

# 1 Aiming high

## Content Overview

### Themes

The unit deals with the themes of challenge, ambition and motivation.

### Exam-related activities

#### Reading and Use of English

Part 5 Multiple choice  
Part 3 Word formation

#### Writing

Part 2 Formal letter

#### Listening

Part 1 Multiple choice

#### Speaking

Part 2 Long turn

### Other

Language focus 1: Modal verbs 1: *might, could, may*  
and *can*  
Vocabulary: Collocations  
Word formation: Nouns  
Language focus 2: Spelling

## Speaking

Part 2

## Long turn

Page 6

### Lead-in

Books closed. Brainstorm what types of big challenges people face in their everyday lives (elicit ideas like starting a new job or school, moving house, starting a family, moving to a different town or abroad, etc). Ask students to work individually to make a list of their three biggest challenges they have faced so far in their lives. Put students in pairs and ask them to discuss their three challenges and compare their experiences. Ask them to focus on what made each situation particularly challenging, what they did to overcome the challenges and how they felt before and after. Get some of the pairs to report back to the class with the most interesting ideas.

Books open. Go through the task and the advice together. Check students understand they are expected to cover three key points in their long turns. Provide more details about timings (see Exam note opposite), but remind students that at

this stage, they should focus on speaking fluently and completing the task, and not worry about timing for the time being. Also remind students not to interrupt each other while their partner is talking. They should listen carefully and think about their short response once their partner has finished.

### Exam note

Candidates take the Speaking test in pairs (with the last three candidates on the day in a group of three where there are an odd number of candidates). In Part 2 of the test, students take turns to speak about a set of pictures individually. First, Candidate A speaks for about one minute. The candidate is expected to go beyond basic description and comparison, and should pay special attention to the details required by the question. Candidate B then comments briefly (in no more than 30 seconds), prompted by a follow-up question, which involves some kind of reaction to what Candidate A has said. Then the roles are reversed, and Candidate B speaks about a different set of pictures. In the exam there are three pictures in each set. Altogether Part 2 of the Speaking test takes four minutes.

### Useful language

Students complete this exercise individually, then compare answers in pairs before they do the exam task. Check the answers together before moving on. Encourage students to make use of the expressions as well as the expressions for comparisons and speculations from the *How to go about it* box in their long turns.

## Answers

**very happy:** delighted, elated, thrilled, overjoyed  
**sad or wanting to cry:** tearful, miserable, close to tears, weepy  
**nervous or worried:** anxious, apprehensive, tense, on edge

Students do the exam task in pairs. Walk around and monitor their progress. Provide guidance and feedback where necessary. After no more than three minutes, remind the first speakers to wrap up before reversing the roles to repeat the task.

Ask one or two volunteering pairs for each pair of pictures to repeat the task in open class, then elicit feedback from the other students. Put the emphasis on the good points in each performance, but also elicit any issues that need to be addressed.

## Reading and Use of English

Part 5

### Multiple choice

Pages 7–9

#### Lead-in

Books open. Students cover up the text above the picture. Focus attention on the picture. Elicit ideas about what students expect the text to be about. Accept any reasonable suggestions, and do not give away the answer at this stage. Point out that predicting content from illustrations or headings is an important step in tuning into the context, which later helps students complete the reading comprehension task.

**1** Students read the instructions to check their predictions from the lead-in, then work in pairs to discuss the four points. Allow about two minutes for this. Elicit some ideas from around the class, and invite others to comment, agree or disagree.

**2** Go through the task and advice together. Before studying the advice, ask students to look ahead at pages 8–9 to see what the typical layout is for the Part 5 Reading test. The *How to go about it* box details the process of completing a multiple-choice task step by step. As this is the first time students encounter the task type in this course, it is advisable to complete each step one by one, with the teacher directing the process. Treat each of the five points as a separate exercise that students complete according to the instructions in italics, then check together in whole class, before moving on to the next exercise. For training purposes, this activity is done here in pairs, even though the exam involves individual work.

In the first point, students skim read the text to get a general sense of its content, and look for information about the discussion points in exercise 1.

#### Answers

**the type of person who would take up such a challenge:** lines 1–6 describe the stereotypical image of a polar explorer; lines 15–18 characterize Liautaud

**their reasons for doing so:** lines 30–38 describe Liautaud's friendship with polar explorer Swan; lines 59–60 mention Stoup and lines 74–76 mention Liautaud's determination to raise awareness about melting ice caps

**the preparation required:** lines 62–64 and 89–90 mention that Liautaud had to raise the cost for his two attempts; line 52 briefly mentions Liautaud's physical preparations in the gym

**the conditions or difficulties they experience in the Arctic and the Antarctic:** lines 65–87 describe in detail the conditions that thwarted Liautaud's first attempt to reach the Pole; lines 92–93 briefly mention the conditions of his second, successful attempt; lines 157–162 provide further details about what difficulties polar explorers might face

In the second point, students work in pairs to work out the meaning of the five words in bold from the text. Elicit ideas from a number of pairs, and invite comments from the rest of the class.

#### Answers

**etched:** if a feeling is etched on someone's face, their expression shows clearly what they are feeling

**impeccable:** perfect in every way

**escalated:** became more serious

**perplexed:** confused because you cannot understand something

**farce:** a situation or event that is silly because it is very badly organized, unsuccessful or unfair; a silly or unlikely situation

In the third point, students mark the relevant passages for each of the six questions in the margin. Elicit answers from some students, and invite comments from the rest of the class. Note that each of the six paragraphs of the text corresponds to one of the questions, and that this is often the case in the exam, as well.

In the fourth point, students study the marked passages for each question carefully and first

eliminate those options that are obviously wrong, then choose the best answers and underline the information that helped them decide. They complete this step individually, as they would in the exam.

### Answers

- 1 A ... *happens to have ... that quiet sense of self-confidence ...* (lines 16–18)
- 2 C *Friends and family, to whom he'd so far shown he had no particular interest in outdoor pursuits, ... were perplexed ...* (lines 38–43)
- 3 A *A trip which had intended to raise awareness of melting ice caps had been obstructed. By melting ice caps.* (lines 74–77)
- 4 C ... *we arrived at the moment when a helicopter landed to drop off a group of tourists ... Ignoring the onlookers, he promptly 'checked in' to the North Pole ...* (pages 95–108)
- 5 D *His view is that it's his generation ... that must push hardest ... They are the ones with the most at stake.* (lines 118–125)
- 6 B ... *an exhausting life, fraught with hostility. But Liautaud seems to relish the fight.* (lines 154–157)

For the fifth point, students discuss their choices in pairs, using the quotes to justify their answers. They also spend up to six minutes to look at the distractors (incorrect options) and try and explain how and why they are wrong. Encourage students to focus more on the options that were difficult to eliminate, and think about why that was the case. Elicit the underlined quotes as you check answers for the multiple choice with the whole class at the end.

#### Exam note

In Part 5 of the Reading and Use of English test, candidates are provided a text of 650–750 words and a set of six multiple-choice questions with four options. The focus is on key details as well as any attitudes or opinions expressed, or on text organization devices. The final question may focus on the text as a whole, such as the author's purpose, or the main idea expressed.

#### Reacting to the text

Students discuss the questions in pairs. Allow up to four minutes for their discussions, and in open class elicit some of the most interesting ideas that have come up.

#### Alternative approach

In smaller classes, these questions could also provide the framework for a discussion in a whole-class setting. Get two or three volunteering students to share their views first, then invite comments from the rest of the class. Resist the temptation to join in or take over the discussion, simply steer the discussion amongst your students with prompts or brief suggestions.

### Language focus 1: Modal verbs 1: *might, could, may and can*

Page 10

1 Students complete the matching task. They may need help with the meaning of *concession*. Use an example to illustrate its meaning: *I accept that X, but/although ...*

### Answers

- 1 annoyance
- 2 past possibility which did not happen
- 3 past possibility
- 4 future possibility
- 5 present possibility
- 6 lack of enthusiasm – 'might/may as well' is a fixed phrase
- 7 concession

Make sure students read the advice about *could* and *may*.

2 Students complete the statements, then compare ideas in pairs. Elicit a number of ideas for each sentence beginning, and invite feedback from the class.

### Answers

#### Possible endings:

- 1 phoned to say he'd be late.
- 2 go home and watch a DVD instead.
- 3 tripped and fallen over.
- 4 left in on the bus.
- 5 she has no idea what a modal verb is.
- 6 never happen!

3 Students complete the matching task for the various uses of *can* or *can't*.

### Answers

- 1 theoretical possibility
- 2 criticism
- 3 request
- 4 inability
- 5 deduction
- 6 prohibition

4 Students work in pairs to brainstorm ideas for possible contexts. Remind them to use modal verbs for speculation. Elicit some of the more interesting suggestions in open class, and invite comments.

### Answers

#### Students' own suggestions. Possible answers:

- 2 This could be a girl telling off her younger brother for playing an inappropriate joke on her.
- 3 This might be a woman looking for her keys in her handbag and handing over her shopping for her husband to hold.
- 4 This could be a young boy telling his sister he can't reach the top of the bookshelf to take the book he wanted.
- 5 This might be somebody reading the list of ingredients on a chocolate bar wrapper.
- 6 This could be a parent telling their teenage child they cannot stay out after midnight.

Refer students to page 215 for further information about modal verbs in the Grammar reference.

#### Additional activity

Students work in pairs to choose a sentence from exercises 1 or 2, then use it to write a mini-dialogue of three exchanges which ends on the sentence they have chosen. Then they read it out to another pair of students, stopping before the final line, and getting the listeners to guess which sentence it might be.

#### Extension

1 Make the point that there are other ways of expressing the same functions that modal verbs have. Elicit students' ideas for each statement, asking them to give reasons, and invite comments from the class.

### Answers

- a *faint* suggests there is only a very small chance it might happen; the other adjectives express a more definite possibility
- b *a fair* expresses a reasonable degree of possibility; the other adjectives express the opposite
- c *good chance* is incorrect because *chance* is countable and singular, so it should be used with an article: *a good chance*; the other options are determiners which can precede singular countable nouns
- d *predictably* is not possible in this position in this sentence, as it is not an adverb of manner, modifying a verb of action. It could be used, however, to modify an adjective: *She was predictably upset when she found out*. It is also often used as a disjunct expressing attitude ('as is to be expected'), referring to a complete statement, for example: *Predictably, the sun came out just as we arrived home from the beach*.
- e *highly likely* means 'very probable'
- f *hardly likely* means 'not very probable'

2 Allow up to three or four minutes for students to complete the statements in writing. Elicit ideas, and invite comments on each statement elicited. Allow a discussion to develop if anyone wants to add to or disagree with comments made.

### Answers

#### Possible answers:

- 1 passing the *Advanced* exam
- 2 passing the exam ... revise more.
- 3 more and more of our social life ... be conducted online.
- 4 we ... have to sell our house next year.
- 5 any one of us ... get the promotion when the manager retires.

## Vocabulary: Collocations

Page 11

1 Students complete the collocations, and compare answers in pairs.

### Answers

- a success (Note: *an overnight success* is one that is sudden and unexpected.)
- b ambition
- c motivation
- d failure
- e challenge

**2** Students use their own ideas to write new statements with the five collocations. Allow up to six minutes for them to do so, or set the task as homework.

**3** Students work in pairs to compare their ideas. Elicit some of the more interesting suggestions in open class.

**4** Students match the verbs with the nouns from exercise 1. Check answers.

### Answers

- fulfil/realize an ambition
- achieve/enjoy success
- take up/rise to a challenge
- end in/result in failure
- improve/lack motivation

#### Additional activity

Students use the verb-noun collocations from exercise 4 to write five sentences about themselves, then share these with a partner.

**5** Students match the adjectives with the nouns from exercise 1. Check answers.

### Answers

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

**6** Allow students two minutes to memorize the collocations. Books closed, they write a list individually, then compare results in pairs. There are at least 35 possible collocations in this section to list. Who has got the most in their list?

You could reuse the same activity at the beginning of the next class or at the end of the unit as revision.

#### Additional activity

Write the following adjectives and nouns from the reading comprehension text on page 8 on the board in two columns. Jumble them up in a different order (Note: they are listed in matching order below.). Alternatively, prepare them before class on a worksheet as a matching exercise. Ask students to match each adjective with the correct noun, check answers, then ask them to write or say eight sentences with each collocation to illustrate their meaning.

Adjectives: *ambitious, difficult, complete, prominent, high-profile, deceptive, impeccable, formative*

Nouns: *plan, conditions, coincidence, sceptic, trips, appearances, manners, years*

### Listening

Part 1

### Multiple choice

Page 12

#### Lead-in

Books open. Ask students to cover up the left-hand side of page 12, and look only at the three pictures. Elicit their ideas about what they think the themes might be. Accept any reasonable suggestions. Before moving on to exercise 1, focus briefly again on just the first picture to elicit *award, prize or trophy*.

**1** Books closed. Ask the questions in open class. If students are stuck for ideas, elicit what kind of achievements people usually receive awards for?

**2** Books open. Go through the task and the exam information together. Check that all the details of the task are clear to students. Ask them to close their books or cover the page, then ask checking questions: *How many extracts? (3) How many questions for each extract? (2) How many questions altogether? (6) How many times can they hear the extracts? (2).*

#### Exam note

The Listening test consists of four parts. In Part 1 of the Listening test, each extract is about one minute long. Before each extract is played for the first time, candidates are allowed 15 seconds to study the two corresponding questions. Each extract is played twice in succession before moving on to the next extract. Candidates must write their answers on the question paper while they listen. At the end, they have five minutes to check and transfer all their answers for the four parts of the Listening test to the separate answer sheet.

Play the recording, pausing after you played each extract twice to allow students to think about and choose their answers. Get them to compare their answers in pairs, and discuss any differences in opinion, then play the whole recording for a third time to settle their disagreements. Check answers with the whole class.

### Answers

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

Elicit students' experiences of the exam task: Is there any aspect of the task they found difficult? Why? Discuss their ideas about how they might be able to overcome their difficulties next time.

Students can find the listening script on page 225 of the Coursebook, in case they want to look up the passages they found difficult as they listened. Encourage them also to record any useful expressions from the texts.

Remind them that although in the book the three extracts are all related to the main theme of Unit 1, in the exam they will hear three extracts on completely unrelated subjects.

#### Listening script 1.1–1.3

##### Extract One

**M = Man W = Woman**

**M:** You know, when we heard we'd been nominated for an award – and we knew who the other nominees were – well, just for a brief moment, I guess we got 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 go to a ceremony sponsored by the corporate world.

**W:** Yeah, and we knew who had voted for us. We've been together for four years, and the people who liked our music from the start, the ones who've been coming to the gigs, they know what our principles are. 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 go out and vote for you. For a moment in time your song's getting the biggest number of hits – and then the public move on.

##### Extract Two

**OM = Older man YM = Younger man**

**OM:** Well – obviously – I was gutted that the home team didn't come out on top, but it wasn't altogether a surprise. Three of the players were making their debut, and you can tell they were a bit overawed by the occasion, and it impacted on the overall team performance. You can't put the blame on the coach – giving the novices a chance was a management decision,

and it backfired. That's all I've got to say on that game, but I have to say that I do have a problem with the way that a couple of the players only seem interested in offering their skills to the highest bidder. They've got no regard for the fans, apparently.

**YM:** That's what it looks like, certainly on the outside. It's a shame because those guys have inspired a generation. You have to wonder whether the newspapers are doing what they usually do and stirring up a bit of controversy – but if it's true the players are quitting and going overseas just for the big dollars, that's very disappointing.

##### Extract Three

**W = Woman M = Man**

**W:** *40-hour Famine* is about students not eating food for 40 hours. The idea is to promote a bit more awareness of what it's like for people who are starving through no fault of their own – say through crop failure or drought. Many students are too young to volunteer to go overseas and help out directly and they haven't got the cash to make monthly donations, but taking part in this is something they *can* do. And, of course, the sponsorship they get goes to excellent charities. This is my first year, but it's Tom's second, isn't it, Tom?

**M:** Yeah.

**W:** How did you do last year?

**M:** I only made it to 35, actually. I felt really dizzy and had to give up. But no one made me feel like I'd let them down; they were just concerned. I thought 'Oh, well, I'll make sure I manage it next time.' And look ... in another four hours I will have reached that goal.

**3** Use the questions in the book to lead a whole-class discussion of the themes from the extracts.

#### Alternative approach

Instead of a whole-class setting, put students in groups of four to six to discuss the questions, then get each group to report back with their stories and experiences before you wrap up in open class.

#### Word formation: Nouns

Page 13

**1** Students use the verbs to form the nouns, which all appear previously in the unit.

#### Answers

achieve-ment motivat-ion fail-ure

**2** Explain that this exercise is useful preparation building towards the Reading and Use of English test Part 3, as the format is quite similar. However, the instructions here are more detailed and provide more support, and all the words are grammatically

related (all involve changing words into nouns) – which is not the case in the exam task. Check that students understand that the word formation may involve up to three different changes for each noun. As they use each ending, students should cross out the endings they have already used. Students complete the task individually, then compare answers in pairs. Then check answers with the whole class. You may want to check spelling by asking students to write their answers on the board and inviting comments or corrections from the class.

### Answers

<b>1</b> refreshments	<b>2</b> disapproval
<b>3</b> eagerness	<b>4</b> procedures
<b>5</b> insignificance	<b>6</b> simplicity
<b>7</b> secrecy	<b>8</b> membership
<b>9</b> breakage(s)	<b>10</b> likelihood
<b>11</b> independence	<b>12</b> anxiety

Point out that the expressions in bold are all useful collocations and fixed phrases, and encourage students to record them in their notebooks.

**3** This exercise could be done as a race. Which student can find the common suffix and complete all the words most quickly? Check answers together. You may want to check spelling by asking students to write their answers on the board and inviting comments or corrections from the class.

### Answers

<b>1</b> pleasure, exposure, closure
<b>2</b> appearance, annoyance, reliance
<b>3</b> storage, shortage, package
<b>4</b> rehearsal, renewal, proposal
<b>5</b> efficiency, intimacy, vacancy
<b>6</b> enjoyment, requirement, commitment
<b>7</b> prosperity, originality, familiarity
<b>8</b> leadership, companionship, partnership
<b>9</b> neighbourhood, fatherhood, adulthood
<b>10</b> absence, persistence, evidence
<b>11</b> selfishness, tiredness, carelessness
<b>12</b> explanation, interpretation, application

**4** Students look back at the reading text on page 8 to find further examples of noun formation, then add these to the relevant row of the chart in exercise 3. Check answers. Elicit what adjectives, verbs or nouns they have been derived from.

### Answers

- mixture (verb: mix), pressure (verb: press/pressure)
- advocacy (verb: advocate), agency (noun: agent)
- reality (adjective: real), hostility (adjective: hostile)
- friendship (noun: friend)
- (self-)confidence (adjective: self-confident), correspondence (verb: correspond), coincidence (verb: coincide), existence (verb: exist)
- awareness (adjective: aware)
- collection (verb: collect), legislation (verb: legislate), location (verb: locate)

Also: champagners, emissions (verb: emit), explorer (verb: explore), leaders (verb: lead), pursuits (verb: pursue), tourists (noun/verb: tour) – types not listed in the chart

The following words have typical noun endings but are not directly derived from other words: expedition, accomplice, condition, ration, generation, opinion, portion, station.

### Additional activity

Put students in groups of three. Student A gives any root word from the chart (or those identified in exercise 4), Student B provides the noun formed from it, then Student C makes up a short sentence to illustrate its meaning. They change roles around the circle and then continue. For example: A *hostile*, B *hostility*, C *The supporters of the visiting football team were greeted without any hostility towards them.*

### Language focus 2: Spelling

Page 14

**1** Students study the two extracts and read the question. Elicit their ideas.

### Answers

Verbs ending in consonant + vowel + consonant double the final consonant if a) the final syllable is stressed or b) there is only one syllable. Note the difference in the position of the stress between *ad'mit*, *re'fer* and *be'gin* on the one hand, and *'open* on the other. *Drum* ends in consonant + vowel + consonant, so the doubling rule applies, but *claim* ends in consonant + two vowels + consonant, so the rule does not apply.

**2** Students apply the rule they have just deduced to the ten verbs in the box. Some of the verbs need further spelling changes.

### Answers

fulfilling, limiting, setting, upsetting, targeting, forbidding, writing, waiting, travelling, panicking  
*Targetting* is also possible, similarly to *focusing/focussing* or *benefiting/benefitting*.

In American English, the final consonant is not doubled in *traveling* and similar verbs.

**3** Students look through the lists, find the incorrect items and correct them. Check answers.

### Answers

**1** pleasent – pleasant

Note the differences between the noun *appearance* (see example 0) and the adjective *apparent*.

**2** necessary – necessary

**3** publically – publicly

**4** definate – definite

**5** irresponsable – irresponsible

**6** leafs – leaves

Other examples with this spelling change are *calf – calves*; *half – halves*; *life – lives*; *loaf – loaves*; *self – selves*; *shelf – shelves*; *wife – wives*.

**7** preceeding – preceding (from the verb *precede*)

Note the spelling difference between *exceed/succeed/proceed* and *precede/recede/concede*.

**8** bussiness – business

**9** dissappointed – disappointed

*disappear* is also commonly misspelt by students.

**10** recieve – receive

*Seize* and *weird* are correct, exposing the often quoted spelling ‘rule’ of ‘i before e, except after c’. This only seems to be true (and worth learning) for words such as *believe*, *relieve*, *achieve* and *conceive*, *receive*, *deceive*.

**11** influencial – influential

**12** factery – factory

**4** Students work in pairs to follow the instructions and dictate words from pages 204 and 207 respectively to test each other. Make sure they cannot see each other’s lists as they write, and that they do not look at each other’s lists before they have completed writing it out.

## Writing

Part 2

## Formal letter

Pages 14 and 15

Study the information about the exam together. Stress the importance of completing the task according to the instructions. Each question will include a number of key content points, and they must all appear in a successful candidate’s answer. Marks are deducted for missing out any content elements – even when the overall quality of writing is excellent.

Students study the task on page 14. Elicit the number of content elements required (three) and what these are. Elicit the target audience (manager of an organization), the purpose of writing (fundraising) and the type of text required (letter), as well as what register is suggested by the context (formal, rather than informal or semi-formal). You may want to teach students to ask themselves four simple questions before setting out to complete any writing task: Who? Why? What? How?

**1** Students read the model answer and check whether it adequately addresses the above four questions. They then check the letter to answer the questions. Ask students to give reasons for their opinions.

### Answers

The answer addresses all aspects of the task and would have a positive effect on the manager reading it.

Remind students that although this is a good model answer, there may be other model answers in the Coursebook where the focus will be on identifying problems in them, so they should remember to read the model answers critically.

**2** Point out that in a well-written formal letter each paragraph focuses on one key idea or one set of connected ideas. Students read the model answer again to answer the first question. Check answers before they scan the text and underline linkers.



### Answers

**Paragraph 1:** Reason for writing – description of the project, need for money and reason

**Paragraph 2:** Description of the fundraising event – expected outcomes

**Paragraph 3:** How the organization's sponsorship money will be used – benefit to the organization

**Paragraph 4:** Closing comments – suggestions for meeting and further discussion

**Linkers:** As you may know, also, Unfortunately, therefore, Naturally

**3** Students read the advice and discuss the questions in pairs or small groups before you elicit their ideas in open class.

### Answers

**Possible answers:**

**the way the writer describes the community centre and the event:** The writer suggests that the community centre benefits many local people, including adults, teenagers and children, and fulfils a range of purposes. This would be more likely to attract a potential sponsor's attention. The writer also provides a good amount of detail about the event to show that it will be well organized and interesting, which should also encourage a sponsor to contribute.

**the point at which the writer asks for money:** The writer delays asking for any money until the third paragraph, using the first and second paragraphs to convince the potential sponsor that the community centre is a worthwhile cause to support.

**the verbs and tenses used by the writer in the third and fourth paragraphs:** The writer uses modal verbs *would* and *might* and the second conditional because of the tentative nature of the request. This means to suggest that everything is dependent on the manager's agreement.

**4** Students first read the advice. Explain that in order to be polite in a formal context, the writer needs to be fairly indirect when making a request for help. This, in part, can be achieved through circumscription: avoiding mentioning money directly. Students identify the expressions for this in the model answer.

### Answers

we need assistance  
to help finance our project  
help us by paying for the hire  
our key sponsor  
If sponsorship ... were possible

**5** Remind students to read the *How to go about it* box, and ask any questions they might have before starting to write their letters.

### Sample answer

Dear Sir/Madam,

I am writing to ask if you are interested in acting like a sponsor for a children's sports club.

The club was set out a year ago by local voluntaries and our goal is to encourage kids from different social environments to make sports. We've seen the advantages on the children's health from doing regular exercise and we also believe that team spirit in youngsters will help to them in other aspects of their life.

Until now we have been using the playing fields at Wentworth College. However, some club members have problems getting to the college, so we would like to rent a field and changing rooms closer to the centre of town. Consequently we need obtain a quite large amount of money, so we are planning an event to earn money.

We will charge a small entrance ticket and there will be various activities which people will have to pay for. We would like to have a lottery for a pair of football boots, have an arching and a long jump competition. We also have baby photos of famous sports personalities which aspirants have to guess. There will be stalls selling second hand sports equipment and a healthy selection of food and drinks will also be served.

We would be extremely grateful if you could provide us t-shirts with the club logo on and some prizes for the competitions as different items of sports equipment.

I look forward to your reply.

Yours faithfully,  
Katerina  
247 words

**Examiner's comments**

**Content:** The writer addresses all three points successfully. Good realization of task.

**Communicative achievement:** Register is consistently formal and polite. The target reader would be well informed and would consider sponsoring the club.

**Organization:** The introductory paragraph introduces the purpose of the letter well and subsequent paragraphs are well organized.

**Language:** There are some grammatical errors – *acting like*, misuse of bare infinitive – *need obtain*, omission of preposition – *provide us t-shirts*. However, the writer shows a good control of tenses – *have been using, we are planning, will also be served*. Word choice is sometimes incorrect – *set out, aspirants*, and there are errors with word formation – *voluntaries, youngers, arching*, as well as some spelling mistakes – *enviroments*. However, the writer has used a range of vocabulary related to the theme – *sponsor, goal, playing fields, changing rooms, long jump, club logo*.

**Mark\*:** Good pass

**\*Note on marking**

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: **borderline, pass, good pass** and **very good pass**.

**Exam note**

There will be two parts in the Writing paper of the *Advanced* exam, weighted equally. Candidates will be allowed 90 minutes for completing both tasks. In Part 2 of the exam, they will have to write one of the following text types: an email or letter, a proposal, a report or a review. The context will define what sub-type (e.g. formal or informal) is necessary.

To assess candidates' performance in Writing, examiners will look for four criteria: **content** (coverage of all key points from the task), **communicative achievement** (applying the conventions of the required text type), **organization** (linking of ideas) and **language** (how well candidates demonstrate their knowledge of

structures and vocabulary). Each criterion will be given a mark out of 5. Writing to the required extent (220–260 words) is also part of the assessment.

It is essential to recognize the importance of task completion! Irrelevant answers, no matter how well written, will be penalized.

**Review 1**

Pages 16–17

**Modal verbs****Answers**

- 1 can, have
- 2 may/might
- 3 to, well
- 4 unlikely/improbable, may/might/could
- 5 at, no
- 6 in, to

**Spelling****Answers**

- |              |                |
|--------------|----------------|
| 1 important  | 2 generally    |
| 3 objective  | 4 identifies   |
| 5 successful | 6 themselves   |
| 7 of         | 8 to           |
| 9 confident  | 10 factors     |
| 11 were      | 12 interest    |
| 13 their     | 14 improvement |
| 15 perceive  |                |

**Reading and Use of English**

Part 3

**Word formation**

Page 17

Before students complete the Word formation task, ask them to read the whole text ignoring the gaps to get a general idea. Elicit a summary from the students in a single sentence. Remind them about a similar task they completed on page 13, which only involved changing other words into nouns. Ask them to look through the text again and work in pairs to discuss and decide what part of speech may be needed for each gap. Tell them to look for clues both before and after the gap: parts of collocations, what part of speech the surrounding words belong to, etc.

Point out that a word formation exercise might involve making multiple changes to the word. As this is the first time students will do this type of exam task, you may want them to brainstorm all possible derivations of the eight words given on the right before they choose one of these derived words to fill the gaps.

Students work individually to complete the gaps, then compare answers in pairs. Encourage them to read through the whole text for general sense to make sure they have not missed any important details. The words formed must fit the text both logically and grammatically.

Then check answers with the whole class.

Discuss the students' experience. Was there any aspect of this task that caused them difficulty? What advice would they give one another to help them overcome the difficulties?

### Answers

- 1 EXPECTATIONS
- 2 PAYMENT(S)
- 3 PERFORMANCE(S)
- 4 RECOGNITION
- 5 ABILITY
- 6 DIFFICULTIES
- 7 FAILURE
- 8 JUDGEMENT/JUDGMENT

### Exam note

In Part 3 of the Reading and Use of English test, candidates will be provided a text of 150–170 words in length, with eight questions. In the exam, they are asked to write their answers in capital letters. The changes required in word formation may involve adding prefixes and/or suffixes, but also internal spelling changes, adding plural endings, etc.

## Word combinations

### Answers

- 1 strong
- 2 slightest
- 3 every
- 4 stand
- 5 tears
- 6 delighted
- 7 enjoyed (Note: *was* or *became* are wrong because they would be followed by *an overnight success*, with an article.)
- 8 rose
- 9 lifelong
- 10 light



DVD resource: Unit 1