

 **MACMILLAN EXAMS**

# Ready for CAE

**teacher's book**

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 **MACMILLAN**  
EDUCATION

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Updated for  
the revised  
CAE exam

## Content overview

## Themes

This unit is concerned with history, the past, changes in your life.

## Exam-related activities

<b>Paper 1</b>	<b>Reading</b>
Part 4	Multiple matching
<b>Paper 2</b>	<b>Writing</b>
Part 1	Formal letter
<b>Paper 3</b>	<b>Use of English</b>
Part 2	Open cloze
Part 1	Multiple-choice cloze (review)
<b>Paper 4</b>	<b>Listening</b>
Part 2	Sentence completion
Part 4	Multiple matching
<b>Paper 5</b>	<b>Speaking</b>
Part 3	Collaborative task

## Other

Vocabulary	Changes
Language focus 1	Talking about the past
Language focus 2	Nouns in formal English

## Listening 1:

CAE Part 2

## Sentence completion

Page 18

- 1** Encourage students to take their time and discuss in pairs or threes.
- Such fluency activities are often better opportunities than actual exam practice tasks for monitoring students' oral performance. In fluency tasks students should be encouraged to relax and say as much as possible. As you circulate among the class, try to listen out for English which could be improved from a lexical point of view. Make a note and feed back briefly to the whole class after five minutes or so. You might say things like: 'Joe, when describing the woman you said x, but you might have said ...', 'Maria, you were translating from your own language when you said x, but the expression in English is ...'. (You may prefer not to name students directly.) Concentrate on whole phrases if possible.

- It is important that students should make the most of all opportunities to try out their English. In the exam aspects such as communicative fluency and range of expression are important – more so than occasional minor grammatical slips.

**2** Do the second speaking point with the whole class.

**3** Read the first bullet point together from the 'What to expect in the exam' section. Make the point that the sentences containing the questions focus on important details in the listening. As such, the sentences provide summary information of the whole listening. So students can help themselves a great deal during the pause before the listening begins.

Then go through the other bullet points.

**4** Give them a minute or so to read the eight questions and to predict what kind of information will come in the gaps.

## Answers

## Possible answers

- probably a time expression (for ages? for x years? etc)
- probably something which people making time capsules sometimes forget to do
- two nouns which are things related to TV programmes
- a place/room
- something the doctor was researching
- a room/part of the grounds
- something valuable/worth stealing

Then play the CD and do the exam task.

## Answers

- buried (underground)
- more than/over a century
- keep (proper) records
- costumes and props
- (film studio) car park
- ancient civilizations
- basement
- (real) (items of) jewellery

It can be very useful for students to look at the listening script (page 226) after the answers have been given out.

- It is a good way of checking answers to play the recording again while students follow the listening script.
- It enables the class to pull out useful phrases and other vocabulary from the listening script.
- It means you can draw students' attention to some aspect of the task.

Refer students back to the third bullet point in the 'What to expect in the exam' box. Students need to be clear on this. What they write in the gap is normally the actual words used on the recording. But the wording of the question will be different from the wording they hear on the recording. Show this on the board with the first two questions.

For reasons of security, time capsules are usually **buried underground** = question 1  
... and in most cases **buried underground** for safekeeping. = recording

People have been putting things in time capsules for **over a century**. = question 2  
... the idea of storing objects for posterity in this way goes back **over a century** ... = recording

#### Listening script 1.4

Hello, good evening. Well, as you know I'm here to talk about my great passion in **life – time capsules**. Now if you're not sure, a time capsule is a container filled with typical objects from a particular time and in most cases **buried underground** for safekeeping. The idea behind this, of course, is that future generations will be able to learn about life in the past when they open up the capsule and study the objects.

So, when did all this burying business begin? Well, the idea of storing objects for posterity in this way goes back **over a century** to the nineteen hundreds. The problem was, and indeed still is to some extent, that most of these have been lost to history. 'Why is this?' you might ask. Well, it's either because of thieves and the fact that the capsules weren't sufficiently well protected, or – and this is the most usual explanation – because no one bothered to **keep proper records** and we don't know for sure where the capsules are.

To give you just one example, they buried **seventeen** of them back in the Thirties in California in a place called Corona – and not one of them has ever been found. Amazing, isn't it? And do you remember the popular television programme M\*A\*S\*H? Well, in 1983, some of the cast put **costumes and props** from the show in a capsule and buried it in a secret ceremony, refusing

to tell anyone not connected with the show where exactly they'd put it. All they'd say was that it was somewhere in the 20th Century Film Studios **car park** in Hollywood. Now, of course, they've built a huge hotel on the site and no one knows where on earth to look for it.

But the, er, the modern-day passion for time capsules really began in the late nineteen thirties, when a man called Dr. Thornwell Jacobs, the President of Oglethorpe University in Atlanta, was doing some research into **ancient civilizations**. Well, he was so frustrated by the lack of accurate information that he came up with a plan to ensure that the same thing wouldn't happen to future generations. He built the 'Crypt of Civilization' – that's what he called his time capsule – in an area the size of a swimming pool, in the **basement** of one of the university buildings, Hearst Hall. You can still see it today, in fact. But you can't see any of the contents – the crypt won't be opened for another 6,000 years!

It's got all sorts of things – newsreels, important radio speeches, er, scientific instruments and – wait for it – over 640,000 pages of material on **microfilm**, including the Bible, the Koran, the Iliad and Dante's Inferno. But it's not all serious stuff. There's also a Donald Duck doll, and literally thousands of everyday objects like cooking utensils, ornaments and tools. Very sensibly, Dr Jacobs didn't put in any **real items of jewellery**, because he thought that might attract robbers. But he did include models of necklaces and earrings, as well as papier mâché fruit and vegetables and even a small capsule of beer.

Since then, of course, all sorts of people have put all sorts of objects into time capsules. Now, if you're interested in burying your own time capsule, I can ...

#### Speaking:

CAE Part 3

#### Collaborative task

Page 19

- Read the instructions together; then refer students to the first bullet point in the 'How to go about it' section. Explaining why you make your various choices is an important part of the task. Provide a few more examples of your own to give students some ideas: eg 'I would definitely want to include a remote control in the capsule. I think this is a powerful symbol of society today. TV is all-important in most people's lives and the remote control has really changed the way we now watch TV and the way we demand short bursts of entertainment in our lives.'
- Allow the discussions in pairs (or threes) to go on beyond the three minutes allocated in the exam if students are entering into the topic with enthusiasm. But do interrupt to remind them when you wish them to start considering the

second aspect of the task: which two objects would be of most interest to future generations. At this point they should begin to round up their discussion.

- As a whole class activity, briefly ask each pair what their final conclusion was.

#### Exam note:

- This stage of the speaking test lasts about four minutes with students speaking for three minutes of this time. It involves students in a problem-solving task.
- Each pair or three receive the same set of photographs or pictures. (These are different pictures from the ones used in Part 2 Long Turn.)
- The task involves negotiating and collaborating towards a final conclusion. If partners are unable to reach agreement, that is ok.
- Negotiating towards the conclusion is an important part of the task. Candidates should show that they are turning their discussion towards a final conclusion.
- As with all interactive parts in the Speaking test, candidates should not dominate a discussion. Negotiating involves asking your partner what (s)he has to say, and responding appropriately to what (s)he has said.

#### Useful language

- Warn students that when doing a task such as collaborating on a set of pictures, it is easy to keep on using one phrase that you are keen on (eg I think we should, I think people will).
- Remind them of the second bullet point in the 'How to go about it' section. It is important to use a good variety of expressions. We now consider some of these.
- Students complete the six gaps individually and then compare what they have written.

#### Answers

- 1 would not be complete without
- 2 is a part of everyday life
- 3 be intrigued to see
- 4 would demonstrate very clearly
- 5 might conceivably be obsolete
- 6 are unlikely to be using

#### Optional extra activity

Write the following questions on the board.

Students discuss in pairs, developing their ideas as fully as possible.

- Would you include any further items from other aspects of life today?
- How useful will time capsules be for future generations when studying the past?
- Do museums still have a role to play in the fast-moving, hi-tech 21st century?  
Why/why not?
- Which people have had the greatest impact on your country's history? How have they affected it?
- 'We learn nothing from history except that we learn nothing from history.' What is meant by this? Can you give examples?

From an exam point of view, this looks ahead to Part 4 of the speaking test, which is introduced in the Coursebook in Unit 5.

#### Use of English:

CAE Part 2

#### Open cloze

Page 20

- 1 For all Use of English tasks students should get into the habit of doing a quick skim read of the text before attempting to answer any questions. Once they have understood the surrounding context, the gaps will be much easier to complete.
  - The doll is Barbie – the clue is in the girl's name, Barbara.
  - Remind students of the type of word they are typically looking for: can, as, have, be, on, a etc.

- 2 Students follow the instructions in their books.

Optional: If you feel your class will have difficulty with this task, ask them to close their books and put their pens down. Read the complete text to them, including the gapped words. When they then do the task, it is unlikely they will be able to remember any individual items – the point of the exercise is rather to give them 'the whole picture'.

#### Answers

- |         |                  |          |
|---------|------------------|----------|
| 1 since | 6 At             | 11 did   |
| 2 by    | 7 down           | 12 such  |
| 3 as    | 8 however/though | 13 whose |
| 4 that  | 9 into           | 14 not   |
| 5 with  | 10 as            | 15 an    |

**3** Ask students to cover their books and get a volunteer to say in their own words what point was made by critics of Barbie at the end of the text.

There are various other questions you could ask, depending on the interest of this topic to your particular students. These might include:

Did you ever possess a Barbie as a girl?

What did you like about her?

At what age would most girls grow out of (= be too old for) Barbie?

Would you buy a Barbie doll for a niece/daughter?

### Language focus 1: Talking about the past Page 20

If you are doing this in class time, the most interesting way may be to take a diagnostic approach:

- Students go into pairs and try to agree on the correct answer.
- They read the Grammar reference section on pages 216–217 of the Coursebook.
- They look again at their answers to see if they would change anything.
- The answers are checked.

**7** told/were telling (*no difference in meaning*)  
bought/have bought *The speaker may be situating in his/her mind the action of buying at some specific past time (eg last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (the book he/she is holding now).*

**8** didn't do/hadn't done did (do)/had done *The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasize the sequence of events.*

**B 1** used to know/knew. *would* cannot be used with a verb which is used statively.

**2** I've ridden/I rode

**3** All three are possible.

**4** I'd seen

**5** hadn't made

**6** going to work/to have worked (*thinking of/about working*)

**7** After he'd done/Having done *For more work on participle clauses see Unit 10.*

**8** All three are possible.

### Answers Sample marketing text © Macmillan Publishers Ltd

**A 1** (had) never kissed/met

*The past perfect of 'kiss' is optional since the sequence of events is made clear by 'until'.*

**2** have had

**3** has been crying

**4** was always losing (*indicating irritation*)

**5** ate (*first she ate the chocolate, then she started to feel sick*)/was eating (*she started to feel sick while she was eating it*)/had eaten (*focus on the completed action: she had finished eating it before she started to feel sick*)/had been eating (*focus on the activity rather than the completed action*)

**6** Marjorie left when Paul arrived: *She left after Paul arrived, possibly as a consequence of his arrival.*

Marjorie had left when Paul arrived: *She left before Paul arrived.*

Marjorie was leaving when Paul arrived/was arriving: *Both events occurred simultaneously.*

**2** This fun activity might be ideal for the beginning of a class. During the comparing with your partner stage, the partner should pick up on something that has been said and initiate an appropriate conversation around each one.

### Writing:

CAE Part 1

### Formal letter

Page 21

Teachers may prefer to do the Reading text and Language focus on nouns (pages 24/25) before the writing. The principle of using nouns will be useful for the writing task.

### Lead-in

Write the following words on the board:

Medieval, knight, joust, jousting tournaments, Medieval Society, Medieval Fair.

Give students one minute only to skim read the whole Part 1 question (as far as the sample answer). Then ask them to go into pairs and define the words on the board. When they have finished ask different pairs for a suitable definition.

## Answers

### Suggested answers to Lead-in

Medieval – means ‘from the Middle Ages’ (AD1100–1400)

Knight – a man of noble rank whose duty was to fight for the King. In stories knights are typically shown on horseback with a sword or lance, slaying dragons and rescuing maidens in distress.

Joust – to fight with another knight on horseback using a lance

Jousting tournaments – fighting competitions between knights

Medieval Society – a club for people interested in all things medieval

Medieval Fair – a special event organized by club members, where everyone dresses up in medieval costume, eats medieval food, holds imitation fights etc.

**1** Ask a few students to give their personal reactions to the advertisement and pictures. If they have only negative thoughts about it, ask what the appeal might be to those who take part in such events. Ask the class if anyone knows of similar events in their country.

**2** Elicit from students what is fundamentally wrong with the sample answer. The tone is rude and threatening and the editor would be unlikely to print a new article. So it would be unlikely to achieve its purpose to the target reader. Point out that this is the most important point in assessment of pieces of writing.

**3** Students read the letter again and answer the questions.

## Answer

**Content:** Has the writer answered the questions fully?

*No, she has failed to mention the fact that there was not enough room for all the demonstrations.*

Has she expanded on any of the points in the input material?

*No, she has limited herself to writing the bare minimum, adding no relevant information of her own.*

**Organization:** Is the letter organized into suitable paragraphs?

*Yes, each point is dealt with in a separate paragraph.*

### Vocabulary/Structures:

*The language in the letter is mostly accurate but there is no evidence of a wide range of language; what the writer has not copied from the input material is expressed in very simple, conversational language.*

**Register:** Is the register consistently appropriate?

*No, it is mostly informal – contractions, informal punctuation, phrasal verb (turn up), linking and other informal language. The opening paragraph is too blunt and aggressive and the closing paragraph too threatening. The last paragraph is an example of inconsistent register.*

**4** Explain that a feature of a good formal letter is the use of formal nouns and noun phrases.

Students try this exercise in pairs.

## Answers

### Possible Answers

**1** There was a (complete/total) lack of parking facilities/space.

**2** It was huge/resounding/great/real success.

**3** You suggested that attendance was poor/low.

**4** Many commented on the high standard of (the) dancing.

*In 1 & 3 above the verb ‘was’ might not be necessary. Consider the following:*

‘In your article you draw attention to the low attendance at the fair ...’ where the adjective ‘low’ is used as a modifier before the noun.

**5** The writing task should be given as homework. Draw students’ attention to the Useful Language section in the Coursebook (see page 195).

### Exam note:

- The Part 1 writing task is compulsory.
- Candidates have to read and process different pieces of input, such as extracts from letters, emails and advertisements.
- Typically one of these texts is annotated with handwritten comments.
- Candidates have to pull together information from the instructions, texts and handwritten comments.

- It is important to fulfil all elements of the task.
- In Part 1 candidates must write 180–220 words (in Part 2 they write 220–260 words).

### Sample answer

Dear Editor,

I am writing on the part of the Black Knight Medieval Society to express our dissatisfaction with the report published on November the sixth about Brampton's fifth annual Fair. Our performance has been missinterpreted and we feel that we deserve at least, public excuses.

To begin with the entertainment value, we must expose that the consideration of dull event according to the low attendance might be easily explained if the lack of parking facilities are taken into account. Our sources testify severe difficulties in arriving to the venue with their own vehicle. In the same time, our demonstrations were unfortunately limited to the availability of the space.

As for the criticism of our show, we can assure that our high standards of dancing, music, superb cookery and overall costume ambience have been always praised.

The captivating archery is one of the children's favourite activities, as well as a pleasure for everyone with feeling for this skillfully sport decorated for the occasion with medieval attire.

To sum up, our judgement of the event results very positive and without doubt it has been a resounding success. Consequently, we request a professional report based on analysis rather than superficial impressions as a signal of respect for the readers and the quality of the newspaper.

We are looking forward to reading a decent article.

Yours sincerely  
Cécile Dupont

#### Examiner's comment

**Content:** The writing attempts to cover the highlighted points indicated in the task. However, successful communication is not always fully achieved. *'The captivating archery is one of the children's favourite activities, as well as a pleasure for everyone with feeling for this skillfully sport ...'*

**Organization and cohesion:** The introductory paragraph introduces the purpose of the letter well and subsequent paragraphs are reasonably well organized. There are problems with coherence at sentence level eg *'To sum up, our judgement of the event results very positive ...'*.

**Accuracy:** The grammar is sometimes awkward. In addition, there are a number of spelling errors (*'missinterpreted', 'skillfully sport'*) and cases of inappropriate word choice (*'public excuses', 'costume ambience'*).

**Range:** The writer attempts to display a range of vocabulary and tenses but this results in frequent error and evidence of translation from L1.

**Register:** The register is generally appropriately formal.

**Target Reader:** The target reader would be informed in the main but confused in patches. The tone of the writing is also somewhat aggressive and might have a negative effect on the reader.

The criticism of the newspaper is rather too strong given that the task is to persuade them to publish a correction.

**Mark:** Band 2  
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**Reading:**

CAE Part 4

**Multiple matching**

Page 23

**1** This could be done in small groups initially, then as a brainstorming activity involving the whole class.

### Answers

From left to right:

The Berlin Wall, York City Wall,  
Hadrian's Wall, The Great Wall of China.

**2** Go through the 'How to go about it' box with your students. This combination of skimming (reading text very quickly for general gist) and scanning (searching a text for specific information) is the basic approach we recommend throughout *Ready for CAE* for multiple matching.

With this approach the starting-point is the sections of text, and students look back at the questions to see which of them apply to a particular section.

However, please be aware of the alternative approach, as follows, which you might choose to adopt with your class.

#### Alternative approach

- Skim through all four texts quickly to get an idea of their content and where information is located in them.
- Underline key words in questions and find parts of text where these ideas are discussed.
- Read in more detail the sections of text where the answer is likely to be found.

With this approach the starting point is the items, and students scan the texts for answers to the items.

To give students some initial help, read through Section A together, and match the underlinings with four of the questions.

Answers	
On the east side of the wall, tank traps and ditches were built	Q3
A number of successful escape attempts	Q14
lost its relevance in 1989, when Hungary allowed East Germans to pass through	Q11
Now very little of it remains	Q6

#### Either

Then students read section B. Holding the information in B in their heads they read the remaining questions and put B against those questions which refer to this section of the text.

They repeat the procedure for sections C and D. For any questions that remain unanswered, they skim read the text to search for the answers.

#### Or

If you wish to reduce the reading load at the beginning of the course, divide the class into three groups. Group 1 read only Section B, Group 2 read Section C, and Group 3 read Section D. Each group searches the items for information which relates to their section. Establish that each group has its answers correct. Then redivide the groups, to form new groups, each one comprising one person from each of the three old groups. In their new groups they feed back to the rest of the group and tell them where the answers are located in their section.

#### Answers

- 1 B visible from outer space
- 2 C vulnerable to erosion and visitors are discouraged from walking on it
- 3 A on the east side of the wall, tank traps and ditches were built
- 4 D caused disease by preventing the free circulation of air
- 5 B the wall soon began to crumble
- 6 A Now very little of it remains
- 7 B joined the three separate walls
- 8 D Non-residents and those who were not members of a guild were charged a toll
- 9 B using ... intellectuals who had been sentenced to forced labour
- 10 C ranks alongside some of the more famous architectural treasures in the world
- 11 A lost its relevance in 1989, when Hungary allowed East Germans to pass through
- 12 D York Corporation began dismantling sections of the wall
- 13 B evolved from a mere defence system ... into a safe haven where trade could flourish
- 14 A a number of successful escape attempts
- 15 D providing a fascinating glimpse into the lives of the Roman soldiers

#### Reacting to the text

Students follow instructions.

### Language focus 2: Nouns in formal English Page 25

In exam terms this relates most directly to formal task types in the Writing paper (eg formal letter, report).

- 1 Go through the instructions together.

#### Answer

The main difference is the greater number of nouns in the second sentences from the text and the higher frequency of verbs in the first, alternative sentences. For instance, in **3**, there are five verbs and one noun in the first sentence, compared with one verb and three nouns in the second.

Point out to students that the use of nouns like this helps to express ideas:

- more concisely. Note the shorter length of the second sentences in the second and third examples.
- in a more impersonal way. Note the absence of personal pronouns in the second sentences.

**2** Students write answers individually and then compare with a partner. For students who are having difficulties, simplify the process for them by telling them where the gapped information comes from in the first sentence:

- 1** He was clearly a bit disappointed → He was unable to hide his \_\_\_\_\_ when he heard they'd turned him down → at their rejection of his \_\_\_\_\_

### Answers

- 1 disappointment; application
- 2 disapproval; suggestion/proposal/request; reduction
- 3 dissatisfaction; delay(s); claim/assertion/guarantee/assurances
- 4 failure/inability; importance; result/consequence; awareness/knowledge; education/teaching

**3** Students who have done the FCE exam should be familiar with some of the differences between formal and informal style through their acquaintance with the Writing paper.

### Answers

The following features appear in **a** and are more characteristic of an informal style.

- contractions
- phrasal verbs *turned down*
- informal language such as *get* (3a), *a bit* (1a), *just* (2a)

Note also there are more words in **a** than in **b**, eg (2a) 33 words (2b) 17 words.

## Listening 2:

CAE Part 4

## Multiple matching

Page 26

Photocopiable vocabulary exercise on page 149.

### Optional Lead-in

Ask students to look only at the five cartoons at the bottom of the page. Play the recording once and ask them to match each of the five speakers with one of the cartoons.

### Answers

#### Answers to optional activity in Teacher's Book.

- Speaker 1 – the fifth picture
- Speaker 2 – the fourth picture
- Speaker 3 – the second picture
- Speaker 4 – the third picture
- Speaker 5 – the first picture

### Note:

Although we introduce this task here in Unit 2, we will look in more detail at strategies for dealing with it in Unit 4. There is a lot of new information for students to take in over the first two units, so we do not want to overload them.

Go through the 'What to expect' box together.

Students will hear the script in a different way from Part 1. Here they will hear the whole script, all the way through – the script is not repeated after each speaker.

Tell students it is not a good idea to focus solely on task one during the first play, and solely on task two during the second. That would mean students were listening only once to each piece. Instead, tell them to try to look at both tasks for each speaker. So when they hear Speaker 1, they should try to complete question 1 and also question 6. For Speaker 2 it is questions 2 and 7, and so on. Of course, it is hard to do these two things at once, so the best thing is for students to *concentrate* on task one for the first play, but also attempt task two, and for them to concentrate on task two for the second play, but also check on their answers for task one.

### Answers

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

## Listening script 1.5–1.9

**Female**

I'd given up just about everything – the job, the house, the car – and gone to Spain to be with my husband. Then six months later it was all over. Both of us believed we'd rushed into marriage too soon and there was little that made us compatible as spouses. At the same time, we felt the friendship that had drawn us together in the first place was just too valuable to throw away and the only way to save it was by splitting up. The thing is, I remember hugging Alfonso at the airport, boarding the flight to Manchester and waiting to feel some kind of relief. It didn't come. By the time we landed, I had this awful sense that we'd rushed just as fast into a divorce. A year has passed and I still can't help wishing we'd put a bit more effort into staying together.

**Male**

I was a no-hoper at school, see. No one had heard of dyslexia in those days, so my teachers just classed me as an 'idiot'. I might have behaved myself later if I'd been given a bit more attention then but I was told time and time again that I was going to be a failure. It surprised no-one, including myself, that I ended up in prison, but all that time on my hands gave me the chance to think. I realized I'd turned out just how they said and I wanted to be prove it could be different. I did a law degree while I was inside, and it was tough, I tell you, but since I got out, I've never looked back. I'm about to become a partner in a law firm and that's an achievement that gives me immense satisfaction.

**Female**

I'd always wanted to do voluntary work, ever since I qualified as a nurse. Marriage and children always got in the way of my plans, though, but now that the kids were older, there didn't seem any reason to put it off, even though I was coming up to my 50th birthday. And once I'd got their backing, there was no stopping me, really. Of course, I missed them all when I was there, but I just threw myself into my work. I had to really.

It was a very isolated rural area – there was no running water, no medicines and so much poverty. But I can't tell you how much I appreciate the fact that I was given the chance to go – it was a real eye-opener and I learnt so much about their culture and about myself – for that I'll always be thankful.

**Male**

I'd worked my way up to supervisor and got just about as far as I could go in the company. It was a responsible position and gave us a certain amount of security and I suppose that's why I stuck it for so long. Inevitably though, it got to the point where the routine just got too much. I wasn't developing professionally and nothing about the job pushed me to better myself. So when Sue suggested taking over a café franchise, I actually jumped at the chance. Neither of us had a background in catering but we refused to be daunted. We had to learn all aspects of the business in a very short time but I found it all very thrilling, and still do. Even now I wake up every day really looking forward to going in to work – being in a new environment and dealing with the fast pace.

**Female**

I'd been biting my nails since I was a three-year-old, apparently. It had never really bothered me before, despite my parents' constant moaning. They made me put this liquid on them called 'No-bite'. Tasted horrible, it did – until I got used to it, that was. When I started work, though, I began noticing the looks of mild horror on the customers' faces. Every time I was wrapping up a present or was just resting my hands on the counter, I could sense them staring and it made me incredibly self-conscious. So I had these plastic tips put on and that gave my nails the chance to grow. No-one notices them anymore so the problem is essentially solved but it has nothing to do with my will power. It's actually humiliating for a 23 year old to be wearing plastic tips. It's a secret I would hate my boyfriend to find out.

**Note:**

Speaker 4 mentions a franchise. One could paraphrase this with the word 'business'. Literally, a franchise is a right to sell a company's products in a particular area using the company's name. Franchises are often found in large department stores.

3 Give an example of something from your own life (it doesn't have to be true!), and supply suggestions: a new school, moving house, some news you received, or something like one of the speakers in the recording.

**Vocabulary: Changes** Page 27

A This task combines useful vocabulary input with fluency, given that most of the items should be known to students. They should give spontaneous definitions of those they know (as in the example) and ask another pair/group or use a dictionary for those they are unsure of.

**Answers****Possible answers**

your name	you don't like it/you become a performer/you get married (some women in some countries)
your mind	someone persuades you or you realize you're wrong/your opinion simply changes
your tune	(= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion

gear	(on a bike or in a car) you want to increase or decrease your speed/you go up or down a hill
the subject	(= to start talking about a different thing) what you are talking about is embarrassing or causing people to get upset or angry
sides	you no longer share the opinions of the people or group (eg political party) you have previously supported
places	to see a film, play etc better/you want to sit next to someone else/you want to move to a non-smoking section
a tyre	when you have a puncture or when the tyre is bald (= worn down)
your ways	(= behave much better) after a period of time in prison or bad behaviour at school.

While students are speaking, either use the monitoring technique suggested for fluency activities on page 20 of the Teacher's Book or make a note of some spoken errors that students have made. These can be examined after the activity or at the beginning of a new lesson.

## Review 2 answers Pages 28 and 29

### Language focus: Talking about the past

- |  |                      |
|--|----------------------|
| 1 had been/gone/<br>travelled/worked ... | 5 was taken          |
| 2 Having achieved/<br>fulfilled/realized | 6 would read/tell    |
| 3 has worn                               | 7 been given/granted |
| 4 have played                            | 8 did let            |

**B/C** These should be done as class writing activities, still in pairs.

### Answers

- B** 1 c 2 d 3 a 4 b  
**C** 1 D 2 C 3 C 4 A 5 B

### Optional activity

Each student chooses a verb from C which was not one of the correct answers.

They write two sentences to show how the verb is used.

They leave gaps where the verb should be and give the sentences to their partner to complete.

### Extra speaking task

Write the following on the board:

- something you try to vary in your life
- how easily you adapt to change
- a time when you have had to modify your views, behaviour or language
- the problems someone might encounter when converting to a different religion
- something which has changed significantly in your town or city in recent years
- any changes you would like to make to your lifestyle

### Vocabulary: Changes

- 1 Same: both mean 'to get used to a new situation by changing your behaviour and/or the way you think.'
- 2 Different: If you adjust a piece of clothing, you make it slightly and correct its position so that it is in the right place or more comfortable. eg *He looked in the mirror and adjusted his tie.* If you alter a piece of clothing, you make changes to it so that it fits better. eg *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly.*
- 3 More or less the same: both mean to change a building in order to use it for a different purpose. ('Transform' perhaps emphasizes the fact that there has been a complete change.)
- 4 More or less the same: both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. 'Modify' usually suggests that these changes have been small.
- 5 Different: If you change your tune, you behave differently or express different opinions when your situation changes. eg *He always used to be criticizing management, but he soon changed his tune when he got promotion.* (See 4 for 'change your ways'.)

- 6 Different: If a restaurant varies the menu, it changes it regularly. If a restaurant adapts the menu, it makes changes to it to suit a particular situation or group of people eg vegetarians, children, a wedding party.
- 7 Same: both can have the meaning of no longer sharing the opinions of the people or group you previously supported.
- 8 Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money of their own country, in order to use it, for example, on holiday or on a business trip.

2

2 convert 3 adjust 4 switch 5 modify

**Use of English:**

CAE Part 1

**Multiple-choice cloze**

- 1 In the second paragraph, the writer is negative. In the final paragraph, the writer is positive.

2

1 B 3 D 5 C 7 A 9 C 11 C  
2 A 4 C 6 D 8 A 10 B 12 A

**Content overview****Themes**

This unit is concerned with the media and advertising, language and communication.

**Exam-related activities**

<b>Paper 1</b>	<b>Reading</b>
Part 1	Multiple choice
Part 2	Gapped text
<b>Paper 2</b>	<b>Writing</b>
Part 2	Reports
<b>Paper 3</b>	<b>Use of English</b>
Part 2	Open cloze (review)
Part 3	Word formation (review)
Part 5	Key word transformations (review)

**Paper 4** **Listening**

Part 3 Multiple choice

**Paper 5** **Speaking**

Part 3 Collaborative task

**Other****Reading****Vocabulary**

Word formation: Adjectives and adverbs

**Vocabulary**

Smell

**Language focus 1**

Hypothetical past situations

**Language focus 2**

Present and future conditionals

**Speaking:**

CAE Part 3

**Collaborative task**

Page 30

**Lead-in**

- Students get into pairs and choose one of the pictures. They have three minutes to make notes on the advantages and disadvantages of each method.
- Ask a few pairs to feed back to the rest of the class, and allow others to comment on what has been said.
- Be ready to input ideas to keep the discussion flowing; eg political bias in newspapers, the 'dumbing down' of TV, the convenience of mobile phones, the poor standard of much information on the internet and the difficulties in finding what you want etc.
- Once enough good ideas have been raised by the class, turn to the Useful language section.