

 MACMILLAN EXAMS

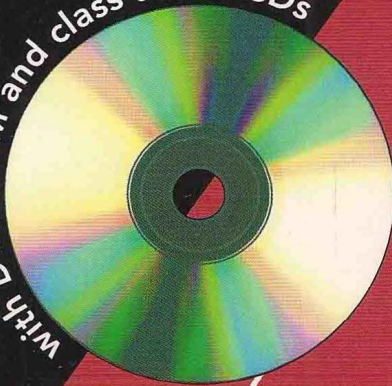
Ready for Advanced

teacher's book

3rd Edition

Zoltán Rézműves

With DVD-ROM and class audio CDs



Updated in line with **Cambridge English: Advanced (CAE)** 2015 revisions

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Answers

- | | | |
|--------|---------|--------|
| 1 AS | 2 THAT | 3 WITH |
| 4 WAS | 5 INTO | 6 DID |
| 7 SUCH | 8 WHOSE | |

3 Students read the paragraph. Get them to cover or close their books, then elicit a summary of the critics' opinion. Ask students who they agree with, and to give reasons.

Additional activity

There are some further discussion questions you could ask students to talk about:

Did you or someone in your family have a Barbie™ doll when you were children? What did you/they like about it?

Is Barbie™ a toy only for little girls? Is it appropriate for them?

Would you buy a Barbie™ doll for a child?

How do you feel about branded toys? What do you think makes them popular?

Language focus 1:**Talking about the past**

Pages 20 and 21

A Review

Students complete the sentences with the words, then compare their answers in pairs. Ask them to think about alternative possibilities and explain differences in meaning.

Answers

- (had) never kissed, met (The past perfect of 'kiss' is optional since the sequence of events is made clear by 'until'.)
- have had
- has been crying
- was always losing (indicating irritation)
- ate (first she ate the large meal, 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)
- 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.

- 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 (e.g. 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).
- 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 Further ways of talking about the past

1 Students underline all the possible alternatives, then compare their answers in pairs.

Answers

- used to know/knew. *would* cannot be used with a verb which is used statically.
- I've ridden/I rode
- All three are possible.
- I'd seen
- hadn't made
- going to work/to have worked (*thinking of/about working*)
- After he'd done/Having done
- All three are possible.

Students study the Grammar reference on pages 215–216 and check their answers.

2 This fun activity can be set as homework (the writing part) or used as a warm-up at the start of a class. Allow two to three minutes for students to compare their sentences, and monitor their conversations. At the end, ask a few students to tell the class something interesting or surprising that they learnt from their partner.

 DVD resource: Unit 2

Additional activities

1 *Different but still the same:* To practise comparing two pictures and speaking at length about them, you can use any two unrelated photos (preferably with lots of detail shown). Give the pictures to students and ask them to talk about at least five or six similarities between them. The less connected the images are the better (e.g. a photo of a young family with children on the beach, and another photo showing a busy factory floor). Finding differences between unrelated pictures would be much easier, but students must use a lot of creativity as well as a lot of language to try and find similarities between them.

2 *Sixty seconds:* Another good way to practise for a long turn task is to give students in groups of four a topic (through a title, some visual prompts or a quote or question), then ask them to take turns to talk about it for a whole minute without pausing for more than five seconds. If any student stops or hesitates for longer than five seconds, or repeats something they have already said, they get a penalty, and another student must take over and start speaking for 60 seconds, and so on. Each time someone gets a penalty, they must add another ten seconds to their task when it is their turn again next (i.e. a student with one penalty must speak for 70 seconds, with two penalties for 80 seconds and so on).

Listening 1

Part 1

Multiple choice

Page 32

Lead-in

With books closed, read out the three contexts from the instructions, and elicit suggestions from students for what sort of things they expect the speakers to mention in each situation. Elicit three or four ideas for each extract.

1 Remind students of what you discussed about the Listening Multiple choice task in Unit 1 (pages 14–15 of this Teacher's Book). Make sure they remember that each extract is played twice before they move on to the next extract (unlike Part 4, for example). Elicit the best strategy for completing the task: 1. study the questions and identify the key information needed before the recording is played, 2. during the first listening, locate the passage with information about each question,

eliminate clearly wrong answers and select likely key, 3. during second listening check, confirm or correct answers.

Play the recording. Students complete the task individually. Check answers together.

Answers

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

Listening 1: Listening script 1.10–1.12**Extract One****M = Man W = Woman**

M: The last book I wrote was something my publisher asked me to write – about the River Thames, and its history – and it wasn't a passion of mine, that sort of thing – and to this day I'm not entirely sure why the publisher approached *me*, but I could imagine how *other* people might be interested, so I signed up. And once I'd got into it, I found the whole thing quite intriguing. I'd rather not have had to limit our investigation just to the inner city, but there's only so much you can pack into 400 pages. Now it's finished, I have to say I rather miss working on it. Do you enjoy the research side of things?

W: Not so much, but now we have the Internet, of course.

M: Indeed, but can you trust what you read?

W: The way I see it, the Internet's given us access to limitless knowledge. If only we'd had it when I was first starting out – it would have saved me countless trips to the library and a lot of time and effort. Sure you have to check and cross reference things, but I can live with that.

Extract Two**M = Man W = Woman**

M: I don't know if you've heard, but I'm off to Greece once the term finishes. I'm joining up with this team of archaeologists – they need people to do the physical stuff – the digging, I mean. It won't be paid, but it'll give me some real experience in the field – even if it's not strictly relevant to the courses I'm taking next year – and it'll make a change from the tedious kind of jobs I normally end up doing during the holidays.

W: Well, I imagine you'll really get a lot out of it. After I finished my first degree – and we're talking, er, at least ten years ago now, I got offered a position with a really prestigious firm of architects – and I felt I couldn't say no, especially because we were all still waiting for the exam results to come out. And it was good there, but I still wish I'd given myself the chance to consider something else. Well, that's why I've come back to university, I suppose.

Part 4: Key word transformation Page 45

Refer students back to what you discussed about the Key word transformation task type in Unit 3 (see pages 43–44 of this Teacher's Book). Then read the *What to expect in the exam* box together.

Go through the question in italics for the first item as a class. Then ask students to work in pairs to answer the remaining questions. Elicit their suggestions, and invite comments from the rest of the class.

Answers

- 1 speak / gerund / in
- 2 gerund / do
- 3 past / take
- 4 speech / on – of
- 5 stop + *-ing* / make
- 6 wish + *had* + past participle / pay / to

Students use the information they discussed to help them complete the exam task individually. Then they compare their answers in pairs. Ask them to check for the four key criteria:

- express the same ideas as the original sentence
- contain the word given, in the form it is given
- fit the sentence both logically and grammatically
- contain between three and six words

Finally, check answers with the whole class.

Answers

- 1 SPEAKING/TALKING ABOUT HERSELF IN
- 2 LOSING (SOME/A LITTLE) WEIGHT
WOULD/WILL DO
- 3 HAVE TAKEN MORE CARE IN/WHILE/
WHEN
- 4 A SPEECH ON BEHALF OF
- 5 UNTIL IT STOPS/HAS STOPPED MAKING
- 6 I HAD PAID MORE/GREATER ATTENTION
TO

Additional activity

Write the following key words on the board, then ask students to do the task again by completing the gapped sentences in a different way, using the new key words.

- 1 SHARING
- 2 LOSS
- 3 CAREFUL
- 4 INSTEAD
- 5 BEFORE
- 6 LISTENED

Answers for the Additional activity

- 1 SHARING ANYTHING PERSONAL IN
- 2 SOME/A LITTLE WEIGHT LOSS WOULD/
WILL DO
- 3 HAVE BEEN MORE CAREFUL WHILE/
WHEN/IN
- 4 A SPEECH INSTEAD OF
- 5 BEFORE IT HAS STOPPED MAKING
- 6 I HAD LISTENED MORE TO

speaker: 'we're'); in *b* and *c*, it's someone else: 'we're paying/asking someone else to do it for us'). Elicit the difference between *b* and *c*.

Answer

- a Simple statement in the present continuous for the future.
- b Causative, slightly more formal than *c*.
- c Causative, slightly less formal than *b*.

2 Ask students to speculate in pairs what the difference might be in the meaning of *have* in the examples. Allow up to half a minute or so for this, then elicit ideas.

Answer

- a I had my watch repaired last week.
Someone repaired my watch because I asked/paid them to.
- b I had my watch stolen last week.
Someone stole my watch. I did not ask them to! This use of the structure is for unpleasant events (usually) over which the subject has no control.

C Other passives with *get*

Read the explanations and the examples. Make sure to point out that using *get* to replace *be* in simple passive statements should be used with care, as its use is restricted to informal contexts.

Refer students to the Grammar reference on page 220 for further information on passives.

Practice

1 Students complete the sentences individually. This could be done as homework. Ask them to compare answers in pairs before you check them with the class.

Answers

Possible answers:

- c have had/got this dress/suit
- d to get lost/to have got lost
- e would have/get your eyes
- f of having/getting my nose
- g got caught
- h to get/have the car
- i had/got our house/flat
- j should/ought to/'d better get/have your hair

2 Give students three or four minutes to discuss the prompts in pairs, then get some students to report back to the class about something interesting or surprising that they learnt about their partner. Monitor their discussion paying special attention to the correct use of passives. Go over any major issues at the end by recalling the mistakes, and eliciting corrections from the class.

Review 6

Pages 80–81

Reading and Use of English

Part 3

Word formation

Page 80

Before students start completing the task, ask them to brainstorm in pairs as many different derivatives for the nine words in capitals as they can think of.

Ask them to read the text quickly to get a general sense, then look at the gaps carefully to see what kind of word may be missing. At this stage, they should do this individually.

Students complete the task, then compare answers in pairs before you check them with the class. Peer checking will help them iron out any accidental oversights or misspellings, but encourage them to start getting into the habit of looking at their own work critically to identify and correct errors.

Answers

- | | |
|---------------|------------------|
| 1 INFECTIONS | 2 PARTICIPANTS |
| 3 ANALYSIS | 4 SPATIAL |
| 5 VISUALIZING | 6 COMPARISON |
| 7 FICTIONAL | 8 SYSTEMATICALLY |

Vocabulary

Students do the exercise individually. It could be done as homework. Check answers together.

Answers

- | | | |
|-----------|-------------|--------|
| 1 poor | 2 strong | 3 gift |
| 4 bright | 5 promising | 6 get |
| 7 badly | 8 fast | 9 sets |
| 10 choose | | |

You might ask, where do developers get their inspiration from? Well, numerous sources, of course, but at the moment, we can see the definite influence of classic cinema. For example, in the past, good and evil could easily be recognized – through the characters you created, through the options they were offered. You knew which side you were on. Well, we're maturing now, along with our audiences. It's no longer black and white – but every shade of grey. And one of the consequences of this, for my team, anyway, is the need to establish mood – a sense of anxiety, of despair, for example, through the use of lighting. And this is something we're working on in our current projects with – I believe – great success.

Some things, I guess, won't change. There are the central and basic concepts, or themes, that create authenticity and purpose in a game. Combat is one – you'll always need a good fight whether it's between unidentified enemy soldiers, aliens, zombies ... whatever ... and the problem-solving element is also vital. And finally, and I think this is true for all forms of storytelling, you need the element of exploration. It's in our human nature to pursue this.

So why are some sections of society so anti-gaming? What is it that creates fear and ignorance amongst people – people who've usually never picked up a console for themselves? In large part, I feel this is down to the media. They never seem to miss an opportunity to focus on a story or a piece of research that shows the industry in a bad light. Look, it's basic common sense that if you let your kid play for 24 hours straight, they're missing out on other things – on *life* – but let's have some balanced reporting, please.

For a start, parents and teachers both seem to overlook something important about the gaming industry – they just don't know about the great number of career opportunities it offers. And this is an industry that now turns over huge profits annually – so worth getting into. And I think there's a feeling amongst some parents, a suspicion in fact, that gaming is somehow rotting their kids' brains. But the evidence is there to prove otherwise. Now I've got a vested interest in all this, of course, but if you look at the research, we know for a fact that not only do kids get more creative through game playing, but they also get better at logic. Surely that's something that most people would be happy to see developing in their child.

Now, one future development concerns crowd-funding, which ...

3 Put students in small groups of three to five to discuss all three opinions from the recording. Ask for a quick show of hands to find out which statements most students agree with. Get each group to report back to the class about their conclusions, and to give reasons for their opinions.

Language focus 1: Determiners and pronouns

Page 103

1 Explain that determiners and pronouns are often tested in the cloze tasks of the Reading and Use of English paper. Students complete the sentences with the banked words. Play the recording from the previous Listening section for them to listen and check their answers.

Answers

1 one	2 another	3 Many
4 one	5 every	6 both

2 Students read the explanations and examples, then identify the words from exercise 1 in pairs. Check answers as a class.

Answers

1 determiner	2 pronoun
3 determiner	4 pronoun
5 determiner	6 determiner

3a Students read the explanations, and work in pairs to select the incorrect words. Check answers together. Get students to read out the three correct sentences in each case, rather than the incorrect option – so it is the good models that they get to hear.

Answers

1 All 2 every 3 Several

3b Look at the example together. If necessary, expand it with contexts for the other two correct determiners: Some mobile phones allow you to download files from the Internet. No mobile phones have built-in printers.

Students discuss their ideas in pairs. Walk around and monitor the activity. Elicit some of the ideas for each of the three topics – but there's no need to check every possible answer.

4a Students continue working in pairs to select the incorrect alternatives. Check answers as a class. As before, get them to read the correct sentence rather than the alternative they crossed out.

Answers

1 every many	2 another one month
3 no many	

3 Do this exercise orally in class. Give students a couple of minutes or so to prepare describing their own homes, then put them in pairs to take turns to describe their homes to each other. Ask some students to tell the class something interesting they learnt about their partner.

4 Brainstorm some language for speculating (e.g. modals: could/may/might (well); expressions: looks like/as if/as though; adverbs: probably/likely/certainly/definitely) before you put students in pairs to take turns to describe each picture and speculate about its inhabitants. Allow five or six minutes for the discussions. Walk around and monitor. Elicit some ideas in open class, and invite comments from students.



DVD resource: Unit 10

**Reading and Use
of English 1 and 2**

Parts 2 and 5

Open cloze

Pages 131–133

Lead-in

Write *housework* on the board, and elicit what 'domestic chores' (NB elicit or pre-teach this phrase as well, if necessary) are routinely done around the home (e.g. *vacuum-cleaning, washing-up, washing, cleaning the windows, taking out the rubbish, ironing, dusting* and so on). Record suggestions on the board, then ask random students to say how often they are normally done (once a week, once a month, etc) – and invite comments on this from the rest of the class.

1 Continue the discussion from the lead-in by eliciting the answer to this question. Then ask for a quick show of hands to find out which students dislike housework. Ask some of those who said yes to give reasons.

2 Students read the text quickly. Elicit the author's reason for disliking housework. Also elicit a definition or explanation for the term *houseproud*.

Answer

The author dislikes housework because it is strenuous, boring, repetitive and never-ending. It is also unpaid and women, who still do most of it, often go out to work, which means they cannot do it as thoroughly as they might like.

3 Refer students to the *What to expect in the exam* box and explain that in this unit, students will get to practise an *Advanced* exam task slightly differently. Instead of eight gaps, they will have to complete 15, but for each gap they can look at some helpful prompts. Allow students six or seven minutes for completing the task with the help of the prompts. Get students to compare their answers in pairs before you check them with the class.

Answers

- 1 TO (The verb 'suggest' would need to be in the third person singular form for a relative pronoun to be possible.)
- 2 ARE
- 3 IS
- 4 WITHOUT
- 5 HOW
- 6 FOR
- 7 NO
- 8 OUT
- 9 FROM
- 10 SOME (Only a determiner is possible here as there is no definite or indefinite article.)
- 11 LOT
- 12 TOO
- 13 MAY/MIGHT/COULD/CAN
- 14 WE
- 15 UNDER

Additional activity

Students look back at the 15 prompts, then tick those three that helped them most in answering the questions. Ask them to compare ideas in pairs or small groups. Encourage them to practise asking themselves similar helping questions as they analyse a gapped text for a cloze task.

4 Put students in groups of four or five to discuss the first two questions, then get some of the groups to report back to the class with their answers. Ask each group to come up with one piece of advice about making housework less depressing, then elicit this suggestion from each group. Have a class vote on the best suggestion and record it on the board.

Multiple choice

Lead-in

Focus attention on the photo, then ask students to describe what they think the house is like and what

women's rights: According to the Universal Declaration of Human Rights, women are entitled to the enjoyment of all human rights and to be treated equally to men in both economic and social life. Nevertheless, in a number of countries, they have different rights and obligations.

child labour: In many developing countries, children are forced to work in poorly paid jobs, sometimes in subhuman conditions. This is usually as a result of poverty, and in some cases because they have been orphaned by Aids. Some work in sweatshops, producing goods for Western markets. This leads to children missing out on an education and the perpetuation of poverty in the country.

The World Day Against Child Labour is celebrated every year on June 12th.

human rights: On December 10, 1948 the United Nations proclaimed the Universal Declaration of Human Rights. It included the following:

- All human beings are born free and equal in dignity and rights.
- No one shall be held in slavery or servitude.
- No one shall be subjected to torture or degrading treatment.

Violations of human rights occur throughout the World.

GM foods: Genetically modified foods, or GM foods, are grown from crops which have been altered through biotechnology to make them more resistant to insects and disease. The most common GM crops are soybeans, corn, cotton and sugar beet and are mainly used in processed foods or in animal feed.

Supporters of genetic modification say that it makes crops more productive and can also increase their nutritional value. Opponents point to the dangers of cross-pollination, whereby GM crops can spread their genes to other plants growing nearby. While producers say there are no health concerns associated with GM foods, opponents maintain that insufficient tests have been carried out and the long-term effects on health are unknown.

Since April 2004 strict regulations have been in force in the European Union concerning the labelling of foods which contain genetically modified produce.

2 Ask students to match the three photos with some of the headings in exercise 1 (left to right: women's rights, whale hunting and child labour). You could also play the recording quickly and ask students to say which speakers mentioned each subject (Speakers 5, 4 and 2).

Like in the exam, allow students 45 seconds to study the context, the task and the questions.

As this is a particularly challenging example of a Multiple matching task, do the first speaker together as a class. Play the recording twice, with the students attempting to answer questions 1 and 6. Check answers, then play the extract again, asking students to tell you to pause playback when they hear the passage which supports their answers. Then play the rest of the recording, and get students to complete the task individually. Check answers as a class.

Answers

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

Additional activity

Ask students to read the listening script on pages 237–238 and underline the passages that contain information about each of their answers in the exam task, then to compare their ideas in pairs.

Listening 2: Listening script 2.25–2.29

Speaker 1

So there I was, the rich tourist in a developing country. Of course, you get people begging at home, but there it was on every street corner. The poverty is so evident, so widespread, and I couldn't help feeling, as a wealthy Westerner, that I was in some way to blame. So I decided to do something to help, despite the attempts of my friend and travelling companion to persuade me otherwise. Every day we were there I put aside a certain amount of money to give to beggars. My friend told me I was being overgenerous, but when I got back home I couldn't help thinking I should have given more.

Speaker 2

A mate of mine often complained about all the suffering in the world – but he never did anything about it. He said it was difficult for individuals to change things. Well, I just couldn't accept that. I took it as a kind of challenge and applied for voluntary work overseas in a school for street children. I thought at first they might not accept me because of my age and inexperience, but I needn't have worried – I didn't need to have any special skills or anything. In fact, that was part of the trouble. Most people were as green as me, so there

Answers

- a generously b freely
c hard d heavily

2 Give students a couple of minutes to discuss whether they agree or disagree with the statements in exercise 1 and why. Elicit some of their ideas in open class, and invite comments.

Listening 1

Part 2

Sentence completion

Page 183

1 Ask some volunteering students to talk about the questions, and invite comments. Ask students for suggestions on what people could do to be more economical with their money.

2 Students read the context. Check that they understand *undergraduate* (a student who is studying for a first degree at a college or university). They then spend 45 seconds studying the questions to prepare for what information they need to hear in the recording. Remind them to use words from the recording wherever possible.

Play the recording twice. Students complete the task individually. Allow them to compare their answers in pairs before you confirm them with the class.

Answers

- 1 Student Loans Company
- 2 term
- 3 budget planner
- 4 overdraft
- 5 two evenings
- 6 (course) tutor
- 7 (faculty) noticeboard
- 8 (student) travel

Listening 1: Listening script 2.37

Hello, I'm John Lister from the Student Financial Advice Centre here on the university campus. My main aim today is to give you one or two bits of advice on money matters before you get down to the main task of studying next week.

As you may know, not so long ago you might have received a student maintenance grant from the Local Education Authority to pay for all your living expenses. Now, of course, these grants don't exist and you have to borrow that money from the Student Loans Company. If you haven't applied for your loan already, make sure

you do it soon, otherwise you may have to wait several months for your first payment. If you have, then you can expect to receive the money once a term; in other words, in three equal instalments over the course of the year.

And that's the first problem, really. Many students find that their money disappears almost as soon as they get it – and it's often because they fail to plan their finances carefully. To prevent the same thing happening to you, you can download your very own budget planner from the university website. It'll help you record your expected income and expenses for the year and then calculate how much you've got left over for yourself each month. It's worth having a look.

Even then, you may still find that you need a bit of extra financial help, particularly in the first term when your outgoings will probably be quite high. So if you haven't already opened a bank account, bear in mind that some banks offer better overdraft facilities than others. Shop around a bit – find out how much you can go overdrawn without asking for permission from the bank, and without paying any extra interest.

You can, of course, supplement your income by working part-time, but you have to make sure you strike a balance between work and study. Some students here work over 20 hours a week in part-time jobs, but I personally wouldn't recommend any more than two evenings a week. That's for you to decide, of course, but I'd certainly wait a few days before applying for jobs, at least until you've got your timetable.

Now it's clear that a major expense each year is going to be books. For that reason, it's well worth having a word with your course tutor before you rush out and buy everything on your reading list. He or she can advise you on which books are the most important to have. You might also find that you can buy some second-hand from students in higher years who don't need them anymore. Keep an eye on the noticeboard in your faculty building for that.

And when you pay for things, always make a point of asking for student discounts. Don't just assume the shop assistant knows you're a student – not even in the university bookshop. Get the most out of your student travel card and be very careful how you use your credit card. Every year dozens of students come to us at the Advice Centre with huge debts they can't pay off – and, in most cases, it's all down to their credit card.

3 Students work in pairs or small groups to come up with some further advice for university undergraduates. Elicit their suggestions, then have a class vote on the best advice for each topic.

use of abbreviations in informal register:

<i>exams</i>	<i>examinations</i>
--------------	---------------------

linking words:

<i>But</i>	<i>However</i>
------------	----------------

informal punctuation:

dashes and exclamation marks

other differences:

<i>Believe me</i>	<i>I assure you</i>
<i>we'll be in touch</i>	<i>we shall contact you</i>
<i>as soon as they do</i>	<i>When this occurs</i>
<i>Dear Jilly/All the best</i>	<i>Dear Ms Holden/Yours sincerely</i>

Models and tasks

Pages 196–203

Pages 196–203 provide model texts analysed for their key features as well as *Useful language* boxes which provide relevant phrases and expressions for the given text type followed by exam tasks which are designed for students to use for practice.

The following text types are covered:

- Part 1: Essay
- Part 2: Formal letter/email (incl. Letter of application)
- Informal letter
- Proposal
- Report
- Review.

Students should complete the Part 1 task and choose at least one of the Part 2 tasks – like in the exam. Obviously, they can do more, or even all of the Part 2 tasks for practice, if time allows. Remind students that page 194 provides the criteria for self-assessment or peer assessment.

Note on word length

While there is no specific penalty for writing less than the minimum or more than the maximum number of words specified in the Writing paper, it should be noted that these tasks have been designed to be completed within the wordcount given. Therefore, if candidates write too much, they may be penalized for including irrelevant information, while if candidates write too little, they may not have addressed all aspects of the task and lose marks accordingly.

Classroom practice: model text analysis

If you intend to cover the model analysis in class time, get students to read the corresponding task

and the text, then elicit the intended target audience (Who?), the purpose of writing (Why?) and key details from the exam task (e.g. how many points to consider? what questions must be covered? what else do we need to bear in mind?) for each model.

Draw attention to the *Useful language* box.

Brainstorm some further expressions students might be able to use. Either add expressions under the existing headings, or introduce new headings, for example Attitude adverbials (e.g. *unfortunately, obviously*) or Linking devices (e.g. *On the contrary, What's more, Nonetheless*) and so on. You can get students to suggest appropriate headings or you can propose them yourself.

All writing tasks can be done as homework.

Classroom practice: assessment

Elicit or point out that all the texts in the Ready for Writing section are good models of their given text type – nonetheless, it may be worth considering what factors make them successful.

Put students in pairs or groups to look at the assessment criteria on page 194, then study the model text again and find evidence for each relevant point. Allow five to ten minutes for this, then elicit ideas and invite comments from the rest of the class. The point of doing this together is to highlight those features that will help students gain better marks in the exam while clarifying exactly *why* these practices are rewarded.

Reference

Model texts and the analysis in the Ready for Writing section can be used as a reference tool for students to consult whenever they need to write a given Writing task.

Self-study

The Ready for Writing section provides plenty of support for the writing of any of the exam text types, but you may also like to refer students to the work they previously did in the Coursebook. They will find further advice as well as activities that focused on best practices.

Part 1: **Essay** was covered in Unit 4 (pages 49–51), Unit 7 (pages 94–95), Unit 9 (pages 118–119) and Unit 12 (page 163).

Part 2: **Formal letter** was covered in Unit 1 (pages 14–15) and Unit 14 (page 184); **Informal letter** in Unit 13 (pages 172–173) and **Informal email**