't expect it, based on the product they sell.
- C they need to spend an incredible amount of time and money on the events.
- D the firm is not an American multinational.

2 Red Bull events are

- A frequent and common.
- B virtually guaranteed success.
- C always associated with powerful or aggressive sports.
- D connected with odd, unusual sports on the whole.

Case Studies: Brand Watch

Red Bull

The global brand puts a huge amount of energy into its memorable events programme.

For a can of caffeine, sugar and very special ingredients, Red Bull has carved out an unexpected niche for itself as a purveyor of events.

not just events. The company is a huge marketing machine, growing from a relatively small Austrian firm in the 1980s to a global juggernaut, earning its two founders multi-million pound fortunes.

Over the decades, Red Bull has become synonymous with its advertising campaigns and successful sports sponsorships. From Red Bull and Toro Rosso F1 teams and Red Bull Racing's Formula 1 Major League soccer side. And, as mentioned, it has also invested in its events programme. From the spectacular Red Bull Air Race to the wacky Flug Tag – people in fancy dress flinging themselves into a lake – a Red Bull event is never far away.

Events within

It courses through Red Bull events like caffeine through the veins of its consumers. However, the events aren't just aimed at adolescent extreme sports enthusiasts. Red Bull event manager Katie Holt, the brand's marketing director, is determined to suit a wide audience.

'Where we're staging depends on which brand message we want to get across,' says Holt. 'Often the events are not planned by a brand message, but by an idea from one of our athletes.'

One of the most popular is the Air Race series, in which top pilots fly a course lined with huge, Red Bull-branded inflatables. The concept evolved from an idle chat between a professional aerobically fit pilot, Peter Besenyei, and some Red Bull athletes.

One of the many Red Bull 'athletes' that the brand has been encouraging them to come up with event ideas, which eventually resulted in the company's wide-ranging event programme.

'We want to focus on "work hard, play hard" people,' admits Holt. 'There is a huge range of men and women who fit into this category.'

It's not just about coming out of the Red Bull athletes' stable with a feat of typically Red Bull derring-do, like stunt rider Robbie Maddison jump a motocross bike over the London Bridge in the middle of the night. The exploit was part of the Visit London, which has worked with the company for its Air Race, and was looking to promote the city as a key destination for events. The stunt alerted the potential visitors to Red Bull's 'X-Fighters' motocross event, which takes place at the end of August and should see the company move to Battersea Power Station.



▶ Reading

▶ Tip for Reading Exams

In multiple-choice activities, remember ...
You may find the same words in the text and in one of the options but this does not mean it is the correct answer. The correct option will probably express the information in the text using different words.

EXAM SUCCESS ▶ page 150

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- A frequent and common.
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- D connected with odd, unusual sports on the whole.

Case Studies: Brand Watch

Red Bull

The global brand puts a huge amount of energy into its memorable events programme.

For a can of caffeine, sugar and very special ingredients, Red Bull has carved out an unexpected niche for itself as a purveyor of great events.

Actually, it's not just events. The company is a huge marketing success story, growing from a relatively small Austrian firm in 1987 to a global juggernaut, earning its two founders multi-million pound fortunes.

Over the decades, Red Bull has become synonymous with its advertising campaigns and successful sports sponsorships. It has sponsored Red Bull and Toro Rosso F1 teams and Red Bull Racing's Premier League soccer side. And, as mentioned, it has invested heavily in its events programme. From the spectacular Red Bull Air Race to the wacky Flug Tag – people in fancy dress flinging themselves into a lake – a Red Bull event is never far away.

Events within

Red Bull courses through Red Bull events like caffeine through the veins of its consumers. However, the events aren't just aimed at adolescent extreme sports enthusiasts. Red Bull event manager Katie Holt, the brand's marketing director, is determined to suit a wide audience.

'The type of events we're staging depends on which brand message we want to get across,' says Holt. 'Often the events are not planned by a brand message, but by an idea from one of our athletes.'

One of the most popular of the popular Air Race series, in which top pilots race a course lined with huge, Red Bull-branded inflatables, the concept evolved from an idle chat between a Red Bull aerobics instructor, Peter Besenyi, and some Red Bull athletes.

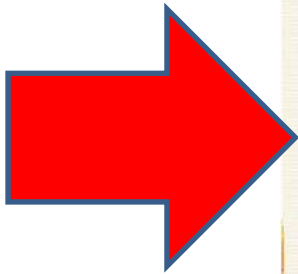
One of the many Red Bull 'athletes' that the brand has encouraged them to come up with event ideas, the result was the company's wide-ranging event programme.

'We want to focus on "work hard, play hard" people,' admits Holt. 'There is a huge range of men and women who fit into this category.'

It was not until 2005 that the stunt came out of the Red Bull athletes' stable. It was a stunt rider Robbie Maddison jump a motocross bike over the London Bridge in the middle of the night. The exploit was part of the Visit London, which has worked with the company for its Air Race, and was looking to promote the city as a key destination for events. The stunt alerted the potential visitors to Red Bull's 'X-Fighters' motocross event, which takes place at the end of August and should see the company's presence at Battersea Power Station.



3. Use the advice, skills and functions boxes in Gateway



► 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. Stancheater 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?
 - 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



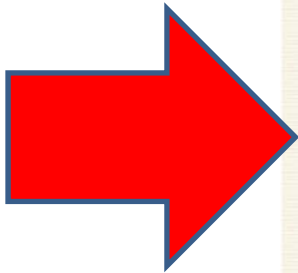
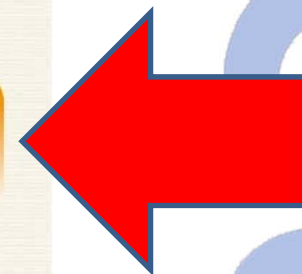
- 1 How well can you do these things in English now?
Give yourself a mark from 1 to 4.

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. | <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

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

- Find out the situation and give.
- If you don't understand saying, ask them in English expressions like: *Sorry you speak more slowly*.
- Listen to your partner **and** listen.
- Show that you're interested in expressions like: *Really?*
- Use *Well*, *Hmm* or *Let me see* when you want to say next.
- Use basic question words to help you think of responses.

Unit 2

LISTENING: True/false activities

In this type of activity you have to listen and decide if answers are true or false. You usually hear the text twice. The questions are usually in the same order as you hear them in the recording.

- Step 1:** Read the questions before you listen. They can give you ideas about the topic of the text and the vocabulary you are going to hear.
- Step 2:** You can usually hear the recording twice. Try not to panic if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question.
- Step 3:** Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.
- Step 4:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

Unit 3

USE OF ENGLISH: Multiple-choice cloze activities

In this type of activity, you have a text with gaps. You must fill in each gap with one of three or four answers given.

- Step 1:** Read the complete text without thinking about the gaps. This helps you to get a general understanding of the text.
- Step 2:** Before you look at the answers, think about the *type* of word you need (noun, verb, pronoun, article, etc) and the general *meaning*.
- Step 3:** Read the answers. Choose the one which you think is best. Look very carefully at the words which come just before and just after the gap. Do they help you to find the best answer?
- Step 4:** If you aren't sure which answer is right, take away any answers which you know are not correct.
- Step 5:** Read the sentence again with your answer in the gap to check it.
- Step 6:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

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.

Unit 2

VOCABULARY: Using a dictionary

Dictionaries are very useful. Here are some ideas for using them well:

- You can't always have a dictionary with you, for example, in exams. Don't depend on the dictionary too much. First, guess the word and then use your dictionary to check.
- When you are reading, don't use the dictionary to look up every word you don't know. You don't need to understand every word in a text to do the exercises or to understand the general meaning. Only look for words which appear important or appear frequently.
- Don't just look at the first definition for a word. Many English words have very different meanings. Look at them all and choose the right one for your context.
- Don't just think about the meaning of the word that you look up. Think also about the type of word, the form and spelling of the word, and the other words it often goes with.

READING: Prediction

Before you read a text, look at the pictures or photos that go with it. Read the title of the text too. This can help you to think about the topic of the text and to predict some of the ideas and words in it. This can help you to understand more when you read the text for the first time.

Unit 3

Knowing what type of learner you are

It is useful to know what type of learner you are because it can help you to improve. Here are some things to think about:

- Some people like working alone. But remember that language is usually a question of communication and working with a partner can be a great way to start communicating in English.
- Writing usually gives you time to think and prepare your message. But writing also needs to be very precise and correct.
- Speaking is quick and spontaneous. So when you speak, mistakes are normal. The important thing is that other people understand you.
- Mistakes are an essential part of learning a language. We can learn a lot from our mistakes.
- Some people don't like learning grammar, but grammar and vocabulary are the basic ingredients of any language. They help you to communicate.
- Some people like studying with a dictionary, others with a grammar book or a computer. They can all help you to learn more outside the classroom. Find out what is good for you. When you spend a lot of time doing English, you are always improving.
- You can improve your memory. In general, we learn more with short, frequent revision.

LISTENING: Keeping calm

The worst thing that you can do when listening to English is panic because you don't understand something. It isn't usually necessary to understand every word. There is often repetition, and there are words that you don't need to understand to be able to do the activity. Concentrate on the information you need to answer the questions.

8 Complete the text with words related to the words given.

Recently pupils at a local school had an (a) visit from students who were at the school 100 years ago. How? Thanks to the (b) of a time capsule which construction workers (c) discovered when they were knocking down a wall as part of (d) to the school buildings. They were surprised to see an (e) old box hidden inside the wall. The box was full of old objects and letters chosen by the students who were studying in the school in 1912! The idea was to give future generations of students an idea of how life was at the time. The students would be amazed to see the (f) in life now. The (g) of inventions such as televisions, computers and mobile phones have completely transformed the world. But let's not get too clever or (h) our own intelligence. Just imagine preparing your own time capsule today. Put in a copy of the (i) computer magazine. In 100 years' time no doubt people will find the technology shown in the magazine (j) primitive.

EXPECT

**APPEAR
ACCIDENT**

**IMPROVE
USUAL**

**DIFFERENT
IMPORTANT**

ESTIMATE

LATE

BELIEVE

▶ USE OF ENGLISH: Word-formation cloze activities (Units 1 and 7)

In this type of activity you must use the word given to form a word that fits in the gap. The words can be any type – noun, adjective, adverb or verb.

Step 1: Read the text once quickly to know the general meaning.

Step 2: When you look closer at each gap, read to the end of the sentence, not just to the end of the line. This will help you to decide if you need to change the meaning of the word, eg, make it negative. Usually to change the meaning of the word you will need a prefix (eg, *im-*, *re-*).

Step 3: Then look carefully at the words just before and after the gap. They can help you to decide what type of word you need. Usually to change the type of word you will need a suffix (eg, *-ion* to make a noun, *-ly* to make an adverb).

Step 4: Remember that you may need to change the spelling of the word they give you. For example, from the word **STRONG** you may need to make the noun, **STRENGTH**. Also, look carefully to decide if your word needs to be in the singular or plural form. If the word is a verb, put it in the correct form according to the context.

Step 5: Read the completed sentence and check your answer. Check that you have an answer for each question. Never leave answers blank in an exam.

Exam Advice T/F Quiz – Word Formation



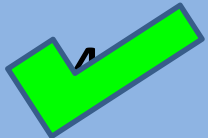
Remember to read the task in detail first then go right to the words.



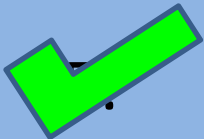
You can use suffixes but not prefixes in the word formation section.



Looking at the words before and after the gap will give you the answer.



Remember you may need to change the spelling of the word – e.g. STRONG – STRENGTH.



When you have finished your writing, read through to check for mistakes.



Spelling isn't important for word formation – if you are close you'll get the mark.

“I think this must be advice for the multiple-choice reading part because.....”

- 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? That's interesting. Do you? Me too.*
- Use *Well, Hmm* or *Let me think* to give you time to think of what you want to say next.

“This is from the speaking part of the exam, it could be part 1.....”

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. When you finish, check that you have an answer for each question. Never leave answers blank in an exam.



▶ Speaking bank

General

When you don't understand

Sorry, can you say that again?
Sorry, could you speak more slowly?

Checking understanding

Sorry, did you say ...?
Do you mean?
Could you repeat that?
Pardon?
I'm not sure I understood.

Showing interest

Really?
That's interesting.
That's incredible!
I see.
Do you?
Me too.

Filling the conversation

Errr ...
Well ...
The thing is ...
I'm not (really/totally/completely) sure but ...
Maybe ...
You know ...
I think ...
I imagine ...
It looks like ...
I imagine that ...
Let me think.
What do you think?

When you don't know a word

It's like/similar to ...
It's the opposite of ...
It's when you ...

Talking about the past

Expressions of sequence and time

At first	In the end
First of all	Finally
Then	Suddenly
Next	A few minutes/hours/days later
After that	The next day

Using different past tenses

- 1 Past simple = A completed action in the past.
- 2 Past continuous = An activity in progress at a moment in the past. We often use it to describe scenes in the past.
- 3 Past perfect = An activity that happened before another action in the past.

Describing a photo

Starting

This is a picture of ...
I can see ...

Position

In the middle
In the middle
In the foreground
In the background
In the foreground

Speculation

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

▶ Writing bank

Informal emails

page 15 (Unit 1)
page 67 (unit 5)
page 105 (Unit 8)

Start:

Hi

Style: Informal. Use contractions. We can also use emoticons (e.g. ☺).

Useful expressions:

- To begin, ask questions like *How are you?*, *How are things?*, *Are you doing exams/on holiday at the moment?*
- Use *By the way* to change the subject.

End:

- *That's all for now.*
- *Write back soon.*
- *All the best, love...*

Informal letters

page 27 (Unit 2)

Start: Write your address and the date in the top right corner. Then we write *Dear* or *Hi* and the name of the person you are writing to.

Style: Informal. Use contractions.

Useful expressions:

- Begin *Thanks for your letter* or *I'm writing to tell you about ...*
- Ask questions like *How are you?*, *How are things?*, *Are you doing exams/on holiday at the moment?*
- Use *By the way* to change the subject.

End:

- *Write back soon.*
- *That's all for now.*
- *All the best.*

Notes and messages

page 53 (Unit 4)

Start: Simply write the name of the person you are writing to.

Style: Write short, direct sentences. Use imperatives like *Call me*, rather than *Could you call me?* Use abbreviations.

Useful abbreviations:

PS, e.g., NB, asap, i.e., etc, Tel, St, Rd.

Useful expressions:

- *Congratulations!* (good news)
- *I was really sorry to hear that...* (bad news)
- *Get well soon.* (for sickness and accidents)

Giving opinions/ discursive essays

page 67 (unit 5)
page 79 (Unit 6)

Start: Make a general statement to introduce the topic.

Useful expressions:

- To give your opinions, use *Personally, I think*, *As far as I'm concerned*, *In my opinion, I agree/disagree with ...*
- To explain and justify your opinions, use *This is because*, *For example*.
- To give a conclusion, use *To sum up*, *In conclusion*.

Useful linkers:

- To put opinions and ideas in sequence, use *Firstly*, *Next*, *Finally*.
- To add opinions and ideas, use *Furthermore*, *What's more*.
- To contrast ideas and opinions, use *However*, *Nevertheless*.

End: Write a conclusion, restating the most important point(s).



Speaking and writing: functions categories

Describing pictures	Giving opinions	Agreeing	Disagreeing
Informal letters	Formal letters	Narratives / stories	Polite requests

Furthermore Next / then I'm not so sure Could you possibly...?

On the left Absolutely Personally Finally I see what you mean, but...

Thanks for your letter! All of a sudden Dear..... Would you mind.....?

In my view Moreover It looks as if / though See you soon!

Speaking and writing: functions categories

Describing pictures	Giving opinions	Agreeing	Disagreeing
<ul style="list-style-type: none"> • On the left • It looks as if / though 	<ul style="list-style-type: none"> • Personally • In my view 	<ul style="list-style-type: none"> • Absolutely 	<ul style="list-style-type: none"> • I'm not so sure • I see what you mean, but...
Informal letters	Formal letters	Narratives / stories	Polite requests
<ul style="list-style-type: none"> • Thanks for your letter! • See you soon! 	<ul style="list-style-type: none"> • Furthermore • Dear..... • Moreover 	<ul style="list-style-type: none"> • Next / then • Finally • All of a sudden 	<ul style="list-style-type: none"> • Could you possibly...? • Would you mind.....?

Furthermore

Next / then

I'm not so sure

Could you possibly...?

On the left

Absolutely

Personally

Finally

I see what you mean, but...

Thanks for your letter!

All of a sudden

Dear.....

Would you mind.....?

In my view

Moreover

It looks as if / though

See you soon!

4. Work with complete answers

Working with answers: Use of English

▶ EXAM SUCCESS

In this type of activity, read the text once quite quickly to get a general idea of what it is about. Then look closely at the words that come just before and after each space to decide what type of word you need. Many missing words will be prepositions, auxiliary verbs, articles, pronouns and conjunctions, but some may be nouns or verbs.

EXAM SUCCESS ▶ page 152

▶ Developing vocabulary

Prepositional phrases
1 Complete the sentences with these words.

account addition aid behalf means
 process strength touch

1 In _____ to the prison sentence, she had to pay a heavy fine.

4 Read the article below. What does it say about smoking outdoors?

It has now become the norm in many countries to ban smoking indoors. But in (a) _____ to those laws, important cities such as Chicago and Los Angeles have already passed laws banning smoking outdoors in parks and beaches too. Others are on the verge (b) _____ joining them. The decision against smoking indoors (c) _____ on the (d) _____, been a popular one (e) _____ account of the clear evidence of adverse health effects, with thousands of passive smokers dying each year. But whilst most people (f) _____ agree that the initial measures were sensible and necessary, are the risks (g) _____ second-hand smoke so clear outdoors in a park or on a beach, for example? (h) _____ annoys some people, smokers and non-smokers, is that governments are (i) _____ too restrictive on the freedom of the individual. And they also claim that an enormous amount of money will have to be spent (j) _____ putting signs up in parks and on beaches telling people that they can't smoke, as (k) _____ as signs informing them of specially designated areas where smoking is permitted. On the other hand, organizations campaigning (l) _____ smoking in public places argue that some children are becoming smokers just as a result (m) _____ the bad influence of seeing adults smoking in public. In May 2010 California governor Arnold Schwarzenegger lifted a ban on smoking in parks and on beaches saying that he felt that legislation was going (n) _____ far and intruding on the rights of the individual. Could the (o) _____ that the governor is also a keen smoker of expensive cigars have had anything to do with his decision?


5 Complete the article with one word in each gap.

▶ EXAM SUCCESS

In this type of activity, read the text once quite quickly to get a general idea of what it is about. Then look closely at the words that come just before and after each space to decide what type of word you need. Many missing words will be prepositions, auxiliary verbs, articles, pronouns and conjunctions, but some may be nouns or verbs.

EXAM SUCCESS ▶ page 152

6 **SPEAKING** Work in pairs. Should smoking be banned in parks, on beaches or in other outdoor public places? Why?/Why not?



Unit 5 **61**

Working with answers: Use of English

It has now become the norm in many countries to ban smoking indoors. But in (a) _____ to those laws, important cities such as Chicago and Los Angeles have already passed laws banning smoking outdoors in parks and beaches too. Others are on the verge (b) _____ joining them. The decision against smoking indoors (c) _____, on the (d) _____, been a popular one (e) _____ account of the clear evidence of adverse health effects, with thousands of passive smokers dying each year. But whilst most people (f) _____ agree that the (g) _____ were sensible and necessary, are the risks (g) _____ second-hand smoke so clear outdoors in a (h) _____ example? (h) _____ annoys smokers and non-smokers, is that governments are (i) _____ too restrictive on the freedom of the individual? (i) _____ claim that an enormous amount of money (j) _____ putting (j) _____ up in public (k) _____ (k) _____ as signs (l) _____ smoking (l) _____ camp (m) _____ arguing that some children (m) _____ smoking (m) _____ the influence of (n) _____ in public. In May 2010 California governor (n) _____ lifted a ban on smoking in parks and on beaches (o) _____ he felt that legislation was going (o) _____ intruding on the rights of the individual. (o) _____ that the governor is (o) _____ expensive cigars have had anything to do (o) _____



It has now become the norm in many countries to ban smoking indoors. But in addition to those laws, important cities such as Chicago and Los Angeles have already passed laws banning smoking outdoors in parks and beaches too. Others are on the verge of joining them. The decision against smoking indoors has, on the whole, been a popular one, on account of the clear evidence of adverse health affects, with thousands of passive smokers

- Which words would you remove?
- Which words would be removed to test: articles; preposition; tenses; linkers...?
- Choose 5 words to remove to test your partner.

It has now become the norm in many countries to ban smoking indoors. But in (a) to those laws, important cities such as Chicago and Los Angeles have already passed laws banning smoking outdoors in parks and beaches too. Others are on the verge (b) joining them. The decision against smoking indoors (c), on the (d), been a popular one (e) account of the clear evidence of adverse health effects, with thousands of passive smokers dying each year. But whilst people (f) agree that the initial measures were sensible and necessary, are the risks (g) second-hand smoke so clear outdoors in a park or on a beach? For example? (h) annoys some people, smokers and non-smokers, is that governments are (i) too restrictive on the freedom of the individual. And they also claim that an enormous amount of money will have to be spent (j) putting signs up in parks and on beaches telling people that they can't smoke, as (k) as signs informing them of specially designated areas where smoking is permitted. On the other hand, organizations campaigning (l) smoking in public places argue that some children are becoming smokers just as a result (m) the bad influence of seeing adults smoking in public. In May 2010 California governor Arnold Schwarzenegger lifted a ban on smoking in parks and on beaches saying that he felt that legislation was going (n) far and intruding on the rights of the individual. Could the (o) that the governor is also a keen smoker of expensive cigars have had anything to do with his decision?

It has now become the norm in many countries to ban smoking indoors. But in addition to those laws, important cities such as Chicago and Los Angeles have already passed laws banning smoking outdoors in parks and beaches too. Others are on the verge of joining them. The decision against smoking indoors has, on the whole, been a popular one, on account of the clear evidence of adverse health effects, with thousands of passive smokers dying each year. But whilst

- Which words were removed for the test?
- What type of words are they?
- What is being tested?

Work with 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**.

WRITING | SAMPLE SCRIPTS WITH EXAMINER COMMENTS

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.

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 took us 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.

Writing bank

Opinion essays

pages 26–27 (Unit 2) and 104–105 (Unit 8)

Example question

Some people think that school and university should teach the knowledge and skills needed in the world of work that schools and universities should teach knowledge for its own sake, without worrying about future professional careers. What do you think should be the main function of schools and universities?

Model text

The style is formal. Do not use contractions.

Put opinions and ideas in sequence with linkers such as *First and foremost*, *Furthermore*, *Last but not least*.

Give your opinion with expressions like *Personally*, *To my mind*, *In my opinion*, *As far as I'm concerned*, *I believe*.

Express other people's opinions using expressions like *Some people claim*, *argue/maintain that ...*, *It is often said that ...*

To give a conclusion, use *To sum up*, *In conclusion*, *All in all*.

Over the years, there has been much debate about the true aim of education. Should schools be preparing students for the workplace, or should the objective be something different? To my mind, the answer is clear. I am convinced that we should not be training students in professional skills. We should be preparing students for life itself.

First and foremost, in my opinion, the goal of education should be to help students to become independent thinkers and learners. The essential idea is to help young people to think creatively so that they can respond to future challenges and problems in a positive and constructive way.

Furthermore, if students are trained in professional skills at a very young age, we are limiting their future career possibilities. I believe it is far more worthwhile to give students general tools and strategies at school and university which they can apply to any job in any particular field. After all, companies can always train employees after school or university.

Some people claim that knowledge which is not directly relevant to the world of work serves no purpose. I believe there is no evidence to support this view. How can we know exactly which pieces of information any particular student will need in the future? By giving a broad education including elements of all types of arts and sciences, we are helping students to develop as complete human beings who can gradually start specializing in the subjects they are most interested in or best at.

To sum up, as far as I am concerned, schools and universities are not simply vocational colleges producing future bankers, mechanics or nurses. They are places where young people should be trained in life-long skills and strategies that help them to develop and bring something positive to society in general.

Suggested paragraph plan

- Paragraph 1: Introduction, including your opinion.
- Paragraph 2: Main point(s) in support of your opinion.
- Paragraph 3: Additional point(s) in support of your opinion.
- Paragraph 4: Point(s) in support of a different opinion and your counterargument(s).
- Paragraph 5: Conclusion, restating and possibly expanding your main point.

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Reviews

pages 40–41 (Unit 3)

Example question

An international magazine wants reviews of recent box-office smashes or flops. Write a review of a successful or unsuccessful film you have seen recently.

Model text

Use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions.

Use a range of adjectives to make your review vivid.

Continuing the success of superhero films such as *Spider-Man*, *Iron Man* and *Fantastic Four*, the latest Marvel box-office smash is *Thor*. Starring the up-and-coming Australian actor Chris Hemsworth, *Thor* combines Norse mythology and a whole range of special effects to create a fast-moving film which is enjoyable, though not particularly memorable.

As always with adaptations of classic comics, the film has to condense years of stories into just two hours. The plot is slightly disjointed as the film begins with Thor's arrival on earth, but then goes back in time to see how and why he arrived there. Exiled on earth by his father Odin, Thor has to learn to be less arrogant and impulsive before he can return and become King of Asgard. By falling in love with a human (Jane Foster, played by Natalie Portman), he learns to put others before himself.

Central to any superhero films are the action scenes and special effects. Both are gripping in *Thor*. Whether you watch the 2D or 3D version, many scenes are breathtaking, thanks particularly to the epic scenery of the mythical city of Asgard. What's more, the contrast between old Asgard and modern-day New Mexico leads to some light-hearted moments which help to vary the mood of the film.

Apart from the action scenes, in my opinion what makes the film really work is the relationship between Hemsworth and Portman. Hemsworth's portrayal of Thor as he changes from a brash young prince into a more mature, thoughtful character is particularly impressive.

All in all, *Thor* does exactly what you would expect from a big-budget superhero movie. It's exciting, entertaining, and even funny at times. But if what you're looking for is something deep and moving, stay away!

Explain and justify your opinions by giving specific details about the things you like or dislike.

Make it clear who you would/wouldn't recommend sees the film/reads the book.

Useful vocabulary

Nouns

adaptation box-office cliché cliff-hanger critic masterpiece portrayal script sequel twists and turns (of a plot)

Adjectives

amazing amusing appealing awful brilliant catchy clever (un)convincing credible deafening deep disappointing disjointed epic far-fetched fascinating fast-moving flawed gripping hilarious incredible (un)inspiring intricate intriguing light-hearted lively loud low-budget memorable mesmerising mind-blowing moving mysterious perceptive realistic relaxing risqué rousing scary sensitive soothing spectacular stunning stupid terrible thrilling thought-provoking up-and-coming vivid well-produced

Other expressions

(the film) bombed (critics) panned (the film) (the film) grossed (\$10,000) (the story) unfolds deliver a great performance (the film) received rave reviews get a lukewarm reception a box-office smash/flop (the film) hit the big screen

Suggested paragraph plan

- Paragraph 1: Basic information about what you are reviewing.
- Paragraph 2: More detailed information.
- Paragraph 3: Your opinion and justification(s) for it.
- Paragraph 4: Your recommendation.

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ENGLISH

Speaking: video clips from exams



5. Build independent study skills

Reading

1 **SPEAKING** Work with a partner. How popular are these activities amongst teenagers in your country? Why?

buying CDs buying pirated DVDs
downloading music going to the cinema
listening to the radio watching TV
making purchases on the Internet
visiting social-networking websites

2 Read this text. How popular is each activity amongst British teenagers?

3 Match Matthew Robson's comments 1–7 with the things he is talking about a–g.

- 1 Teenagers don't sit down and do just this.
- 2 The sudden change in price makes teenagers less enthusiastic about doing it.
- 3 The use goes up and down according to what is being offered.
- 4 Teenagers don't use it much because they can't control it.
- 5 Teenagers do it a lot, because the alternatives are all more expensive.
- 6 The way teenagers use it depends very much on where they are.
- 7 Teenagers are afraid of what might happen if they do this.

- a cinema/going to the cinema
- b TV/watching TV
- c music/listening to music
- d illegal music downloading
- e downloading films
- f radio/listening to the radio
- g the Internet

4 Look at the underlined words in the text. Without using a dictionary, guess the meaning. Use the ideas in Study Skills to help you.

STUDY SKILLS

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the new word down into parts. Do you know any of the parts? Is the word similar to a word in your language? **STUDY SKILLS** ▶ page 147

5 **SPEAKING** What about you?

- 1 The report gives the idea that the main concern of teenagers is to limit how much they have to pay for music or entertainment. What do you think about this?
- 2 This report is from Britain in July 2009. Do you think the situation is different today/ in your country?

How teenagers consume media: the report that shook the city

In July 2009 an investment bank wanted to know about media habits amongst teenagers. They wanted to know whether it was worth investing in social-networking sites. They decided to ask a fifteen-year-old London schoolboy who was getting work experience in the bank. They asked him how he thought teenagers used different media. The boy, Matthew Robson, wrote a report which immediately caught the attention of the most important business executives in Britain and the USA. The executive director of the bank's media team said that it was one of the clearest and most thought-provoking reports he had seen. His colleague told the press: 'It's an interesting starting point for a debate.' Here is part of Matthew Robson's report.

Radio: Most teenagers nowadays are not regular listeners of radio. They may occasionally listen to the radio when they are at home or in the car.

The main reason for this is that teenagers use the Internet to listen to the songs they choose, and they can listen to them whenever they want.

Television: Most teenagers watch television for a few hours a day. They watch more TV and related shows than they did a few years ago.

The main reason for this is that teenagers have more time to spend watching television because they are not working.

Another reason is that teenagers have more money to spend on television.

Some teenagers also like to watch television because it is a good way to relax.

Some teenagers also like to watch television because it is a good way to learn.

Some teenagers also like to watch television because it is a good way to have fun.

Some teenagers also like to watch television because it is a good way to stay up to date.

Some teenagers also like to watch television because it is a good way to see what is going on in the world.

Some teenagers also like to watch television because it is a good way to see what is going on in their own country.

Some teenagers also like to watch television because it is a good way to see what is going on in their own school.

Some teenagers also like to watch television because it is a good way to see what is going on in their own class.

Some teenagers also like to watch television because it is a good way to see what is going on in their own group.

Some teenagers also like to watch television because it is a good way to see what is going on in their own team.

Some teenagers also like to watch television because it is a good way to see what is going on in their own club.

Some teenagers also like to watch television because it is a good way to see what is going on in their own society.

Some teenagers also like to watch television because it is a good way to see what is going on in their own culture.

Some teenagers also like to watch television because it is a good way to see what is going on in their own religion.

Some teenagers also like to watch television because it is a good way to see what is going on in their own politics.

Some teenagers also like to watch television because it is a good way to see what is going on in their own economy.

Some teenagers also like to watch television because it is a good way to see what is going on in their own environment.

Some teenagers also like to watch television because it is a good way to see what is going on in their own health.

Some teenagers also like to watch television because it is a good way to see what is going on in their own education.

Some teenagers also like to watch television because it is a good way to see what is going on in their own science.

Some teenagers also like to watch television because it is a good way to see what is going on in their own technology.

Some teenagers also like to watch television because it is a good way to see what is going on in their own art.

Some teenagers also like to watch television because it is a good way to see what is going on in their own sports.

Some teenagers also like to watch television because it is a good way to see what is going on in their own games.

Some teenagers also like to watch television because it is a good way to see what is going on in their own hobbies.

Some teenagers also like to watch television because it is a good way to see what is going on in their own interests.

Some teenagers also like to watch television because it is a good way to see what is going on in their own passions.

Some teenagers also like to watch television because it is a good way to see what is going on in their own dreams.

Some teenagers also like to watch television because it is a good way to see what is going on in their own hopes.

Some teenagers also like to watch television because it is a good way to see what is going on in their own fears.

Some teenagers also like to watch television because it is a good way to see what is going on in their own wishes.

Some teenagers also like to watch television because it is a good way to see what is going on in their own desires.

Some teenagers also like to watch television because it is a good way to see what is going on in their own needs.

Some teenagers also like to watch television because it is a good way to see what is going on in their own wants.

Some teenagers also like to watch television because it is a good way to see what is going on in their own requirements.

Some teenagers also like to watch television because it is a good way to see what is going on in their own demands.

Some teenagers also like to watch television because it is a good way to see what is going on in their own expectations.

Some teenagers also like to watch television because it is a good way to see what is going on in their own standards.

Some teenagers also like to watch television because it is a good way to see what is going on in their own goals.

Some teenagers also like to watch television because it is a good way to see what is going on in their own objectives.

Some teenagers also like to watch television because it is a good way to see what is going on in their own purposes.

Some teenagers also like to watch television because it is a good way to see what is going on in their own intentions.

Some teenagers also like to watch television because it is a good way to see what is going on in their own resolutions.

Some teenagers also like to watch television because it is a good way to see what is going on in their own promises.

Some teenagers also like to watch television because it is a good way to see what is going on in their own commitments.

Some teenagers also like to watch television because it is a good way to see what is going on in their own obligations.

Some teenagers also like to watch television because it is a good way to see what is going on in their own duties.

Some teenagers also like to watch television because it is a good way to see what is going on in their own responsibilities.

Some teenagers also like to watch television because it is a good way to see what is going on in their own roles.

Some teenagers also like to watch television because it is a good way to see what is going on in their own positions.

Some teenagers also like to watch television because it is a good way to see what is going on in their own statuses.

Some teenagers also like to watch television because it is a good way to see what is going on in their own conditions.

Some teenagers also like to watch television because it is a good way to see what is going on in their own situations.

Some teenagers also like to watch television because it is a good way to see what is going on in their own circumstances.

Some teenagers also like to watch television because it is a good way to see what is going on in their own environments.

STUDY SKILLS

When there are new words in a text, look at the context. The sentences before and after can help you guess the meaning. The words directly before and after should help you to decide the type of word. Break the new word down into parts. Do you know any of the parts? Is the word similar to a word in your language?

STUDY SKILLS ▶ page 147



Guessing meaning from context

- She nordled her final exams because she hadn't prepared well.
- He was wearing jeans, a t-shirt and a pair of galvies.
- Francesca is a very snorpy person – terrible things are always happening to her.
- She toogled into the classroom and told everyone the news.

▶ 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 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 do not understand, you understand it by doing the practice on the revision page opposite.
- You can also use grammar books, either in your own language

▶ 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:

▶ 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.

remember that language is usually a question of communication and working with a partner can be a great way to start communicating in English.

- Writing usually gives you time to think and prepare your message. But writing also needs to be very precise and correct.
- Speaking is quick and spontaneous. So when you speak, mistakes are normal. The important thing is that other people understand you.
- Mistakes are an essential part of learning a language. We can learn a lot from our mistakes.

but grammar and vocabulary are the basic ingredients of any language. They help you to communicate.

- Some people like studying with a dictionary, others with a grammar book or a computer. They can all help you to learn more outside the classroom. Find out what is good for you. When you spend a lot of time doing English, you are always improving.
- You can improve your memory. In general, we learn more with short, frequent revision.

is panic because you don't understand something. It isn't usually necessary to understand every word. There is often repetition, and there are words that you don't need to understand to be able to do the activity. Concentrate on the information you need to answer the questions.

Gateway

Study skills

Here is some written work, corrected by a teacher.

Machiko

I think the most important sense is hearing.
 If I lose the ability of hearing, I also can't speak.
 To lose hearing means to lose two important human faculties (human).

Deaf-and-dumb people cannot hear the noise even if an accident happens behind them. This is the most important problem for them. For example, suppose that they are riding a bike in the busy street. We, normal people feel the danger by the noise which is made by cars and lorries. Because we can hear...

(problem)

(Lorry lorries)



Harry Greenman

The spaceship landed. A door opened. Harry the Greenman stumbled and fell out of the spaceship - He mumble something that any body could understand but than a bit louder. "Myname is captain Greenman and I want study your language. Who is Director of this school?" Frank, a tall man gave to understand that he is the boss and they arranged some lessons. Next morning Frank thought some grammar. But the lesson was very bored. Captain Greenman felt asleep. Frank was very angry and threw the greenman back in the spaceship. Suddenly came an other creature out. It was Mrs Greenman. She hit the director and turned back into the spaceship.

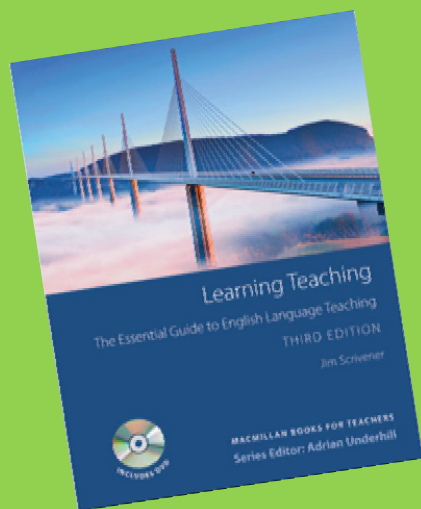
MACMILLAN
ENGLISH

Figure 9.6 Correction codes

Harry Greenman

The spaceship landed. A door opened. Harry the Greenman
 v stumbled and fell out of the spaceship - He mumble something
 ww sp that any body could understand but than a bit louder. "Myname
 / is captain Greenman and I want study your language. Who
 is Director of this school?"
 Frank, a tall man gave to understand that he is the boss and they
 sp arranged some lessons. Next morning Frank thought some
 ww v grammar. But the lesson was very bored. Captain Greenman felt
 asleep. Frank was very angry and threw the greenman back in
 wo the spaceship. Suddenly came another creature out. It was Mrs
 Greenman. She hit the director and turned back into the
 spaceship.

Figure 9.6 Correction codes



Correction code

v = verb tense

ww = wrong word

sp = spelling

wo = word order

/ = word needed

6. Give realistic feedback

▶ 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? That's interesting. Do you? Me too.*
- Use *Well, Hmm* or *Let me think* to give you time to think of what you want to say next.
- Use basic question words like *Who? What? When? Where? How?* to help you think of more questions to keep the conversation going.

Unit 2

▶ LISTENING: True/false activities

In this type of activity you have to listen and decide if answers are true or false. You usually hear the text twice. The questions are usually in the same order as you hear them in the recording.

- Step 1:** Read the questions before you listen. They can give you ideas about the topic of the text and the vocabulary you are going to hear.
- Step 2:** You can usually hear the recording twice. Try not to panic if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question.
- Step 3:** Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.
- Step 4:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ WRITING: Knowing about evaluation

In exams it is important to know how many marks there are for different sections and to know what the examiners want. Usually examiners in writing exams want to see if you can:

- answer the question and include the information they ask for
- write clearly
- organise your ideas logically
- use accurate and varied grammar
- use accurate and varied vocabulary
- use punctuation and capital letters correctly.

Unit 3

▶ USE OF ENGLISH: Multiple-choice cloze activities

In this type of activity, you have a text with gaps. You must fill in each gap with one of three or four answers given.

- Step 1:** Read the complete text without thinking about the gaps. This helps you to get a general understanding of the text.
- Step 2:** Before you look at the answers, think about the *type* of word you need (noun, verb, pronoun, article, etc) and the general *meaning*.
- Step 3:** Read the answers. Choose the one which you think is best. Look very carefully at the words which come just before and just after the gap. Do they help you to find the best answer?
- Step 4:** If you aren't sure which answer is right, take away any answers which you know are not correct.
- Step 5:** Read the sentence again with your answer in the gap to check it.
- Step 6:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ SPEAKING: Evaluation

In exams it is important to know how many marks there are for different sections and to know what the examiners want. Usually examiners in speaking exams want to see if you can:

- communicate successfully
- speak fluently
- use accurate and varied grammar
- use accurate and varied vocabulary
- pronounce words clearly.

▶ WRITING: Knowing about evaluation

In exams it is important to know how many marks there are for different sections and to know what the examiners want. Usually examiners in writing exams want to see if you can:

- answer the question and include the information they ask for
- write clearly
- organise your ideas logically
- use accurate and varied grammar
- use accurate and varied vocabulary
- use punctuation and capital letters correctly.

Feedback: know your criteria and terminology!

target reader

linking words &
cohesive devices

discourse management

appropriacy

impede communication

conventions

coherent

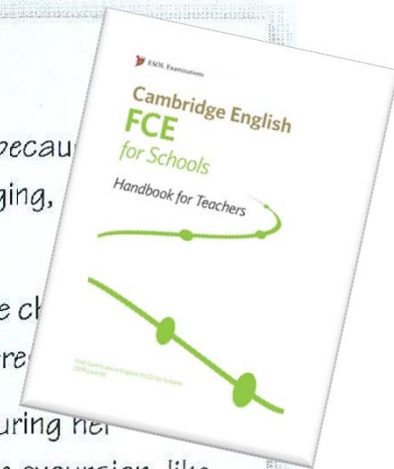
My Favourite Teacher

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, 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 with a laugh 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.



Content	5	All of the content is relevant and <u>appropriate</u> to the task and there is a good degree of detail and expansion. <u>The target reader</u> is fully informed about the teacher and the writer's memories of her.
Communicative Achievement	4	The <u>conventions</u> 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 <u>rounded off</u> 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 <u>linking words and cohesive devices (largely limited to referencing pronouns)</u> . Overall, however, the text is well organised and <u>coherent</u> .
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 <u>impede meaning</u> .

**7. Find a balance
between teaching
the test and
teaching the right
language and skills**



Can I speak French?



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

**Maintaining interest and
avoiding the ‘backwash effect’:
“Negative backwash from too much
testing makes good language
teaching more difficult.”**

Oxford ELT Journal

Maintaining interest:

Relevant

Stimulating

Cross-curricular

Content-rich

- Why is Glastonbury famous?

- What is a 'chav'?

- Why is the year 1984 significant?

Click onto. World-famous music festivals

International cultural knowledge
Glastonbury Festival

▶ Listening

2 Read the article and match these headings with the correct sections A-E. There are two extra headings.

- 1 Tips
- 2 A brief history
- 3 Other things to see and do at Glastonbury
- 4 The basics
- 5 Past festival artists
- 6 What makes Glastonbury special?
- 7 Glastonbury in numbers

Are these statements true (T) or false (F)? Write the letter of the section where you found the answer.

- 1 Between 1970 and 2010 there were forty festivals at Glastonbury.
- 2 In the 1990s the festival became something more than just a series of concerts.
- 3 When there is bad weather, it ruins the festival.
- 4 The organizers of the festival don't take all the profits from the event for themselves.
- 5 They say the best way to get the most out of the festival is to not plan too much and just live each moment as it comes.
- 6 The organizers recommend not bringing children.

Click onto. The most influential novel of the 20th century

Language and literature
Nineteen Eighty-Four by George Orwell

1 How is the dictionary getting on? said Winston, raising his voice to overcome the noise.

2 'Slowly,' said Syme. 'I'm on the adjectives. It's fascinating.'

3 He had brightened up immediately at the mention of bread in one delicate hand and his cheese in the other, and leaned across the table so as to be able to speak without shouting.

4 'The Eleventh Edition is the definitive edition,' he said.

5 'We're getting the language into its final shape – the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We're destroying words – scores of them, hundreds of them, every day. We're cutting the language down to the bone. The Eleventh Edition won't contain a single word that will become obsolete before the year 2050.'

6 He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant's passion. His thin dark face had become animated, his eyes had lost their mocking expression and grown almost dreamy.

7 'It's a beautiful thing, the destruction of words. Of course, it's the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms, there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take 'good', for instance. If you have a word like 'good', what need is there for a word like 'bad'? 'Opposite', which the other is not. Or again, if you want a stronger version of 'good', what sense is there in having a whole string of vague useless words like 'excellent' and 'splendid' and all the rest of them? 'Plusgood' covers the meaning, or is stronger still. At the end of the day, the end of the day will be covered by Don't you see, idea originally, face at the me immediately d

8 'You haven't a he said almost Oldspeak, with in meaning. You words, Do you in the word w

9 Winston did it sympathetic

10 Syme bit off a chewed brief

11 'Don't you see narrow the ran thoughtcrime

12 words in which be needed w

13 its meaning is rubbed out or fewer words,

14 a little smaller (that by 2050 a will be alive w

15 as we are hav

16 – all real know

17 'The whole lit

18 Chuzzlew. Still

19 Newspeak ve different, but

20 what they used to be. Even the literature of the Party will change. Even the slogans will change. How could you have a slogan like 'Freedom is slavery' when the concept of freedom has been abolished? The whole climate of thought will be different. In fact, there will be no thought, as we understand it now. Orthodoxy means not thinking – not needing to think. Orthodoxy is unconsciousness.

21 One of these days, thought Winston with sudden deep conviction, Syme will be supported. He is too intelligent. He sees too clearly and speaks too plainly. The Party does not like such people. One day he will disappear. It is written in his face.

**WAR IS PEACE
SLAVERY IS FREEDOM
IGNORANCE IS STRENGTH**

INSIDE INFORMATION

- English writer George Orwell, real name Eric Blair, was born in 1903 and his most famous novel Nineteen Eighty-Four (published in 1949) and Animal Farm (published in 1945).
- Right until the last moment, Orwell could not decide whether the title of the novel should be Nineteen Eighty-Four or Nineteen Eighty-Five. He eventually decided on Nineteen Eighty-Four because the book took a long time to write (from 1948 to 1949).
- George Orwell, as the story in British, which is renamed King's College, which is about the inner world. The name of the book is said to be taken in order to emphasize that the English-speaking class are better than anyone else and that revolution is not fought against, but through, imperialism.
- In the story, Big Brother has a face, but it is never clear whether Big Brother is a real person or not. The three slogans of Big Brother's party are 'war is peace, freedom is slavery' and 'ignorance is strength'.

1 **EXERCISE** Work in pairs. What do you think these words, phrases or concepts from the novel Nineteen Eighty-Four mean? Discuss your ideas and make notes.

- 1 Big Brother
- 2 the Thought Police
- 3 telescreens
- 4 Newspeak

2 **EXERCISE** Listen to two people discussing Nineteen Eighty-Four. Tick any correct information in the notes you make in 1.

3 **EXERCISE** Listen again and make notes about what these are or why they are significant.

- 1 telescreens
- 2 the adjective Orwellian
- 3 Room 101
- 4 2 + 2 = 5

4 **EXERCISE** Read the text from Nineteen Eighty-Four about Newspeak and answer these questions.

- 1 How is Newspeak evolving?
- 2 What appears to be the ultimate aim of Newspeak, as opposed to Oldspeak?

WORD BOOSTER

Match the words and definitions.

- 1 parasite
- 2 to earn one's living
- 3 scenes of
- 4 obscure
- 5 pedant
- 6 an afterthought
- 7 valid
- 8 exigencies
- 9 witnessed

- a a small jar or cup made of metal and used for eating or drinking
- b someone who gives too much importance to details and formal rules, especially of grammar
- c appeared for a very short time
- d no longer used because something better has replaced it
- e used for saying something is probably true, although you do not know for certain
- f showing the sign of intelligence
- g bits of
- h something that you think of and do after you have finished saying something
- i enthusiasm

5 **EXERCISE** Read the text again and answer these questions.

- 1 Why does Syme like the word 'conspicuous' and double 'good'?
- 2 What does the term 'rule of Oldspeak' mean?
- 3 Why will nobody in 2050 be able to understand the conversation between Syme and Winston 'soon'?
- 4 How will past records of historical change when they are expressed in Newspeak and why?
- 5 What will happen to the slogan 'Freedom is slavery' and why?
- 6 Why does Winston think people in the Party won't like Syme?

6 **EXERCISE** Read these discussion questions and make notes. Then discuss your answers in small groups.

- 1 Do you think there are more words, fewer words or the same number of words in your language today compared with a hundred years ago? What would you say?
- 2 Do you think in the future the number of words will grow or shrink? Why?
- 3 Do you think it is possible to 'control' a language or the use of language? Give reasons or examples.
- 4 Do you think more 'simplified' language could ever catch on and become popular? Why/Why not?
- 5 Do you think words of 'inspiration' can be a threat to people in power? Why/Why not?

Unit 5 63

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.

- | | |
|--|---|
| 1 The Harry Potter books presented some special difficulties. | a Which words do we use with uncountable nouns? |
| 2 They needed some time to do the job well. | <i>some, any, much, a lot of, a little</i> |
| 3 They do not contain any lines from the original text. | b Which words do we use with plural countable nouns? |
| 4 Did the author receive any money from these books? | c Which words often appear in negative sentences and questions? |
| 5 There were not many mistakes in the official translations. | d Which words do we use to talk about large quantities? |
| 6 There was not much time. | e Which words do we use to talk about small quantities? |
| 7 There are a lot of invented words. | |
| 8 They didn't have a lot of time. | |
| 9 He added a few informal messages into the text. | |
| 10 They had a little time to check their work, but not much. | |

GRAMMAR REFERENCE ▶ page 42

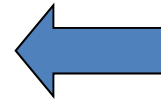
2a Complete the dialogue with *some* or *any*.

JAMIE: Alex, I'm going shopping this afternoon. What do we need to get? Have we got (a) _____ bananas?
ALEX: Yeah, we've got (b) _____ bananas but we haven't got (c) _____ tomatoes or potatoes.
JAMIE: What about sugar? Have we got (d) _____ sugar?
ALEX: No, we haven't got (e) _____ sugar, but we have got (f) _____ chocolate. And we need to get (g) _____ biscuits too.
JAMIE: OK. Listen. I think I'll get (h) _____ hamburgers for dinner tonight.
ALEX: Good idea. In that case, get (i) _____ tomato ketchup too. We haven't got (j) _____ at the moment. And get (k) _____ yoghurt for dessert!

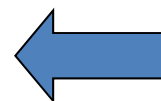
2b All the words in bold are types of food, but they all have something else in common. Can you guess what it is?

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/lots 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!



Grammar in context



Gateway

**Don't forget – you can
still use games!**

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B11–B16, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11–B16.

London is one of the great cities of the world. There is evidence that

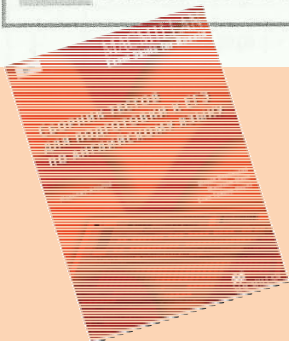
- B11** people lived in the area in _____ times. However, the history
B12 of the city really began with the _____ of the Romans in 43 AD.
 They built a wooden bridge over the River Thames. This bridge was very
B13 _____ and soon the city of Londinium (as it was called) grew
 around it. The city played an important role in the economic life of
B14 the country, as it does today. The _____ of London since then
 has been incredible, and the modern city is home to about 7.5 million
B15 _____. From small beginnings nearly two thousand years ago,
B16 London has become a place of _____ importance.

- HISTORY**
ARRIVE
USE
GROW
INHABIT
GLOBE

8 Complete the text with words related to the words given.

Recently pupils at a local school had an
 (a) _____ visit from students who
 were at the school 100 years ago. How? Thanks
 to the (b) _____ of a time capsule
 which construction workers (c) _____
 discovered when they were knocking down a wall as
 part of (d) _____ to the school buildings.
 They were surprised to see an (e) _____
 old box hidden inside the wall. The box was full
 of old objects and letters chosen by the students
 who were studying in the school in 1912! The idea
 was to give future generations of students an idea
 of how life was at the time. The students would
 be amazed to see the (f) _____ in
 life now. The (g) _____ of inventions
 such as televisions, computers and mobile phones
 have completely transformed the world. But let's
 not get too clever or (h) _____ our
 own intelligence. Just imagine preparing your
 own time capsule today. Put in a copy of the
 _____ computer magazine. In 100
 years' time no doubt people will find the technology
 shown in the magazine (j) _____

- EXPECT**
APPEAR
ACCIDENT
IMPROVE
USUAL
DIFFERENT
IMPORTANT
ESTIMATE
LATE
BELIEVE



Word formation tennis

use



Word formation tennis

expect



▶ Wordlists

(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.

Unit 1

Ages and stages of life

adolescence (n)	/ˌædəˈles(ə)ns/
adult (n) ***	/ˈædʌlt/
baby (n) ***	/'beɪbi/
birth (n) ***	/'bɜː(r)θ/
child (n) ***	/'tʃaɪld/
childhood (n) **	/'tʃaɪld,hʊd/
death (n) ***	/deθ/
middle-aged (adj)	/'mɪd(ə)l ,eɪdʒd/
old age (n) *	/əʊld 'eɪdʒ/
senior citizen (n)	/'siːniə(r) 'sɪtɪzən/
teenager (n) **	/'tiːn,eɪdʒə(r)/
young adult (n)	/'jʌŋ 'ædʌlt/

The family

aunt (n) ***	/aʊnt/
born (adj) ***	/'bɔː(r)n/
brother (n) ***	/'brʌðə(r)/
brother-in-law (n)	/'brʌðə(r) ɪn ,ləː/
cousin (n) **	/'kʌz(ə)n/
daughter (n) ***	/'dɔːtə(r)/
divorced (adj)	/dɪ'vɔː(r)st/
father-in-law (n)	/'fɑːðə(r) ɪn ,ləː/
grandfather/mother (n) **	/'grænfɑːðə(r)/, /'mʌðə(r)/
grandson/daughter (n) *	/'grænf(ɒn)d ,sʌn/, /dɔːtə(r)/
husband (n) ***	/'hʌzbənd/
mother-in-law (n)	/'mʌðə(r) ɪn ,ləː/
nephew (n) *	/'nefjuː/
niece (n) *	/'niːs/
one-parent family	/'wʌn peərənt 'fæm(ə)li/
only child (n)	/'əʊnli 'tʃaɪld/
partner (n) ***	/'pɑː(r)tənə(r)/
single (adj) ***	/'sɪŋɡ(ə)l/
sister (n) ***	/'sɪstə(r)/
sister-in-law (n)	/'sɪstə(r) ɪn ,ləː/
son (n) ***	/sʌn/
stepfather/mother (n)	/'step,fɑːðə(r)/, /'mʌðə(r)/
uncle (n) ***	/'ʌŋk(ə)l/
wife (n) ***	/'waɪf/

Noun suffixes -ment, -ion, -ence

adolescence (n)	/ˌædəˈles(ə)ns/
difference (n) ***	/'dɪfrəns/
equipment (n) ***	/'ekwɪpmənt/
improvement (n) ***	/'ɪm'pruːvmənt/
independence (n) ***	/'ɪndɪ'pendəns/
information (n) ***	/'ɪnfə(r)'meɪʃ(ə)n/

Ages and stages of life

adolescence (n)	/ˌædəˈles(ə)ns/
adult (n) ***	/'ædʌlt/
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middle-aged (adj)	/'mɪd(ə)l ,eɪ
old age (n) *	/əʊld 'eɪdʒ/
senior citizen (n)	/'siːniə(r) 's
teenager (n) **	/'tiːn,eɪdʒə
young adult (n)	/'jʌŋ 'ædʌl

fashion (n) ***	/'fæʃ(ə)n/
fast (adv) ***	/'fɑːst/
female (n) ***	/'fiːmeɪl/
fortunate (adj) **	/'fɔːrtʃənət/
free (adj) ***	/'friː/
fridge (n) *	/'frɪdʒ/
government (n) ***	/'gʌvə(r)nmənt/
GPS system (n)	/dʒɪː piː 'es sɪstəm/
grow up (v)	/'grəʊ 'ʌp/
health (n) ***	/'helθ/
helmet (n) *	/'helmt/
hide (v) ***	/'haɪd/
inform (v) ***	/'ɪnfɔː(r)m/
jacket (n) ***	/'dʒekt/
late (adj & adv) ***	/'leɪt/
later (adj)	/'leɪtə(r)/
later (adv)	/'leɪtə(r)/
leave (v) ***	/'liːv/
lie (= not tell the truth) (v) ***	/'laɪ/
limit (n) ***	/'lɪmt/

The family

aunt (n) ***	/aʊnt/
born (adj) ***	/'bɔː(r)n/
brother (n) ***	/'brʌðə(r)/
brother-in-law (n)	/'brʌðə(r) ɪn ,ləː/
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nephew (n) *	/'nefjuː/
niece (n) *	/'niːs/
one-parent family	/'wʌn peərənt 'fæm(ə)li/
only child (n)	/'əʊnli 'tʃaɪld/
partner (n) ***	/'pɑː(r)tənə(r)/
single (adj) ***	/'sɪŋɡ(ə)l/
sister (n) ***	/'sɪstə(r)/
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son (n) ***	/sʌn/
stepfather/mother (n)	/'step,fɑːðə(r)/, /'mʌðə(r)/
uncle (n) **	/'ʌŋk(ə)l/
wife (n) ***	/'waɪf/

Getaway

\$100

The period of life when you change from a child to a young adult is:

- a. childhood
- b. adolescence
- c. teenagehood
- d. middle-age



\$100

The period of life when you change from a child to a young adult is:

b. adolescence



\$100

The period of life when you change from a child to a young adult is:

b. adolescence



\$500

Your wife/husband's sister is your:

- a. sister-in-life
- b. sister-in-marriage
- c. sister-in-legal
- d. sister-in-law



\$100

The period of life when you change from a child to a young adult is:

b. adolescence



\$500

Your wife/husband's sister is your:



d. sister-in-law



\$100

The period of life when you change from a child to a young adult is:

b. adolescence



\$500

Your wife/husband's sister is your:

d. sister-in-law



\$1000

Someone without any brothers or sisters is a(n):

- a. single child
- b. only child
- c. sole child
- d. lonely child



\$100

The period of life when you change from a child to a young adult is:

b. adolescence



\$500

Your wife/husband's sister is your:

d. sister-in-law



\$1000

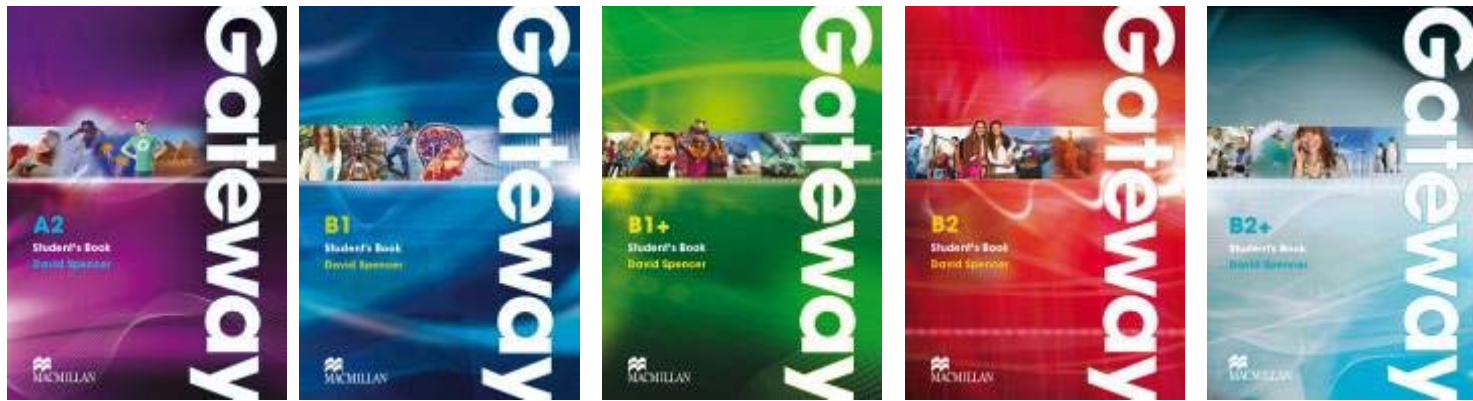
Someone without any brothers or sisters is a(n):

b. only child



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: testing, training and teaching



**Good luck with
your exam groups**



Gateway



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