

Part 3: Multiple matching

Page 40

Refer students to the information which comes before the reading task including the 'How to go about it' and 'What to expect in the exam' boxes.

Answers for text A:

- 10** You can select under subject and age group.
13 each link has a five-line description so you know exactly where you are going.

Answers

- | | | | |
|--------------|----------------------|-----------|---|
| 1/2 | B, D in any order | 3 | F |
| 4/5 | A, B in any order | 6 | C |
| 7/8/9 | B, E, F in any order | | |
| 10/11 | A, C in any order | 12 | F |
| 13 | A | 14 | D |
| | | 15 | F |

Content Overview

Themes

The common link throughout this unit is stories: films, an extract from a novel and embarrassing moments leading to students writing their own stories. Students work on aspects of language after reading or listening for meaning. In this way, the contexts for the language are clear. Students are actively encouraged to keep their vocabulary notebooks up to date.

Exam-related activities

Paper 1 Reading

Part 2 Gapped text

Paper 2 Writing

Part 2 Reviews

Part 2 Short stories

Paper 3 Use of English

Part 3 Word formation (Review)

Part 4 Transformations (Review)

Paper 4 Listening

Part 1 Multiple choice

Paper 5 Speaking

Part 2 Talking about photos

Other

Language focus 1: *So* and *such*

Language focus 2: Past tenses

Vocabulary: Films

*Take*Word formation: Adjectives ending in *-ing* and *-ed*Pronunciation: *-ed* endings


Sample marketing text © Macmillan Publishers LTD

Vocabulary 1: Films

Page 42

- 1** You could either put students into small groups to discuss the film posters and what type of films they are or ask students yourself.

Answers

Night at the Museum – comedy*Pride and Prejudice* – historical drama/romance*Spiderman* – science fiction/action film*Pirates of the Caribbean* – action film/comedy/

historical drama/romance

2 This section aims to clarify some words which many students frequently misuse. If necessary, ask your students to write their own sentences using the words. The context of the sentence must make it clear that they have understood the word they are using in each case.

Answers			
A	1 terrific	2 terrifying	3 terrible
B	1 review	2 critic	3 criticism

3 Tell students to ignore the underlining as they read the review for the first time.

4

Answers	
1 set	5 performance
2 cast	6 plot
3 stars	7 main characters
4 role	8 special effects

Language focus 1: *So* and *such* Page 44

Refer students to the two examples from the text.

Answers
Both words intensify the adjective or (adjective + noun) that follow.
<i>so</i> + adjective (or adverb)
<i>such</i> + (article) + (adjective) noun

Practice

Students have the opportunity to use *so* and *such* correctly in transformations.

Answers
1 were so good (that)
2 was such bad weather
3 was such a boring
4 were so many

Word formation: Adjectives ending in *-ing* and *-ed*

Page 44

In some languages, the same word can be used to describe both feelings and the thing or person that produces those feelings. Consequently, students often have problems using these adjectives correctly.

Refer students to the sentences and explanations in their books or copy the sentences below on to the board. If you use the board for this, ask students first to close their books.

I got *bored* very quickly during the film.
I'd be *interested* to hear what you think.

It was an extremely *boring* film.

He is a very *interesting* man. I could listen to him for hours.

Instead of telling them when the different types of adjective are used, ask the following questions:

Which pair describes the thing or person that produces feelings? (the second)

Which pair of sentences describes feelings? (the first)

1-4 Students now follow the instructions in their books.

Common problems

This aspect of English pronunciation causes problems for many students, as the combinations of sounds produced (consonant clusters) may not exist in their own language. Pronunciation of the *-ed* ending depends on the pronunciation of the final sound (not letter) of the infinitive.

The general rules are:

- 1 Is the final sound of the infinitive voiced? (See *surprise* and column 1 below.)
- 2 Is the final sound of the infinitive unvoiced or voiceless? (See *embarrass* and column 2 below.)
- 3 Is the final sound /t/ or /d/? (See *excite* and column 3 below.)

If it is hard to tell if a sound is voiced or unvoiced, try covering your ears with your hands and saying the sound. If you can hear the sound amplified, it is voiced. This technique often works better than putting a finger to your throat to detect movement in the vocal chords.

Provide pronunciation practice by modelling the pronunciation and getting the students to repeat together a number of times. Then ask individuals to repeat, varying who you ask each time. This stage should not take long.

Answers

- 1 Adjectives:** entertaining, complicated, confusing, stunning, disappointed
Adverbs: surprisingly, convincingly
- 2**
- | | | |
|------------|-------------|--------------|
| 1 /d/ | 2 /t/ | 3 /ɪd/ |
| surprised | embarrassed | excited |
| annoyed | astonished | frustrated |
| tired | impressed | disappointed |
| amused | relaxed | disgusted |
| bored | | fascinated |
| frightened | | |
| terrified | | |
- 3** 1 impress impressive (adj)
- 4 Suggested answers**
- | | |
|-------------------|-----------------|
| 1 tiring | 5 fascinating |
| 2 amused | 6 disgusting |
| 3 annoying | 7 Astonishingly |
| 4 disappointingly | |

I would recommend the film to people who they are tired and they do not want to watch a complicate film. It is also very good for a rainy afternoon on Sunday of winter.

by David Benoa

180 words

Examiner's comments

Content: Reasonable realization of the task though rather a large section of the review is devoted to a simplistic summary of the plot.

Accuracy: A large number of distracting errors eg *it is supposed it is a romantic comedy, two women very different, who is playing by Kate Winslet* and use of relative clauses. *Disappointed* is used incorrectly (*disappointing*), and it is not clear what is meant by *componist* (composer?).

Range: Very limited range of structures and vocabulary, particularly when expressing opinions eg *very good* (twice) and *nice to watch*.

Organization and cohesion: Adequate paragraphing. Some sentences poorly organized eg second sentence of first paragraph.

Style and format: Appropriate to the task.

Target reader: Reader may have some difficulty following the review due to the number of errors.

Mark: band 2

Writing 1:

FCE Part 2

Reviews Page 44

Students read the instructions in the 'How to go about it' box.

Answers

- 1 c 2 a 3 d 4 b

Sample answer

The last film I've seen on DVD was 'The Holiday' and it was alright. It is supposed it is a romantic comedy with Cameron Diaz, Kate Winslet, Jude Law and Jack Black and it is nice to watch but it is not a type of film that it makes you to laugh a lot.

The film is about two women very different. They are Iris, who is playing by Kate Winslet and Amanda (Cameron Diaz) and they decide to change houses for a holiday. Iris's house is a small one in England and Amanda's is enormous in Hollywood. Amanda falls in love to Iris's brother, who is widower, and Iris falls in love to Amanda's neighbour, who is componist. Kate Winslet is a bit disappointed in the role of Iris because she is normally very good actress. I like very much the photography and the music.

Speaking:

FCE Part 2

Talking about photos

Page 45

Refer students to the 'Don't forget!' and 'What to expect in the exam' boxes before they look at the instructions and the pictures in their books.

In the exam one candidate speaks for a minute and the other has about 20 seconds to answer the question. However, as this is a practice, allow them a little more time to complete the task, but emphasize the need to keep speaking all the time, using fillers if necessary. This activity should be repeated with different pictures now and again.

Preparing for listening: Focus on distractors

Page 46

This section prepares students for what to expect in Listening Part 1. Each of the eight situations

contains clues to the correct answer, as well as words and expressions which are designed to distract students from it. If students are not aware of this, they are more likely to be misled by the distractors. Explain this to the students as it is important that they realize both what they are going to do and why they are going to do it.

1 In this exercise students have to understand and be aware of the words in bold as they provide clues to the other half of each sentence.

Answers

1 c 2 d 3 a 4 e 5 b

2 This exercise checks students' understanding of the linking words in 1.

Answers

1 B 2 B 3 A 4 B 5 B

Listening:

FCE Part 1

Refer students to the instructions and the 'Don't forget!' box in their books. Tell students to write down or try to remember any clues and/or distractors that they hear. This will be useful later when you check the answers.

Answers

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

Listening: Listening script 1.14–1.21

One

I used to think he was so good looking – those sparkling blue eyes and that sexy smile – although now of course the wrinkles have taken over and he's lost it completely. Call me old-fashioned, but I really don't think that somebody of his age should be wearing tight trousers and flowery shirts. It's obscene. And the way he talks to the press! I mean, 'politeness' is just not a word he understands. I'm not surprised they get upset and give him bad reviews.

Two

Man: So, have you decided which film we're going to see, then?

Woman: Well, I really wanted to see the new Fiona Miller film which everyone is raving about.

Man: Oh, please, no! I couldn't stand another costume drama.

Woman: No, this one's very different from her others. She plays the part of an out-of-work spy who decides to turn to crime and begin a life as a jewel thief. But anyway, Katie says it's not her cup of tea, so I'm afraid it's 'get your handkerchief ready for another tear-jerker'. You know the plot already: boy meets girl, girl meets another boy, first boy gets upset – all that kind of nonsense.

Three

Shop owner: I'm afraid I'm going to have to ask you to pay an extra £3.

Customer: Why?

Shop owner: Well, you're only supposed to have the video out for two days: it says on the box – 48 hours only.

Customer: Right, and I took it out on Saturday.

Shop owner: And today's Tuesday, so that's one day overdue. Hence the extra £3.

Customer: But, you're not open on Sundays, so that day doesn't count. Saturday to Monday, one day, and Monday to Tuesday, two days.

Shop owner: I'm very sorry, sir, but that's not how we work.

Four

Drained, darling, absolutely drained. And have you read what the critics wrote about it? I don't know how anyone could say it was 'disappointing'. I mean, OK, so it's not the most exciting part I've ever had to play, but I gave it my all, absolutely everything. One look at my face will tell you just how utterly exhausted I am. I could sleep for a week.

Five

What do you think we should get him? ... An atlas! That's not very much ... I know he's interested in geography, but he's been with the company for nearly 25 years ... huh ... I really don't think an atlas would express our appreciation for all he's done for the firm. He's been like a father to us all ... bah ... I don't know, something that will remind him of us in his retirement, something he can use every day. How about a palm top or something?

Six

Man: What was it like?

Woman: Oh, don't ask. I certainly wouldn't recommend it to anyone.

Man: Too violent for you, was it?

Woman: Quite the opposite. I mean, at first there was the usual dose of gratuitous violence – basically what you'd expect from that type of film, and partly why I went to see it. After that, though, not a great deal happened. From what I can remember – when I wasn't falling asleep, that is – the script seemed to focus on an analysis of the protagonist's inner self.

Man: A kind of 'non-action film', then.

Woman: Exactly.

Seven

Hello, yes, it's about a book I bought in your shop last week. A Katharine Adams novel. I just wanted to point out that there were one or two pages missing ... No, no, there's really no need to apologize. I mean it's not as if it was the last page or anything. And I got the gist of what was happening without the pages. I just thought you ought to know so you can check the rest of your stock, or talk to the publishers or something ... That's OK ... Yes, pages 60 to 64 ...

Eight

Well, we were born in the same month, but I'm a Leo, as you know, whereas her birthday's at the beginning of July, which makes her a Cancer. I don't know if that's good or bad. We certainly seem to laugh at the same things; the same jokes, the same comedy programmes ... Sorry? ... Oh, next Friday. We're going to a jazz concert, although I can't say it's my favourite type of music. She's really into it, and she wanted me to go, so ...

- Once students have understood each expression, drill it to help with their pronunciation and 'fix' the expressions in their memories.
- Recap after every second or third sentence, eliciting as much as possible from the students – not just the expressions but other details from the story, too, eg
 Teacher: *What did I decide to do?*
 Students: *You decided to take up karate.*
 Teacher: *Why?*
 Students: *Because your clothes no longer fitted you.*
- When the story is finished, elicit or write up the phrasal verbs in the same order as in the story. Students work together to retell the same story to each other. Then take the verbs off the board and refer students to the instructions in their books.

Vocabulary 2: Take

Page 47

This section looks at different meanings of *take* and some common expressions that use *take*. The emphasis is on groups of words rather than on individual words. This exercise also revises the use of gerunds and infinitives, and other verb forms.

A Phrasal verbs with take

The grammar of phrasal verbs is dealt with explicitly in the Workbook (Unit 6) whereas the Coursebook concentrates on meaning, and the presentation of phrasal verbs in context. See Workbook page 45 for information on which verbs are separable and which are inseparable.

1

Answers

take out hire or rent

2 Refer students to the short story and elicit the possible title.

Alternative approach

- With books closed, tell the story on page 45, bit by bit, using the phrasal verbs, eg 'I take after my father in many ways ... we both love good food and we both tend to eat more than we need to.'
- Check students understand as you go along by asking them questions such as 'What do you think *I take after my father* means?'

This technique needs clear contexts and frequent recapping to help students remember. Once you feel confident, it is enjoyable, challenging for the students and memorable.

Answers

Possible titles – *Karate changed my life* or *How I became a karate fanatic*

3 Students should do this exercise in pairs.

Answers

- a take after resemble
 - b take up start doing
 - c took to start to like
 - d *taken me on employ
 - e take over from replace
 - f takes up occupy
- *note position of pronoun

B Expressions with take

1 Ask students to ignore the lettering for the purpose of this exercise.

Answers

- 1 take 2 'd/would take 3 taking/having taken
- 4 to take 5 took
- 6 had taken/had been taking
- 7 takes 8 are taking/have taken

2-4 Here, students are encouraged to notice which words make up these expressions. Ask the students to record each expression as it appears in the sentence. The process of copying from their Coursebooks into their notebooks may also help them to remember the expressions.

Answers

- 1 take (me) to (school)
- 2 take (them) back to the (shop)
- 3 taking (his) advice
- 4 take (any of) the blame
- 5 take (more) interest in (the children)
- 6 taken pity on (it)
- 7 takes (a great deal of) courage
- 8 taking so long to (do this exercise)

Note: the words in brackets can be substituted for others, depending on the context.

3 1 D 2 A 3 C 4 B

- 4 to take pride in something C (3)
to be taken to hospital A (2)
to take a joke B (4)
to take the infinitive D (1)

5 Students could write their own short story in class or as homework.

Reading

FCE Part 2

Gapped text Page 48

Photocopiable vocabulary exercise on page 160.

In the Reading paper there will almost certainly be items of vocabulary which students have not met before. If students wish to know the meanings of these words, encourage them to look at the context and to try to decide for themselves.

1 Refer students to the photo in their books. This is a situation that most will be able to identify with. Either ask students the questions yourself or put them into pairs or small groups to answer them together.

2 Students read the text and compare their ideas. The candidates are probably sitting for the First Certificate exam: 'The candidates were now on the third paper, which tested English grammar and vocabulary'.

3 Refer students to the instructions in their books and the advice in the 'Don't forget!' box.

Answers

1 H 2 C 3 B 4 E 5 A 6 G 7 D
F not used

The questions contained in 'Reacting to the text' are designed to open up the possibility of younger learners talking about cheating. Many adult learners will have a lot to say and usually enjoy talking about this.

Language focus 2: Past tenses Page 49

1 Students name the underlined past tenses.

Answers

- 1 1 past continuous
- 2 past perfect
- 3 past continuous + past simple
- 4 past simple (x 3)
- 5 past perfect continuous

2 1 d 2 b 3 e 4 a 5 c

- 3 1 a He felt ill during the exam. (past continuous)
1 b He felt ill after the exam. (past perfect)
2 a I heard about it while I was listening to the radio. (past continuous)
2 b I heard about it, and as a result I listened to the radio. (past simple)
3 a I no longer live in Oxford. (past simple)
3 b I had been living in Oxford for six years when ... (past perfect cont. – the speaker may or may not live in Oxford now)

4 *While* can be used in place of *when* in 1a and 2a. It emphasizes that the two things happened at the same time, but does not change the meaning. *As soon as* can be used in place of *when* in 1b and 2b. It emphasizes that the action in the main clause happened immediately after the action in the clause introduced by *as soon as*.

Practice

1 Refer students to the instructions.

Answers

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

2 Students should read through the texts before putting the verbs into the past tenses.

Answers

Bus blush

- | | |
|------------------|------------------|
| 1 was travelling | 6 sat |
| 2 were having | 7 had never seen |
| 3 saw | 8 smiled |
| 4 was sitting | 9 didn't stop |
| 5 ran | 10 (had) got |

Mobile control

- | | |
|----------------------|--------------|
| 11 had been going on | 16 (had) got |
| 12 agreed | 17 had taken |
| 13 took | 18 arrived |
| 14 went | 19 kept |
| 15 had phoned | 20 had had |

Writing 2:

FCE Part 2

Short stories Page 50

- Refer students to the exam instructions.
- In this section, students are led to an understanding of what makes a successful story at FC level. Students should be encouraged to say why one composition is better than the other.

Answers

B is the better entry because: Sample marketing text © Macmillan Publishers LTD

- it ends with the required words exactly
- it is organized into clearly defined paragraphs
- it is not repetitive (unlike A)
- it uses a variety of past tenses appropriately.

- Encourage students to find the answers to these questions. It is vital that students know the criteria that examiners use when marking.

Answers

Content:

- B** Yes, see point 1 above. The length is fine.
A No, the story does not end correctly.

Range:

- B** Tenses: Yes, past perfect simple and continuous, past simple and past continuous.
B Vocabulary: *Yes, thrilled, sparkling, blanket of snow, set off on foot, freezing, exhausted, could hardly make out, etc.*
A Tenses: Not really, the writer uses only the past simple and past continuous.

A Vocabulary: No, the vocabulary is repetitive: *went, went, went, went ... they didn't have them, they didn't have them, etc.*

Organization and cohesion:

- B** Yes, use of tenses helps organize events.
B Linking devices are: *when, although, however, by the time, unfortunately, so, after, just as.*
A The events are organized chronologically so the telling of the story is not particularly interesting.
A Linking devices are more limited: *So* and *At last*

Style and format:

- B** Yes
A This story is rather informal – use of contractions and exclamation mark.

Target Reader:

- B** Yes, the reader would probably want to know what happened in the end. For all of these reasons, this entry would have a chance of winning the competition.

A No

- The 'What to expect in the exam' and the 'How to go about it' boxes aim to help students focus on what they need to do.
 Having done most of the necessary thinking in class, students could write their story for homework. Remind students if necessary to write in their composition notebooks and remember to refer to the examiner's criteria when you respond to their work. If you give students only a very brief general comment they may not be aware of what aspect of their writing they need to work on and what aspects are improving.

Sample answer

The Incredible Girlfriend

This is a story which may be very insignificant for the reader, but for me was one of the most surprising moments in my life.

It happened two years ago, when my friend Antonio phoned me to make a date. He wanted to introduce me his girlfriend. At the first moment, I was very surprised; I had never seen him with a woman. He has always been very timid with girls. He used to say that he was not successful among women because he was short and ugly.

The day of the date arrived and I was waiting for my friend sitting at the closest table to the entrance of the pub. I was very impatient to know my friend's girlfriend. My impatience changed into amazement when I saw my friend entering the pub with one of the most beautiful girls I had ever seen. I became petrified when I realised that she was one of most famous top models in Spain. I had never been so surprised in all my life.

By José Vicente Acín Barea

171 words

Examiner's comment

Content: The task is achieved in that the writer has written a story ending with the words given.

Accuracy: Good control of a variety of narrative tenses shown in the second and third paragraphs. Some minor inaccuracies, eg *He wanted (to) introduce(d) me (to) his girlfriend, At the first moment instead of At first, the word order of closest table.*

Range: The writer uses some ambitious language – *I was impatient to know, My impatience changed into amazement when ...*

Organization and cohesion: Clear progression through the story indicated by tense use and time references – *It happened two years ago, The day of the date arrived.*

Style and format: Natural language use. Friendly tone.

Target reader: Very positive. The reader can easily follow the storyline.

Mark: good band 4

- 8 take much interest in
- 9 was so disappointed
- 10 was such a tiring

Correcting mistakes

- 1 *had, during*
- 2 part, As for ~~as~~
- 3 that, of
- 4 when he ~~had~~ came, was
- 5 took ~~to~~ your advice, a

Vocabulary: Cinema

R	T	U	S	C	E	N	E	N	B
A	O	P	H	O	R	R	O	R	C
C	C	L	O	M	D	I	R	E	H
T	A	R	E	N	C	R	A	H	A
R	W	E	I	A	U	B	N	A	R
E	A	V	M	T	C	L	T	G	A
S	T	I	E	X	I	S	O	H	C
S	N	E	Y	F	A	C	R	F	T
A	C	W	M	C	P	L	O	T	E
S	B	T	H	R	I	L	L	E	R

Use of English:

FCE Part 3

Word formation

- 1 increasingly
- 2 disappointing
- 3 amazingly
- 4 Interestingly
- 5 tired
- 6 motivated
- 7 impressed
- 8 surprised
- 9 astonishing
- 10 fascinating

Review 4 answers Page 52

Use of English: Transformations

FCE Part 4

- 1 soon as the meeting had
- 2 the time we got to
- 3 once he had/was
- 4 leave until he (had) put
- 5 took to him
- 6 not to take him on
- 7 takes pride in

Workbook answers

Reading: Multiple choice Page 26

- 1 1 B 2 D 3 C 4 D
- 5 A 6 C 7 C 8 B
- 2 a unequivocal
- b seminal
- c dismissive
- d chilling
- e clumsy
- f literate
- g trendy
- h lofty

Vocabulary, page 28

A Cinema and films

- 1 cast 2 plot 3 make-up
4 scene 5 comedy 6 effects
7 part 8 stuntman 9 office
10 remake 11 soundtrack

B Expressions with *take*

- 1 1 interest 2 offence 3 pity
4 blame 5 care 6 notice
7 advice 8 joke 9 courage
10 risk

C Phrasal verbs with *take*

- 1 after 2 up 3 to
4 over 5 on 6 up

Language focus, page 29

A Tenses

- 1 1 had been living, started, was training, met
2 heard, phoned, had got, told, had taken
3 were watching, went, had forgotten
4 got, had eaten, had already left, were still dancing
- 2 1 told 2 had passed
3 took 4 were waiting
5 went 6 had finished
7 started 8 was holding
9 had got 10 had, driven
11 was sitting 12 was

B *So* and *such*

- 1 so much homework
2 so few people
3 such delicious food (that)
4 such a good
5 so interested in the book

C Linking words

- 1 for 2 As
3 In the end 4 at last
5 After 6 afterwards

Use of English, page 30

Word formation

- 1 frightening 2 embarrassed
3 increasingly 4 tiring, exhausted
5 uninteresting 6 surprisingly
7 confused 8 annoying,
unconvincing,
impressed

Multiple-choice cloze

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

Writing, page 32

1 b Advantages of book:

Can read anywhere and at anytime/more entertainment from a book – lasts long time

Advantages of a film version:

Visual – makes story more memorable

Special effects – all scenes in book are possible

Disadvantages of film:

Film not always good interpretation

Film cuts and changes to story

Disadvantages of book:

Too much effort needed

2 b

- 1 Many people prefer going to **the** cinema
2 On the one hand,
3 books help **(to) develop** your imagination
4 You can decide what **do** the characters
5 the characters and places in the story **look** like
6 the enjoyment from a book lasts **more** longer
7 they **sometimes** cut
8 the most **interesting** parts
9 special effects are **so** good
10 **the** most scenes of a book
11 a book can **to** be shown
12 less effort **than** reading
13 it is **always** better
14 **Afterwards/After that** you can see it
15 if you want **to** compare