

LBRIS

We know
books

ADVANCED

EXPERT

TEACHER'S RESOURCE BOOK

Karen Alexander

Introduction	4
Exam structure	9
Module 1 Success	10
Answers to Module 1 Review	17
Module 2 New directions	18
Answers to Module 2 Review	25
Module 3 Leisure time	26
Answers to Module 3 Review	33
Module 4 The global village	34
Answers to Module 4 Review	40
Module 5 Controversy	41
Answers to Module 5 Review	48
Module 6 Communication	49
Answers to Module 6 Review	56
Module 7 Values	57
Answers to Module 7 Review	64
Module 8 A rich life	65
Answers to Module 8 Review	71
Module 9 The world of science	72
Answers to Module 9 Review	78
Module 10 A positive outlook	79
Answers to Module 10 Review	84
Photocopiable material	
Photocopiable activities: teacher's notes	85
<i>Advanced</i> (CAE) quiz	105
Photocopiable activities	106
Audioscripts	136

This module contains various topics related to the theme of success, including the secrets of success, creating the correct workplace environment for a successful business, how to succeed in interviews, famous success stories and the importance of constructive feedback.

Photocopiable activity

The pre-course photocopiable activity on page 122 provides an introduction to the *Advanced* exam. Students find out how much they know about the exam by collaborating to complete a quiz about it, referring to the *Exam reference* on pages 167–172 of the coursebook where necessary.

After the quiz, show students other features of the book. This could be done as a quick quiz with questions such as: *Where can you find the Expert Grammar?* (pages 173–189) and *What can you find on pages 190–202?* (the *Expert Writing* section). Use the contents map to ask questions such as: *What type of writing is practised in Module 4?* (Attitude phrases and a proposal).

Lead-in p.7

The purpose of the lead-ins is to introduce the general theme of the module. Try to avoid giving too much away at this stage by keeping the discussion brief and not focusing specifically on any points that are covered later.

Start with books closed. Ask students what the word *success* means to them. Discuss different ideas and identify the key related factors.

- 1 Ask students to open their books and look at the photos on page 7. Elicit what they represent (students/graduates receiving their exam diploma, business person with an expensive car) before students discuss the different questions.
- 2a Check that students understand the vocabulary before doing the task.
- 2b Students compare answers in pairs before a brief class discussion.
- 2c Give students a few minutes to think of possible differences, then allow a few minutes to discuss the question.
- 3 Have a short discussion with the class about the importance of success in relation to family and friends. Encourage them to justify their opinions and use this as an opportunity to add in useful language.

1A Finding a job

Reading 1 p.8

With books closed, put the word *prestigious* on the board or play a game of hangman to elicit it. Ask students what the word means to them and in what contexts they have heard it previously.

- 1a Draw students' attention to the title, introduction and text headings. Check that they understand each job title (barrister, fashion designer, banker, architect) before they discuss in small groups how they would order the jobs in terms of prestige.
- 1b These two questions encourage students to consider the requirements for each job in greater depth and to expand the discussion into considering what aspects could hinder success in each profession.
- 2a Students highlight the key points in the questions to help them with the next task.
- 2b They then highlight the relevant information in the text that answers each question.
- 3 Students look at the strategy before doing the task. If this is the first time students have encountered multiple matching (Paper 1, Part 8) as an exam task, explain that in the *Advanced* exam they will have to read 1 long (600–700 words) or 4–6 short texts and have to match 10 questions to the text(s). Refer them to page 169 for the full list of strategies and focus their attention on the help box.

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

- 4 This question encourages students to consider similarities and brings together their understanding of the text and the factors that lead to success.
- 5 Draw students' attention to the vocabulary in the Expert Word Check. This feature highlights useful words from the text. Ask students to find the words in the text and, if they are unsure of the exact meaning, to deduce it from the context, before giving them a definition or letting them use a dictionary to check. For example, in paragraph B, line 12, ask: *Is 'half-hearted' positive or negative? Does it describe someone's attitude or appearance?*

Extra!

This would be a good opportunity to raise some expectations for this course, such as the amount of work students will be expected to do, how much homework they will have and how they can effectively use their time out of class.

Vocabulary p.10

- 1a This would be an ideal opportunity to recommend a good dictionary for those students who do not already have one. It should be an advanced level language learner's dictionary that includes grammar code and usage patterns. Either the *Longman Exams Dictionary* or the *Longman Dictionary of Contemporary English* (LDOCE, available at www.ldoconline.com/) would be suitable.

As some students will need an explanation of a few of the grammar terms, this could be a good place to do dictionary-based activities. You may wish to ask students to find out how word types, such as adjective, adverb, preposition and pronoun, are abbreviated. Ask them to find out what *sb* (somebody) and *sth* (something) mean in usage notes and how the dictionaries record useful information such as whether a word is British or American English (BrE/AmE), formal or informal, and mainly spoken or written.

1 high salary 2 main priority 3 tight deadlines 4 heavy workload 5 close-knit community 6 wide variety

Extra!

This would be a good point at the start of the course to discuss with students how they plan to record new vocabulary that they encounter. Will they have dedicated vocabulary notes and how will they arrange them (by date? alphabetically? by topic?). Also discuss what aspects of each new word they need to record and how, using previous examples. To help students expand their vocabulary faster and be more effective at using parts of speech, encourage students to build up word families so that from each new word they acquire a set of related words (including positive and negative prefixes, prepositions and verbs which collocate, whether verbs are regular or irregular, etc.).

- 1b As collocations are an important area for advanced students in particular and learning blocks of words that belong together is a necessary part of language development, start by checking that they understand the concept of collocation with some familiar examples. Ask them for the next word in the sentence *He gave a sigh of ...* Point out that most people say *relief* even without any context because of the strong collocation between *sigh of* + *relief*.

Suggest that students do the exercise first using their existing knowledge and what 'feels' right; then refer to the text to find and check their answers. Encourage students to guess answers where they are unsure, as they may well know the correct collocation subconsciously from reading or hearing it. Also remind students that they will not lose marks for incorrect answers in the exam. Once the collocations have been checked, ask students to work in pairs, taking turns to ask each other the questions.

- 2a See whether students can identify the odd one out in each set before eliciting ideas from the class. Discuss the correct verb that would collocate with the odd one out in each case.

1 severely 2 the opportunity for something 3 a list 4 your business 5 a good impression 6 a speech

- 2b Allow students a few minutes to think of three things about their life (two true, one false), using the expressions given, before taking turns to share their ideas with their partner. Round up by eliciting some examples and finding out whether anyone guessed correctly about their partner.

- 3a This exercise introduces phrasal verbs and expressions with the commonly used verb *take*. Ask students to choose the correct preposition before replacing the phrases with the expressions. Dictionary training could continue in this exercise, as students have to work out where is the best place to look up a phrasal verb or expression. For example, is *take something in your stride* listed under *take* or *stride*? You could share out the expressions and ask students to check the answers in a dictionary before checking the questions.

1 e: take in your stride 2 d: been taken aback by 3 b: take no notice of 4 c: take pleasure in 5 f: took pity on 6 a: taken advantage of 7 h: taken exception to 8 g: take pride in

- 3b Students work in pairs, taking turns to ask each other the questions. Round up by eliciting ideas and finding whether any responses were surprising.
- 4a Remind students that this exercise revises language from the vocabulary section and encourage them to check answers in pairs before feedback.

1 main 2 make 3 aback 4 heavy 5 stride 6 wide

- 4b Before students discuss the idioms in pairs, encourage them to guess the meaning from the context. It could be useful to ask students to work in pairs to check answers using a dictionary (perhaps underlining the key word that each idiomatic expression was found under) before rounding up as a class.

snapped up: taken quickly; **have stood me in good stead:** have been very useful; **from all walks of life:** a wide variety of people, from a range of backgrounds; **part and parcel:** a necessary part of something; **crop up:** happen unexpectedly

- 5 These questions could be discussed either in small groups or as a class. You could also find out whether it is customary for teenagers in students' own countries to find a part-time job when at school and what types of job this might include.

Extra!

If you have time, you could follow up by asking students to write a short text putting the information they have given on their country into a written format whilst incorporating new vocabulary covered.

Use of English 1 p.11

- 1 Refer students to the title, eliciting ideas on the topic of the text, and ask what the photo shows (an IT office that looks like a playground). If it is the first time students have encountered word formation (Paper 1, Part 3) as an exam task, explain that in the exam there will a short text and 8 questions to answer. Take time to explain what they need to do. Use the Expert Task Strategy notes on page 167. The task requires candidates to identify what form of the given word is required for each gap and to form it using prefixes and suffixes, paying attention to the use of negatives.

2 Encourage students to skim the text to get the gist, working through using clues around each gap to identify which form of the given word is required for each gap (e.g. noun, adverb, negative adjective). Point out that the word needs to fit both grammatically and in meaning, and suggest they write an abbreviation near each gap to note the part of speech needed.

3a Go through the strategy before students do the task. If useful, refer them to the Help clues and look at the example and first question together. For example: (0) is a noun, representing 'something' as it follows *a feeling of* and precedes the preposition *into*. It is formed by adding the suffixes *-ful* (to form the adjective) and then *-ness* (to form the noun). (1) is also a noun, as it follows the adjective *real*. It is formed by changing the ending from *-ide* to *-ision*. Remind students that this ability to transform words into different parts of speech is why building up word families when noting new vocabulary is very useful. Check answers and elicited forms, discussing how they were transformed if needed.

3b Begin this task as a class so that students have a clear idea of how to progress. Elicit ideas for the first few words, building up related sets of vocabulary on the board and checking on word stress as you go. Students then work alone or in pairs, using dictionaries as needed, to complete the exercise. Check answers as a class.

3a/b 1 division 2 deceptive/deceiving 3 informally
4 employees 5 additional/added 6 productive 7 recruitment
8 competitors

4 Students could discuss this question in small groups before you open the discussion to the class.

Listening 1 p.12

1 Before students listen to the talk, ask them to compile a list of dos and don'ts for being a successful interview candidate. This could be done in pairs before ideas are shared as a class.

2 T01 Play the introduction and elicit how the talk will be organised.

Divided into three parts: before and during the interview (and after the interview, depending on time).

3 T02 Remind students that discourse markers help highlight and order points and ask them to note those used in the talks, as well as listen for pauses and tonal changes that guide them. Students order the main points given in the box. They should ignore the Tips for the moment; they will look at these in Exercise 4. Check answers as a class.

1 c 2 a 3 d 4 e 5 b

Examples of discourse markers: *Right, well; And obviously; Another important point; Related to that; Finally.*

4a Refer students to David's tips. Ask them to decide what part of speech is missing for each gap (if they can remember words, write them in). Check students' ideas here or when discussing answers in Exercise 4c, for example: 1, 2, 4 and 5 are nouns and 3 is an adjective. You might also want to remind students that an adjective might precede a noun, given the 1–3 word gap-fill instruction.

4b T03 Before students listen to the talk a second time, elicit the word restriction (1–3 words), encouraging them to underline it, and remind them that what they hear may need to be transformed to fit the gap.

4c After listening, students compare answers in pairs.

1 folder 2 success 3 appropriate 4 practice run
5 (doing) research

5a This introduces students to Paper 3 Part 2, sentence completion. Explain that in this part of the exam they will hear a monologue lasting about 3 minutes and will need to complete 8 questions using a single word or short phrase from the listening text. Refer students to the Expert Task Strategy notes on page 171 before they do the task. Remind them that sentence completion requires careful reading of the question and grammatically accurate, as well as appropriate, answers. Encourage students to look at the words before and after the gap to help them predict the type of word(s) missing in each gap. If they aren't sure, encourage them to trust their instincts and to attempt every question. Ask students to check their completed sentences before going through the answers.

5b T04 Elicit the word restriction (1–3 words) before students listen and point out that in the exam there are 8 gaps.

5c Students compare answers in pairs before class feedback. Remind them that incorrect spelling will lose them marks, so they must get into the habit of checking spelling at the end of each exercise.

1 eye contact 2 body language 3 fifty seconds 4 energy

6 Discuss the questions as a class. Encourage students to give reasons to support any comments they have. Focus on the Expert Word Check, which highlights other useful words from the text. Ask students to find them in the text and deduce their meanings from the context, recording their meanings and any other relevant information, such as pronunciation, stress, word type, grammar, word family, collocations, etc., creating their own example sentence where possible.

Extra!

Ask students to write a short email to a friend, giving advice on how to prepare for an interview OR how to behave during one.

Language development 1 p.13

Students should be familiar with the concept and use of verbs in the major past and present tenses. For those who are not, the Expert Grammar notes on page 173 give an explanation of the use and form of the main tenses. Students with particular difficulties should be given suitable remedial exercises.

1a Students read the text and discuss their answers in pairs before class feedback. At this point, you could ask students if they have ever done any similar work experience or taken a gap year, or find out whether they would want to, and why/why not.

- 1b** Students name the verb forms used and find further examples, comparing ideas in pairs. Check answers as a class, ensuring that students are clear about how the different tenses are formed.

1 past simple 2 past continuous 3 past perfect 4 past perfect continuous 5 present simple 6 present perfect continuous 7 present continuous 8 present perfect simple

- 1c** Discuss as a class why the different forms were used. For example, *had* is used to describe a period of time that began and ended in the past, *was feeling* indicates that a longer action in the past was interrupted by a short action (in the past), *had just got back* refers to an event that only occurred a short time before another event in the past, etc.

- 1d** Ask students to discuss the questions in pairs before opening up a class discussion.

used to, would; would (improvise) could be replaced by *used to*, but *used to (have)* can't be replaced with *would* in this context as *would* can't be used to talk about discontinued states.

- 2** Students select the correct forms, comparing ideas with their partner before feedback. Elicit reasons for using particular tenses as needed.

1 is, have ever been 2 have been, joined 3 has had, got 4 had stopped, was called 5 have had, owned 6 sent, got

- 3** Ask students who the photo is of and what they know about her. Students then read the text, choosing or correcting the forms used.

Background

JK Rowling was born in 1965 and is best known for creating the world-famous wizard Harry Potter and the best-selling series of fantasy books of his adventures, which have been translated into over 65 languages. These stories were made into an extremely successful series of films by Warner Brothers and have made JK Rowling the best-selling UK author ever.

1 sacked 2 correct (*was daydreaming* is also correct) 3 started 4 correct (*had rejected* is also correct) 5 gave 6 correct

- 4a** Focus students' attention on the photo and elicit what it shows (pop group the Beatles early in their career). Find out what students know about the Beatles before they complete the text. Encourage them to check their answers in pairs before class feedback.

Background

The Beatles, consisting of John Lennon, Paul McCartney, George Harrison and Ringo Starr, originated from Liverpool (England) and were a popular rock/pop band from 1960 to 1970. Nicknamed the 'Fab Four', they became the best-selling band in history, made famous by songs like *Let it be*, *A day in the life*, *Hard day's night* and *Strawberry fields forever*. Their music lives on today even though they disbanded in 1970.

1 took place 2 had already seen 3 arrived 4 had been snowing 5 turned up 6 had been celebrating 7 had recorded/recorded 8 went on 9 are still buying/still buy

- 4b** Students write about a short text using a variety of tenses. This could be set as homework with a word limit (e.g. 75–100 words).

Photocopiable activity

Activity 1A could be used here. It is a pairwork/groupwork activity in which students have to identify grammatical mistakes in sentences, correct them, then decide how certain they are that they have corrected properly, winning or losing points based on their answers.

Writing 1 p.14

Writing 1 sections focus on developing writing sub-skills that will enable students to improve their writing for the Writing 2 sections. As such, these sections include work on using an appropriate register, planning and organising, coherence, supporting ideas and cohesion. This section focuses on using an appropriate register for the type of writing.

- 1a** Elicit what register refers to and explain its importance in the exam, perhaps briefly focusing on the writing tasks and discussing which register might be needed for each and why. Ask students to read the text and answer the questions, discussing ideas in pairs before class feedback.

1 to complain about the lack of parking facilities at the college 2 it is more formal because it is written to somebody in authority at the college

- 1b** Students choose the correct options to complete the letter before checking ideas as a class. Briefly elicit more informal types of language and check any unknown vocabulary in the letter. (NB the answer key gives the more formal alternatives, but most semi-formal letters would probably mix formal and less formal options in order not to appear pompous.)

1 on this occasion 2 express my dissatisfaction 3 rationale for encouraging 4 to enable them 5 be reliant 6 are doubtless aware, 7 imposed 8 in the immediate vicinity of 9 I must urge you to 10 solution to

- 2** Students read the letter and complete the email in pairs. During feedback, discuss alternative answers and the formality of those given.

1 completed 2 acquire 3 unable 4 receive 5 assistance/aid/award 6 enable 7 number 8 vouch 9 contact 10 response/reply

- 3** Refer back to the letters/emails from Exercise 2 and ask students to consider in pairs the stylistic features. Round up by discussing the formality of different features, eliciting further examples as needed.

Suggested answers:

F complex structures, linking words

I phrasal verbs, contracted forms, idiomatic expressions, missing pronouns, dramatic punctuation

4a Go through the situation with the class before asking them to discuss their ideas in pairs. Round up by eliciting possible ideas before checking on the register and features their letter should include.

4b It would be useful for students to write their first letter in class, where support is readily available. Encourage students to make a plan to help them with the order of points. Remind them that the required length for the letter in the exam is 220–260 words.

Extra!

The letters could be written for homework and then displayed where all students could read them before or after the subsequent class.

1B Learning experiences

Listening 2 p.15

Begin by discussing what the photo shows and where it could have been taken, before asking students how these children's experience of primary school might compare to theirs.

- Use the discussion questions to draw out useful vocabulary associated with learning experiences.
- Ask students to read the text before going through the task as a class. Highlight the word limit and discuss the answers together.

1 run-down 2 impressive, hi-tech, light, airy

- 3 T05** Explain that one question type in the listening is sentence completion, which uses the same strategies as the Use of English word formation task. Before students listen, allow them time to read the information and predict the types of word needed in each gap. You might want to discuss which part of speech is needed in each gap before playing the recording, for example: 1 adjective, 2 noun, etc.

1 run-down 2 (world) map 3 radio program(me) 4 history
5 teachers 6 art 7 social workers 8 careers

- 4** Ask students to discuss these questions in small groups before opening the discussion to the class. This should generate ideas relating to students' own countries, focusing on the positive aspects of multicultural classes. Round up, referring students to the language in the Expert Word Check box.

Extra!

For homework, ask students to use their dictionaries to find all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word and encourage them to write their own example sentence for each word/phrase. Alternatively, give students the words to look up in class and explain the rest to them.

Speaking p.16

- 1a** The photos should act as a prompt for showing different ways of learning (for example: a lecture to a group of people, individual lessons and self-study) and how learners using each one might feel. Find out which of them students have tried themselves before they match the sentences to the photos, either alone or with a partner. Remind them not to worry about the missing words at this stage.

Suggested answers:

1 A, C 2 B 3 B 4 C 5 B 6 A 7 B 8 A

- 1b** Ask students to check their understanding of the vocabulary in the box. You might want to elicit which adjectives sound positive in meaning and which negative. Students then complete the sentences, checking answers with a partner before class feedback.

Word stress: apprehensive, directionless, disillusioned, distracted, engaged, inspired, intimidated, motivated, muddled, overwhelmed, passive, pressurised, relieved, self-conscious, well-supported

1 overwhelmed 2 pressurised 3 intimidated 4 distracted
5 apprehensive 6 motivated 7 well-supported 8 relieved

- 1c** Students create their own sentences for the words not used in Exercise 1b, either in class or for homework.

Photocopiable activity

Activity 1B could be used here. It is a pairwork activity where students compete against each other to complete gapped sentences with an appropriate word.

- 1d T06** Students group the words according to the number of syllables, then mark the main stress before listening to check. Discuss answers as needed.

2 syllables: engaged, inspired, muddled, passive, relieved
3 syllables: distracted, overwhelmed, pressurised, self-conscious
4 syllables: apprehensive, directionless, disillusioned, motivated, well-supported
5 syllables: intimidated

- 2a** Refer students again to the three photos and ask them to choose one of them. Students then complete the sentence stems for that photo using words from Exercise 1. Encourage students to compare answers before eliciting ideas from the class. It would be useful to provide an example for the first sentence, for instance: *It's easy to get bored when you're working alone because you have no one to discuss ideas with.*
- 2b** Give students time (e.g. 3–4 minutes) to think about a learning situation they have had; they may want to make notes. Students then work in pairs, taking turns to tell each other about it. Remind them not to say what they were learning to do at this stage.
- 2c** Students now guess what their partners learnt and ask further questions to find out more. Round up by finding out what everyone has learnt to do.

3a If students are unfamiliar with the *Advanced* exam, explain that Part 2 of the Speaking test (Paper 4) focuses on their ability to compare, describe and express opinions. Ask students to read the Expert Strategy note, referring to page 172 for further ideas.

3b T07 Students refer back to the photos and then listen to the interlocutor's instructions before answering the questions.

- 1 Talk/answer a question briefly about your partner's photos.
- 2 About a minute

3c T08 Students now listen to a candidate doing the task. Elicit the situations mentioned and discuss whether students agreed with the points made.

A lecture, learning to ski with a personal tutor

4a T09 Before students listen again, allow time for them to read the sentences. Students then complete them, comparing answers in pairs before class feedback.

Examples:

- 1 they are both situations in which people are learning.
- 2 in one photo a teacher is teaching a large number whereas in the other the learner has a personal tutor. 3 are sitting passively, the person in the other photo seems to be actively engaged.
- 4 overwhelmed/intimidated by the amount of information they're receiving. 5 apprehensive because it is her first time on skis.
- 6 the instructor is showing her how to position her legs; a lot of information being thrown at the students; quite difficult to create enthusiasm in a lecture situation.

4b Give students a few minutes to discuss their ideas in pairs before eliciting answers and further examples of use as needed.

I suppose, I suspect, I guess

- 5 This exercise provides further practice in the long turn. Students refer to the photos on page 203 and work in pairs, taking turns to respond to the questions given (as in Exercise 3). Monitor students during the task, helping as needed.
- 6 Round up by finding out how the task and timings went. Discuss any problems that arose.

Language development 2 p.18

1 This section assumes students are familiar with how the passive is formed in different tenses and focuses on its use. Refer students to the sentences and discuss their answers. Ask which passive tense is used in each one, for example: in sentence 1 the past simple passive is used, in sentence 2 the past continuous passive is used. For further explanation of the use and form of different passive structures, see the *Expert Grammar* notes on page 174.

1 The focus is on the person who has something done to them rather than the 'doer' (the person who does it). The doers' names are not known or not important. They can be omitted or put at the end of the sentence using *by*. The passive can sound rather formal and impersonal.

2 We can focus on **new information** by putting it at the end of the sentence.

2a This exercise helps prepare students for the key word transformation task in Part 4 of the Reading and Use of English paper, where they rewrite the first sentence keeping the same meaning. Here, the task is to rewrite the sentences using the passive. Encourage students to compare answers before discussing ideas as a class.

1 must be given an identity card. 2 are being started deliberately and they're spreading very quickly. 3 is said to be the greatest drummer alive. 4 will be sent out in six weeks. 5 can be done about it without a receipt. 6 has been decided that three students will be interviewed. 7 has just been given to me by my grandmother.

2b Ask students to discuss the questions in pairs or small groups before opening the discussion to the class. The passive is generally used in more formal situations where the agent (the 'doer') is not known or unimportant.

3a Students now complete the text on feedback, using the correct form of the verbs given. They then compare answers in pairs before class feedback.

1 is perceived 2 allows 3 to be recorded 4 is emailed
5 being opened 6 starts 7 submitted 8 is highlighted 9 can be heard 10 remark/ have remarked 11 give/are giving
12 tend 13 to be given 14 explain/are explained (they may refer to the teachers or to the suggestions)

3b These questions encourage students to express their own opinions on the topic of feedback and can be done in pairs or as a class.

4 Ask students to complete the sentence stem using ideas of their own and the verbs given. Encourage students to read their partners' ideas before asking for a few possible endings to each of the stems.

5a Give students a minute to find an example and elicit ideas.

Example: Good quality feedback ...

5b This exercise gives students practice in key word transformation, which in the *Advanced* exam would consist of 6 sentences with one key word for each sentence. Ask students to read the rubric and point out that the second sentence must be more formal than the first. If useful, go through the example with the class and discuss possible answers to the first question before students complete the exercise.

Suggested answers:

1 the programme, we have decided that the number of destinations should be slightly reduced. 2 is anticipated that this year there will be a huge increase in the response to our advertisement. 3 is currently being developed by the marketing department. 4 selected as the Capital of Culture this year, Liverpool remains/must remain one of our key destinations. 5 reservations are recommended in order to/so as to avoid disappointment.