

 MACMILLAN EXAMS

Ready for CAE

teacher's book

Peter Sunderland

Amanda French

Claire Morris

Updated for
the revised
CAE exam



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Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world
ISBN 978-0-230-02890-6

Text © Macmillan Publishers Limited 2008
Design and illustration © Macmillan Publishers Limited
2008

First published 2008

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Designed by eMC Design Ltd
Illustrated by Peter Campbell
Cover design by Barbara Mercer

Authors' acknowledgements

The authors would like to thank Roy Norris, Lucy Torres, Amanda Anderson and Sarah Curtis.

The publishers would like to thank all those who participated in the development of the book, with special thanks to José Vicente Acín Barea, Coral Berriochoa Hausmann, Javier Buendía, Sue Bushell, Jacek Czabanski, Debra Emmett, Elena García, Loukas Geronikolaou, Emilio Jiménez Aparicio, Roula Kyriakidou, Juan Carlos López Gil, Arturo Mendoza Fernández, Jackie Newman, Carolyn Parsons, Javier Redondo, Lena Reppa, James Richardson, Yannis Tsihlias, Malcolm Wren and Mayte Zamora Díaz.

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Printed and bound in the UK by Martins the Printers.

2012 2011 2010 2009 2008
10 9 8 7 6 5 4 3 2 1

Contents

	Contents Map of the Coursebook	4
	Introduction	6
1	Aiming high	10
2	Times change	20
3	Gathering information	30
	Ready for Reading	41
4	Work time	44
5	Getting on	54
6	All in the mind?	62
	Ready for Use of English	71
7	Feeling good	73
8	This is the modern world	81
9	Going places	89
	Ready for Listening	96
10	House and home	101
11	A cultural education	110
12	The world about us	117
	Ready for Speaking	125
13	Food for thought	131
14	Money matters	138
	Ready for Writing	146
	Photocopiable exercises	149
	Progress test 1 Units 1–3	161
	Progress test 2 Units 4–6	168
	Progress test 3 Units 7–9	175
	Progress test 4 Units 10–12	182
	Progress test 5 Units 13, 14	188
	Final test (CAE Papers 1–5)	194
	Answer key to tests	216

Contents Map of the Coursebook

Unit	Language focus	Vocabulary	Reading
1 Aiming high Page 6	1 Modal verbs 1: <i>might, could, may, can</i> Extension: alternative ways of expressing future possibility 2 Spelling	Collocations: challenge, success, motivation, ambition, failure	Multiple choice (CAE Part 3)
2 Times change Page 18	1 Talking about the past 2 Nouns in formal English	Changes	Multiple matching (CAE Part 4)
3 Gathering information Page 30	1 Hypothetical past situations 2 Present and future conditionals	Smell	Multiple choice (CAE Part 1) Gapped text (CAE Part 2)

Ready for Reading
Page 42

Parts 1 and 3: Multiple choice

Part 2: Gapped text

4 Work time Page 48	1 Punctuation 2 Gerunds and infinitives	Time	Multiple matching (CAE Part 4)
5 Getting on Page 60	1 Reference and ellipsis 2 Relative clauses	1 Verb + Noun collocations 2 Relationships	Gapped text (CAE Part 2)
6 All in the mind? Page 72	1 Passives 1 2 Passives 2: Reporting verbs; <i>have/get something done</i> ; Other passives with <i>get</i>	1 Intelligence and ability 2 Sleep	'Multiple Intelligences' Multiple choice (CAE Part 3)

Ready for Use of English
Page 84

Part 3: Word formation

Part 4: Gapped sentences

7 Feeling good Page 88	Reported speech	Health	Multiple choice (CAE Part 1)
8 This is the modern world Page 100	1 Determiners and pronouns 2 Modal verbs 2: <i>will, shall, would</i> 3 Talking about the future	1 Amount 2 Verbs formed with <i>up, down, over</i> and <i>under</i>	Gapped text (CAE Part 2)
9 Going places Page 112	Creating emphasis	1 Doing things alone 2 Anger	Multiple matching (CAE Part 4)

Ready for Listening
Page 124

Part 1: Multiple choice

Part 2: Sentence completion

10 House and home Page 128	Participle clauses	1 Describing rooms and houses 2 Metaphorical meanings 3 Noise and sound	Multiple choice (CAE Part 3)
11 A cultural education Page 140	Inversion	1 Sight 2 Read and write	Gapped text (CAE Part 2)
12 The world about us Page 152	1 Conjunctions and linking adverbials 2 Modal verbs 3: <i>must, need, should, ought to</i>	1 Words with more than one use 2 Attitude adverbials	Multiple choice (CAE Part 3)

Ready for Speaking
Page 164

Part 1: Social interaction

Part 2: Long turn

13 Food for thought Page 168	1 Comparisons 2 Adverbs of degree	1 Eating and drinking 2 Deception	Multiple choice (CAE Part 1)
14 Money matters Page 180	Noun phrases	1 Money 2 Quantifying nouns	Multiple matching (CAE Part 4)

Ready for Writing
Page 192

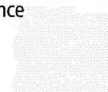
Marking

Planning and checking

Additional material
Page 206

Wordlist
Page 209

Grammar reference
Page 216



Answers

- 1 a success b ambition c motivation
d failure e challenge

Note that 'an overnight success' means it is sudden and unexpected.

- 4 fulfil *an ambition* end in *failure*
realize result in
achieve *success* improve *motivation*
enjoy lack

take up *a challenge*
rise to

- 5 a challenge b ambition c failure
d success e motivation

6 This activity could be done, or repeated, as a revision exercise at the beginning of the next class.

Listening:

CAE Part 1

Multiple choice

Page 12

1 Take these as whole-class speaking points. If the class needs prompting, mention TV, film and music industry awards.

2 Tell students not to look at their books. Go straight into the first listening, which picks up on the speaking points in exercise 1. Stay in whole-class mode for this. After the first play ask the class what they can remember. Elicit the key point that Steve turned down his prize at the music awards ceremony.

Now ask students to look at Extract One. Read the questions together. Do the second play of the CD. Stay in whole-class mode and give feedback on the answers (1A, 2B).

Explain to students that they have just heard a CAE Part 1 extract. Direct them to the 'What to expect' box, and read together. Point out that Part 1 is the 'short' multiple choice task – in Part 3 they will encounter the 'long' multiple choice task. Also point out that although the three extracts here all relate to the topic of Unit 1, in the exam itself the extracts are not thematically related in Part 1.

Now play extracts 2 and 3. Students answer the questions in their books.

Answers

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

Students can see the listening script in their books on page 226, should you wish to feed back in detail on the answers, or use the script to look for useful expressions.

Listening script 1.1–1.3

(I = Interviewer, S = Steve, R = Richard, L = Lily)

Extract One

I: Thanks for being here, Steve, especially when you've got the pressure of a European tour. Now you know what I'm going to ask. You won Best New Artist yesterday, and you didn't turn up to collect the award. *Why?*

S: You know, when we heard we'd been nominated – and we knew who the other nominees were – well, just for a brief moment I guess we got a bit of a kick out of it – I mean the other bands are guys we really respect – but we've always used our music to attack capitalism – it would be incredibly hypocritical to accept an award from the corporate world.

I: OK – I get that, but even if you have no respect for the music industry, it was your fans that voted for you.

S: I don't know if that's true. Look, we've been together for four years now, and the people who liked our music from the start, the ones who keep coming to the gigs, they know what we're about, our politics, our principles. And they wouldn't go in for that kind of thing. But, you know, you get your first number one single and the mainstream music listeners think you're a new band and *they* happily go out and vote for you. For a moment in time you're on everyone's iPod – and then – then you're deleted.

Extract two

I: Twenty years in the game, Richard, and no-one has yet come close to breaking the records you set. What do you put your success down to?

R: Well, I've had a lot of experience after all that time – endless hours of practice. But for me it's more to do with the psychological approach: maintaining discipline and focus – setting an aim and not getting distracted, no matter whether the game is going well or against us. I reckon for some sports it's about a physical advantage you're born with – but with cricket – it's applying your mind in the right way.

I: Is there any advice you'd give to up and coming young players?

2 Ensure students are aware that A and B are two different but equally acceptable paragraph plans. The writer follows paragraph plan B.

Reinforce the message here – clear planning is very important, reflected in clear paragraphs. It is worth leaving a gap between paragraphs (rather than just indenting a new line) to emphasize this visually to the examiner/marker. Clear paragraphing not only makes the piece much easier to read, it also shows evidence of clear planning. 10–15 minutes spent reading the question, thinking about content points and planning may seem like lost writing time, but in the long run it is time well spent, as it will enable the writing to be done more quickly, relevantly and efficiently.

3 Examples of sophisticated language

Answers

the likelihood that I will ever fulfil my ambition ... doesn't seem very high
my lifelong passion
achieving fame and fortune
be put off by dull statistics
research their genre thoroughly
My bookshelves ... are stacked with the novels ...
despite knowing all the time 'whodunnit'
I've turned out dozens of short crime stories
possess enormous self discipline
devote the necessary time and effort to producing
that has meant burning the midnight oil
in anywhere near publishable form
no easy task
who could possibly fail to

The writer uses a variety of language to talk about the requirements and potential problems:

Requirements

Answers

Reading is important
all writers need to research their genre thoroughly
being a writer requires imagination
You have to develop your own personal style
successful writers possess enormous self discipline

4 Register

Answers

Elements of informal language

Contractions: I'll, doesn't, I've, We've

Linkers: And, But, So (at the beginning of the sentence), Last but not least

Punctuation: dash: 'important – all writers need to' and 'magazine – some have been published'

Phrasal verbs: put off by dull statistics, turned out dozens of short stories

Use of 'get': only one gets published, we've all got a novel inside us, getting it out

Use of *you/your*: eg 'You have to develop your own personal style'

5 Engaging the reader

It is important for students to write in a style which is appropriate for the piece, whether it is a report, article or, as here, a competition entry. The type of piece provides the basic shape and framework for their writing.

Answers

The title and opening paragraph are crucial in this respect. The title should grab the reader's attention and the opening paragraph should make him or her want to carry on reading.

The writer here uses a statistic in the form of a question to interest and involve the reader from the very first sentence.

The choice of idiomatic language adds colour to the piece and also suggests informality: ('put off by dull statistics', 'stacked with', 'burning the midnight oil').

The final paragraph rounds off with a summarizing and thought-provoking statement, 'We've all got a novel inside us' and a question to make people think: this could apply to anyone and their secret ambition. The writer begins and ends with a rhetorical question – it is a nice stylistic device if the end can mirror the beginning in some way, so that there is a sense of 'full circle' or completion.

6 Students follow the instructions.

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 a 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.

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 |

H: Yes, my husband Richard, and our two young children, Tallulah and Xanthe – not forgetting the Mob, of course, our trusty mobile home.

P: What was that like? Two years together in a mobile home can't have been easy.

H: It got a little cramped at times, particularly when the weather kept us in. The kids couldn't run around, they'd start playing up, tempers would overheat, and everyone fell out. But apart from that, fine.

P: Yes, I can see. And how did you go about gathering your information? What were your sources?

H: I did some research in the library and on the Internet after we came back, but the only real way to get the kind of information I was looking for was by actually talking to people. We met writers, teachers and artists, who generally gave a more intellectual analysis of the situation, and we were able to balance that with the more down-to-earth, personalized accounts of people in the rural areas. That's where many of these languages are most frequently spoken and also where people, particularly the older generation, seemed less reluctant to open up and give us their honest opinion.

P: And I imagine they had some very interesting stories to tell about the past.

H: Yes, indeed. For example, we often heard stories of punishments that people received for speaking their own language at school. One old lady in the south of France told us how she used to have to wear a stone or a stick round her neck if she was caught speaking Provençal. She had to keep it on until someone else committed the same offence and then they'd have to wear it. And whoever had it at the end of the day was made to pay a fine, or sometimes even beaten.

P: Hard to believe, really.

H: Mm. She's able to laugh about it now, but at the time it was considered deeply shaming to have to wear le symbole, as she called it. Sometimes it could be a wooden shoe or a pottery cow, which represented the country bumpkin, someone to be despised.

P: And were these punishments effective? Did they contribute to the decline of some of these languages?

H: Yes, they lowered the status of a language. But sometimes they helped to keep a language going – at least in the short term, anyway. They caused resentment and made people more defiant towards the authorities. You know, it can be a bit like pruning a tree – if you cut it back, it grows much stronger. But there were and still are other more powerful forces which represent a much bigger threat to the survival of Europe's minority languages.

P: By that you mean globalization, I presume.

H: That's right. And tourism. Now although tourism can give a language status by attracting outside interest in it, it can also have a negative effect on local cultures. You know, in one place we visited, the natives moan about the influx of outsiders and how they buy up land at giveaway prices to build holiday cottages and how it's destroying their culture and so on. But then the very

same people are selling up their farms so they can run hotels or open souvenir shops. Understandable, perhaps, but they're encouraging the very thing they're complaining about.

P: Are languages like Sami and Provençal endangered species, then?

H: Well, I think it's true to say that if no positive action is taken, they'll simply die out. The problem is that some people are indifferent, and even hostile to their own language. They think it's of no use in the modern world, which they so desperately want to be part of. Fortunately, though, there are enough people around who realize that to lose your mother tongue is like losing a part of yourself. Your language makes you who you are. And if you spoke a different language, you'd be a different person. But people on their own can only do so much. It really is up to the European Union to legislate to ensure the survival of minority languages.

P: And how exactly do you legislate to save a language?

H: Well, I think there are several things you can do. Firstly, of course, the EU would have to bring in ...

3 Speaking

Students answer the questions in pairs. You could extend the discussion to talk about different accents or dialects, and whether it is seen as acceptable for these to be used in schools/by presenters on TV etc.

Language focus 2: Present and future conditionals

Page 37

1 Present the three conditional types to the whole class, and ask them to match with the explanations.

Answers

Zero conditional: c Second conditional: a
First conditional: b

2 Students read through the different ways of expressing first and second conditionals.

Answers

B The first sentence refers to the present.
The second one refers to the past.

3 Students correct the sentences.

Answers

1 broken 3 would 5 have
2 happen 4 if 6 to

Answers

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

2 Give students as long as they need to discuss the points in groups of three, and allow the discussion to develop into other areas. Circulate and monitor. Write on the board any useful vocabulary that comes up or which students need to express their ideas:

eg In my country **society's attitudes** towards '**living together**' (ie cohabiting outside marriage) are now much more **tolerant** and **liberal**.

Have a few extra questions 'up your sleeve' to ask students:

- Do you believe in the concept of love at first sight?
- Do you believe that you are destined to meet your ideal partner?
- Can you speak about ideas of love and marriage in other cultures?
- What are the positive aspects of starting a young family? And the drawbacks?

Listening script 1.17

(P = Radio presenter; J = Julie, B = Bryan)

P: Now in this special programme on the state of marriage in Britain today, we ask two people about their experiences and views on the topic, Julie Sanders and Bryan Simpson. Now, you're both married – not to each other, I hasten to add! – so perhaps I should start by asking you both 'Why?', given that in this country over one in three marriages ends in divorce. Julie?

J: Well, I'd been *living* with Peter for just over a year – in fact, we'd recently celebrated our first anniversary in the flat – when suddenly, one evening, he got down on one knee and asked me to marry him. It was so romantic – I didn't have the heart to turn him down! No, but of course, we'd spoken about it before and we both agreed it was the right thing to do – a natural stage in our relationship and a way of making it official. And of course, our parents were delighted!

P: Was it a church wedding?

J: Oh yes, the whole works. I'd always dreamed of having a wedding dress and walking down the aisle. We had nearly 300 guests – it was all very lavish. Peter didn't share my enthusiasm at first – particularly when he thought of the cost of it all – but as the big day got nearer he worried less about the money and more about making sure it'd be the best day of our lives.

P: And you Bryan? You've done it twice, haven't you? Did you know that you are twice as likely to get divorced if you and your partner have done so already?

B: It doesn't sound too good, does it? But anyway, Chrissie – my current wife – and I got married more for the tax advantages than any need to make a public statement or keep our parents happy. At the time there were a whole load of benefits and allowances for married couples which we wouldn't have had access to if we'd just lived together. So it was just a quick registry office job for us – much cheaper and less fuss.

P: What about love? Didn't that come into it at all?

B: Yes, of course, but only in the sense that Chrissie was the sort of person I knew I could grow to love more, rather than someone I was besotted with and who'd end up disappointing me. And that's the way she saw things as well. There wasn't a great deal of passion in our romance but we do have a good marriage based on mutual respect and we still enjoy each other's company.

P: That's good to hear. Julie, you've been married for just six months now. How is *your* marriage working out? Has it changed your relationship?

J: Well, it's a little early to say, yet. We're still very much in the honeymoon period, I suppose. But it's not all domestic bliss – I notice that we do argue more than before, but it's usually about trivial things, so it's over and done with in about half an hour. So far we haven't had any fights over major issues – we haven't been throwing plates at each other, or anything like that.

P: Have you ever reached that stage in your marriage, Bryan?

B: Well I haven't, but I'm not sure how close Chrissie's come to it... No, but there have been some difficult times. Having my own business put a tremendous strain on my first marriage – having to work 12 hours a day, six days a week doesn't do much for a relationship. So I sold the business soon after I married Chrissie. Now *our* 'major issue', as Julie describes it, has been the children. With two it was fine, but three proved to be something of a crowd – at least until we got over the nappies and bottle stage. Now we don't feel quite so restricted by it all – we're not tired and irritable all the time.

P: And how do you both see the future? The average marriage lasts just over 10 years. Will you both last that long?

J: I sincerely hope so – we've just taken out a 25-year mortgage! No, I do feel very positive about the future. I can see the two of us being retired together. There'll be bad times, I know, but you've just got to work at it and be truthful with each other. Getting divorced is the easy way out – the hard bit is to stick at it and work through the problems.

P: Bryan?

B: Ask me in three years' time. There's just nothing certain about the future – least of all in this marriage business.

P: Julie, Bryan, thank you for coming in. After the break we'll hear from Marriage Guidance Counsellor, Margie Freeburn, who'll ...

2 This could be related to the Word formation exam task. 'If the word 'cook' appeared in the exam, as one of the bold words to the right of the text, how many different prefixes can you think of to go with it?'

Check also that students understand the meaning of the prefixes. Ask the following:

- Which three have a negative sense? (= un-, dis- and mis-)
- Which of the three is often about doing things wrongly (= mis-)
- Which one means 'do again'? (= re-)
- Which one has a sense of 'do too much'? (= over-)
- Which one has a sense of 'greater or better than'? (= out-)

Answers

reappear, disappear
 reread, misread
 renumber, outnumber
 reload, overload, unload
 rehear, overhear, mishear
 reuse, overuse, misuse (disused and unused – both adjectives)

3 Now the material is recycled. Some of the affixes or verbs in 1 and 2 are put in gapped sentences.

Answers

- | | |
|----------------|-----------------------|
| 1 evaluated | 5 familiarizing/ising |
| 2 deafening | 6 outlived |
| 3 disqualified | 7 validated |
| 4 outnumbering | 8 ensures |

4 Try to 'visit' as many pairs as possible to check that the sentences students have made are producing the correct target language.

Writing:

CAE Part 1

Letter Page 96

1 You might also ask students who have some experience of fitness clubs how this one compares with the one they know. Check the following vocabulary items:

- cardiovascular – exercising your heart and lungs
- treadmill – an indoor running machine (see photo)
- manicure – care of the nails
- waxing – ladies removing hair from their legs

- aquarobics – aerobics in water (see photo)
- Step – a fitness programme based on stepping on and jumping off benches

2 Read the task together, pausing to check on any potentially problematic vocabulary. After reading discuss the likely level of formality the situation demands.

Answers

A member of the health club is writing to the General Manager, so one would expect the register to be more formal than informal. However, students should not go too far; the Manager's letter is semi-formal, with its use of bullet points and 'Kind regards'. The most important thing is that the register should be consistent throughout the letter.

3 This can be done with the whole class.

Answer

appreciative, friendly, polite and constructive

Point out that it is often not appropriate to reproduce the tone established in the handwritten notes. Here, appreciative, constructive comments are needed. The tone should not be too negative and complaining.

4 Emphasize that students will also have to compare and link different bits of input information in this way in the exam.

Answers

purchase of equipment for the gym → take on extra instructors
 building of a second sauna → extend changing room

5 This could be done as homework.

Useful language

Remind students of the importance of demonstrating a range of vocabulary in writing tasks, and not relying on one repeated reporting verb (often 'said').

Exercise 1 focuses on this, and exercise 2 on use of collocation for the same purpose.

Use of English 2: CAE Part 5

Key word transformations Page 160

Here is some help for some of the more difficult questions.

2 The first part of the answer (make it to) is an informal way of saying 'attend'.

3 The first part of the answer (in case) is paraphrasing 'There's a chance that'. The main verb which goes with 'across' to make a phrasal verb is paraphrasing 'find'. The keyword is being used with a preposition to mean 'find'.

4 The keyword is used in a phrase which means 'while we're waiting'. 'I suggest you' in the first sentence must be paraphrased to produce a similar verb using 'to'.

5 The keyword is used in a single long phrase which means 'because'.

7 The keyword is used as part of a phrasal verb meaning 'refuse'.

- Answers**
- 1 have paid/given careful attention to
 - 2 it to the meeting apart
 - 3 case you happen to come
 - 4 in the meantime try/I advise you/I recommend you/you ought
 - 5 on account of the fact (that)
 - 6 (an obligation) to add my name/signature
 - 7 have been tough/difficult/hard to turn down
 - 8 have taken part in

The exercise produces very useful chunks of language for students to record in their notebooks:
pay (careful) attention to
make it to the meeting
in case you happen to
in the meantime = meanwhile
on account of the fact that = because

Ask individual students to use some of these spontaneously in different situations, eg 'I'm afraid I can't make it to the party'.

Writing: CAE Part 2

Articles Page 161

1 Students should not need any prompting of ideas, but possible suggestions might include:

drugs, bullying, lack of amenities, internet chat rooms, peer pressure, parental expectation, finding employment. Any of these might be discussed.

2 Students relate the information to the situation in their own country/ies.

3 In pairs, students analyze the model answer, making notes on each of the categories.

Answers

- 3
 - a Yes
 - b Yes. There are four paragraphs of similar length, each performing a separate function:
Paragraph 1: Example situation
Paragraph 2: Explanation of problem and further examples
Paragraph 3: Current trends and main causes of problem
Paragraph 4: Suggested action
The article has also been given a relevant heading.
 - c Yes. A range of linking devices has been used, including several attitude adverbials.
Attitude Adverbials: Sadly, Worryingly, Ideally, Unfortunately
 - d Yes. There are numerous examples, including: *a torrential downpour, a more sheltered sleeping spot, they struggle to make ends meet.* Several phrasal verbs are used.
 - e Yes. There is a slight mix of registers, but this is entirely appropriate, given the aim of the first paragraph, to engage the reader and provide an illustration of life on the streets. Paragraphs 2 to 4 are a little more formal and appropriate to the aim of explanation and giving an opinion on a serious issue.
 - f The first paragraph involves readers and engages their interest by asking them to imagine themselves in the situation of a street child. Note the direct address and repeated use of *you*. The final paragraph includes rhetorical questions, the second of which gives the reader food for thought.

4 At some stage students should be starting to get accustomed to doing timed essays in class.

After reading the Grammar reference, students look again at their answers and see if they would change any of their decisions.

3 Having read the Grammar reference, students give explanations for each of the noun phrases in exercise 2. (A very good class which has not made mistakes in exercise 2 can miss this stage.)

Answers

- 1** 'Noun of noun' (*glasses of wine*) is used to refer to the drink.
'Noun + noun' (*wine glasses*) is used to refer to the container.
- 2** The 's genitive (*lamb's wool*) is used for products from living animals.
'Noun + noun' (*chicken soup*) is used for products from dead animals.
- 3** *door handle* is an accepted compound noun; *house roof* is not, so an *of* structure is required. The 's genitive (*house's roof*) is not likely since house is an inanimate object.
- 4** The 's genitive (*last Sunday's newspaper*) with a time expression is used to refer to specific moments or events.
'Noun + noun' (*a Sunday newspaper*) is used to refer to things that occur or appear regularly.
- 5** The 's genitive is used with time expressions to refer to duration (*four weeks' holiday*).
When the head noun (*course*) is countable, the modifying noun (*three-day*) is normally in the singular and hyphenated. Since the modifying noun functions as an adjective, no plural *s* is added.
- 6** *Shop window* is a recognized compound noun and normally found in that form. Note the position of the demonstrative in the *of* structure.
Whilst the *source of his inspiration* is also correct, *source of inspiration* is a collocation and generally found in that form.
- 7** Nouns such as *top*, *bottom*, *middle*, *side*, *edge*, *back*, *front*, *beginning* and *end*, which refer to a part or something, are normally used in an *of* structure. *Mountain top*, *roadside*, *seaside* are exceptions.

8 When the head noun (*dismissal*) is modified by a long and/or complex phrase (a member of staff from the catering department) the *of* structure is preferred.

Note that the 's genitive can be used for an action done by or to a person.

eg *Mr Smith's resignation*, *the President's murder*

- 9** 'Noun + noun' (*brick construction*) can be used when talking about what something is made of. In other cases, when describing the characteristics of a person or thing, the 'Noun of noun' structure is used.
- 10 a** (*children's new clothes*) is a 'specifying genitive' here: it refers to specific clothes worn by specific children. In this case the adjective describing the clothes can be placed between the two nouns.
- b** (*new children's clothes*) is a 'classifying genitive' here: it refers to clothes worn by children in general. In this case the two nouns cannot be separated.

4 Students could work individually on this. When they have finished they should record any of the collocations which are new to them.

Answers

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

5 Students follow the instructions in their books. Point out that the phrases they will be working with are also very common and useful.

6 This exercise provides an opportunity to vary the lesson and allow for a fluency task. This could be missed out if you wish to concentrate solely on the language point.

Self help:

This would be very suitable as a homework task.

Encourage students to set out the noun phrases in groups (eg sense of achievement/relief/smell), leaving room for the addition of other items to each group, with example sentences.

B

- 1 I've never got round to it
- 2 I was back to normal
- 3 things are getting on top of me

C

- 1 contract
- 2 luck
- 3 principle
- 4 twist

Unit 8**Reading: Unplugged**

- A** 1 astray 4 undercutting 7 subjected to
 2 esoteric 5 idiot-proof 8 obsolete
 3 quaint 6 state-of-the-art

- B** 1 c 2 b 3 d 4 a

Unit 9**Reading: Going it alone**

- A** 1 d 2 a 3 b 4 c

- B** 1 pampering 2 facial 3 manicure

- C** 1 c 2 b

Ready for Listening**Part 4: Multiple matching**

- A** 1 could barely string two sentences together
 2 was in a bit of a rut
 3 was up to my eyes in debt
 4 are worlds apart in most respects

- B** 1 mixing 3 suits 5 set
 2 downside 4 plunge 6 alone

Unit 10**Reading: The joy of plumbing**

- A** 1 declines to be named
 2 were entitled to
 3 speak out of turn
 4 took for granted
 5 shocked beyond belief
 6 rectify the situation
 7 stubbing out a cigarette

- B** 1 shabby 2 belated 3 ambivalent

- C** 1 neighbourhood
 2 neighbourly
 3 neighbouring

Unit 11**Reading: The trouble with modern audiences**

- A** 1 C 2 B 3 A 4 B 5 C 6 D 7 B

- B** coughing, wandering off, conducting, stroking, whistling, chatting

Unit 12**Listening 2: Multiple matching**

Possible answers (It is correct ideas rather than exact words used that are being tested here).

- 2 *I couldn't help feeling that, as a wealthy Westerner, I was in some way to blame.*
- 3 *I wanted to help the beggars, but my colleagues tried to persuade me otherwise.*
- 4 *Every day I put aside a certain sum of money to give to beggars.*
- 5 *I wanted to do something about* or *A friend of mine complained about* all the suffering in the world.
- 6 *I applied to do* voluntary work overseas.
- 7 *I needn't have worried – I didn't need to have any special skills.*
- 8 *The government there could have done a lot more to help.*
- 9 *I did a concert to raise money for an international charity.*
- 10 *My first instinct was to think how I would benefit.*
- 11 *I did the concert for free and helped to raise lots of money for charity but it's not something I boast about.*

Unit 13**Reading: Multiple choice extracts**

- A**
- | | |
|---------------|-----------------------------|
| 1 laid off | 5 ammunition |
| 2 a scapegoat | 6 homing in on |
| 3 trawl | 7 flout |
| 4 fraudulent | 8 make someone's blood boil |

Part 5 Key Word transformations

For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

- 0 The company intends to stop sponsoring any events in the future.
WITHDRAW
 The company is to withdraw its sponsorship from future events.
-
- 1 I didn't do anything more than arrange a meeting between two single people.
DID
 All _____ up a meeting between two single people!
- 2 Even at a young age, I did not want to be criticised in front of other people and I still don't.
PUBLIC
 Even at a young age, I objected _____ and I still do.
- 3 Simon warned me to keep quiet if the boss got angry.
THAT
 Simon warned _____ his temper, I should keep quiet.
- 4 I'm sure the school will take more notice of safety issues after last week's accident.
BOUND
 The school _____ greater attention to safety issues after last week's accident.
- 5 After we returned home with the new video game, Jun said that I had to try it out first.
SHOULD
 After we returned home with the new video game, Jun insisted _____ a go first.
- 6 You will not be able to change Jill's mind about getting married next week.
AHEAD
 You will not be able to dissuade Jill _____ the wedding next week.
- 7 The food they served us was better than any I've ever eaten.
SECOND
 The food we _____ none.
- 8 I told Tim I would be happy to drive him to the station but he wanted to walk.
LIFT
 I offered _____ to the station but he wanted to walk.

Vocabulary

Decide which word fits the space in each sentence.

-
- 1 Would you like a soft _____ with your meal, or something stronger?
A food B menu C drink D dish
 - 2 My mother is in her eighties, and she's not a big _____ these days.
A eater B stomach C hunger D appetite
 - 3 She's a smooth talker; she can _____ most people with her charm.
A take for B take in C see through D fall for
 - 4 I don't think he's dishonest - he's never told me a _____ as far as I know.
A deception B swindle C trick D lie
 - 5 After finishing the marathon, Dave just wanted to _____ his thirst with a cold drink.
A soak B fulfill C extinguish D quench
 - 6 There isn't a scrap of _____ to support his accusations.
A evidence B progress C criteria D advice
 - 7 I'm going to the Saturday market, to see if I can _____ up a few bargains.
A cut B make C pick D offer
 - 8 The village they live in is _____ enough, but I'd find it a bit boring after a while.
A satisfied B contented C winning D pleasant
 - 9 Why don't you go for a swim and _____ up an appetite for lunch?
A pick B work C lose D heat
 - 10 She was absolutely _____ when the children came home covered in mud.
A dirty B furious C tired D frightened
 - 11 He was ordered to pay the fine in _____ within 60 days.
A full B complete C total D all
 - 12 It was only a two-star hotel, but it seemed the _____ of luxury to James.
A peak B summit C height D top
 - 13 This beach is nowhere _____ as good as the one we went to yesterday.
A close B much C half D near
 - 14 He was obviously not _____ aware of the dangers of going up into the mountains alone.
A utterly B highly C fully D fairly
 - 15 Her earnings were low that month and she was not able to spend quite as _____ as she would have liked.
A loosely B freely C openly D greatly

Part 2

For questions 13–27, 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).

Robots to the rescue?

Japanese researchers are racing (0) against time to design and build robots smart (13) _____ to serve the needs of its senior citizens in a country in (14) _____ 40% of people will be over 65 by 2055. The researchers say new types of robots will one day play a major role because (15) _____ simply won't be a sufficient number of young people available to do the kind of jobs that (16) _____ elderly can no longer do for themselves. Isao Shimoyama, dean of the University of Tokyo's Graduate School of Information Science and Technology, (17) _____ among a group of researchers who are working to develop robotic and information technology that will lead (18) _____ a new generation of robots. He hopes that prototypes of new robots capable (19) _____ performing a range of mundane tasks (20) _____ picking up clothes and putting them in the washing machine will be unveiled sometime (21) _____ the near future. Such machines do not need to be humanoid, (22) _____ robots that resemble people have some advantages, said Shimoyama. For instance, they are likely to have an easier time climbing up stairs inside homes (23) _____ a robot that moves on wheels. However, Shimoyama expects (24) _____ will be a few more years (25) _____ the first machines are ready to make (26) _____ way into people's homes. "They may look smart, but (27) _____ to humans, they are still quite stupid," Shimoyama said. "I don't think robots will ever be as smart."

Part 3

For questions 28–37, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

JOB ADVERTISEMENT

Simpson Electronics Ltd

This dynamic company is seeking a Sales Director to sell its new range of engineering (0) products in South America. The successful (28) _____ will be fluent in Spanish and competent in Portuguese, and will (29) _____ have recent experience of this (30) _____ competitive market. We are looking for candidates who are highly (31) _____ and who are able to demonstrate (32) _____ qualities. The Sales Director will mainly be responsible for putting strategies in place for the (33) _____ of new business, for setting (34) _____ sales targets, and for the (35) _____ of good relationships with key clients.

To apply for this position, please send a covering letter (36) _____ by your CV, and details of at least two referees. For (37) _____ details, please contact Carolyn Patten on 07 523 4102.

PRODUCE
APPLY
PREFER
INCREASE
MOTIVE
LEADER
DEVELOP
ACHIEVE
MAINTAIN

COMPANY
ADD

Part 5

For questions 43–50, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

- 0 The firefighters could not control the flames because of the very strong wind.

SUCH

There was such a strong wind that the firefighters could not control the flames.

- 43 Few films have won the number of awards that this one did today.

FILM

Seldom _____ many awards as this one did today.

- 44 They think that the drawing was done sometime in the 16th century.

HAVE

The drawing is _____ sometime in the 16th century.

- 45 It was some time before I felt comfortable being the driver of a manual car again.

USED

It took me a _____ a manual car again.

- 46 I'm sure you were shocked to hear that your boat had been stolen.

COME

It _____ shock to hear your boat had been stolen.

- 47 We were unable to extinguish the fire sooner because we couldn't find the hose.

PUT

We _____ sooner if we'd been able to find the hose.

- 48 It would be pointless to ask Tom for help with your essay.

USE

It _____ Tom for help with your essay.

- 49 I wasn't planning to stay for long in Australia, but I'm still here.

INTENTION

I _____ for long in Australia, but I'm still here.

- 50 Please could you not smoke inside the house?

PREFER

I _____ didn't smoke inside the house.

it'll show you how many tons of carbon dioxide that flight will emit, per person. I think most people would actually be shocked at the amount. But look, we're not attacking the tourist industry. There are local communities all round the world that depend on tourism and therefore flights. It's doubtful that planes will ever be truly fuel-efficient, so we're asking travellers to at least think about what they could do for the environment in return.

I: Air travel isn't the major contributor to the world's carbon dioxide, though, is it?

Andrea: No – which is why some people feel it's not worth them giving up flying. They ask 'why should I feel bad'? And when you consider that power stations account for 24% of carbon dioxide, and deforestation for another 18%, the 2% that air travel contributes is significantly less, I admit. Still we all have a responsibility to do whatever we can.

Progress test 4

Reading CAE Paper 1

Part 1: Multiple choice

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

Use of English CAE Paper 3

Part 2: Open cloze

1 what	6 for	11 how
2 the	7 of	12 was
3 from	8 as	13 without
4 a	9 in	14 had
5 that/which	10 all	15 Despite

Part 3: Word formation

1 enables	5 substantial	9 strengthen
2 downside	6 readily	10 alienates
3 presumably	7 unbearable	
4 admiration	8 outburst(s)	

Vocabulary

1 tide	10 write
2 upbringing	11 catch
3 charges	12 make
4 setback	13 solidly
5 suggestions	14 deafening
6 nightmare	15 in-depth
7 grant	16 strangely
8 stretch	17 constant
9 slam	18 widely

Listening CAE Paper 4

Part 2: Sentence completion

- short story
- crime novels/books
- silver fox
- research
- eighteen/18
- (South-East) Asia
- style
- experts

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ISBN 978-0-230-02890-6



9 780230 028906