

The theme of the module is information, particularly in the digital age. It includes texts on digital addiction, use of technology in remote areas, computer games and corporate uses of IT, how the internet affects users, public participation in research, the media, and the idea of the connectivity between us all.

Lead-in p.55

With books closed, ask students to discuss, in small groups, how much time they spend each day/week using different forms of digital communication (e.g. email, texting, on social network sites, Twitter, internet chat rooms) and what they are. Try to identify the biggest digital junkie in the class! Then open books, look at the photos on page 55 and identify what they represent before students discuss the two questions. The pictures show:

- a serious computer gamer, possibly taking part in a competition;
- a man working on a laptop on a train, representing the idea of a mobile office and being connected any time anywhere;
- young children playing games with a portable computer gaming device, representing how universally accepted they are.

4A Too much of a good thing?

Reading 1 p.56

With books closed put the word *detox* 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.

- 1 Students look at the heading of the article and discuss the questions in small groups.
- 2 Students skim the article to get the gist and to answer the summary question. Allow about three minutes for this.
- 3 Keep the discussion short at this point as they will have another opportunity to discuss it later.
- 4 Remind students of the best strategies to use when attempting this type of task and how to look for the discourse connections between the paragraphs. See the Strategy notes on page 168.
- 5 Students are asked to identify the connections between the paragraphs by studying the linking devices.
- 6 The three questions get students to react to the text and expand the discussion of their attitudes to technology and its role in everyday life.
- 7 As in previous modules, the Expert Word Check highlights other useful words from the text. Students should find them in the text and deduce their meanings from the context and record their meaning and usage.

- 1 1 The word *detox* is short for *detoxification* and can refer to a period of withdrawal after drug and alcohol addiction as well as to various alternative therapies that claim to use diet and other strange techniques to remove toxins from the body.
 2 *Detox* often refers to a period giving up certain foods or alcohol. 3 The title suggests that the writer is addicted to digital media and electronic devices.
 2 She spent a weekend without access to any electronic device.

4 1 F *thus* and *all dutifully and habitually recorded* in para F refers to *connecting unconsciously and sharing such moments* in para 1. *This is how we live these days* is contrasted at the start of para 2 with *That weekend, however, we were offline*. 2 G *I barely noticed I wasn't online* in para 2 is contrasted by *What did strike me though* in para G. *And I take equal responsibility for our digital obsession* in para 3 refers back to description of Will's addiction in G. 3 B *such lapses* in para B refers to Will reaching instinctively for his phone in para 3. 4 H *they* at start of para H refers back to *such people* in para 4. *such multi-tasking* in para 5 refers back to the examples the writer gives in para H. 5 C *that finding* in para C refers back to the study described in para 5. *In other words* at the start of para 6 is rephrasing the quote in para C. 6 D *He* in para D is the same *he* in para 6. *One practical suggestion* at the start of para 7 refers back to introducing a little disconnectedness in para D. 7 E *More radical still* is another suggestion following the one in para 7. *we seemed to have achieved that* in para 8 refers back to *being in one place, doing one particular thing* in para E. 5 1 the weekend in para 2 when they saw the owl 2 William Powers first mentioned in para 1, then referred to as *Powers* in para C, and *he* in para 6 3 the writer's surprise at how quickly her partner, Will, adapted. (*Suddenly, however, we had his full attention*) 4 the heavy users of technology mentioned in para 4

Vocabulary p.58

- 1 Students should be familiar with the use of *google* as a verb and *tweeting* as a form of informal communication. The statement suggests that people instinctively reach for Google when they are unsure of anything. (Well, that's what it says on Google!)
- 2a Here there is further emphasis on the use of metaphors and imagery in creative writing. Students compare the normal use and the metaphorical use in the passage.
- 2b Technology is rich in vocabulary that is a new (digital) use of a traditional idea. Younger students will be more familiar with the new uses of the words and will require explanation of the original meanings of things such as in/out trays on a traditional desk.
- 2c Students should compare the functions of a Blackberry or similar smart phone with an old-fashioned writing table.
- 3a/b Students combine words from the two columns to create the collocational phrases required to complete the sentences below, setting them in context. This could be done in pairs in classes with less computer literacy.
- 4a Word building is the key to developing a good working vocabulary and the ability to express concepts clearly and succinctly. Many verbs can form two or more adjectives that might express cause and effect (e.g. *interest* – *interesting/interested*), opposites (e.g. *help* – *helpful/helpless*), or other relationships (e.g. *function* – *functional/functioning*).
- 4b If time, get students to write some further gapped sentences, using other words from 4a, for classmates to complete.
- 5 If necessary remind students that *to* can also be used as a preposition.
- 6a/b Remind students that phrasal verbs with *up* often have a sense of creating or completing something whereas phrasal verbs with *down* are often more negative and can express ideas such as stopping, failure or relenting. Spend time with students emphasising the range of meanings that many phrasal verbs can have. For example, whereas *back down* has only one meaning (*to admit defeat, relent*), *back up* has many (as a transitive verb it can mean *to say sth is true* or *to provide help and support* or *to make a copy of sth*, as an intransitive verb it means *to reverse or move backwards*, or *to become blocked or congested*).

Extra!

Advise students how they can record multiple meanings of phrasal verbs, for example with spider maps or by linking to different opposites.

7a Compound nouns from phrasal verbs can be either one word (e.g. *letdown*) or two words hyphenated (*let-up*). There are many other compounds in the text on page 57.

7b Students use vocabulary found in 7a to complete the sentences.

Photocopiable activity

Activity 4A could be used here. It is a pairwork activity in which students match two halves of different sentences while completing them with different forms of the same word.

2a1 Brushes come in all shapes and sizes. In the passage, its use suggests the grass is like the bristles of a brush, brushing against the writer's legs as they walk through it.

2 A person usually *nags* someone else when they complain to them repeatedly about something they haven't done – in the context, the repeated ringing of the phone demands his immediate attention.

3 *seep into* is usually used to describe liquid that gradually passes through material, soaking it and perhaps spoiling it. Used here, it implies that technology has gradually taken over our lives, in a secretive sort of way, so that we've hardly noticed it.

2b search engine: an engine is usually the part of a vehicle that makes it move. In computer terms, it is a program that enables you to find information on the internet.

shopping cart/basket: a metal-framed basket on wheels we use in a supermarket. In computer terms, it is an icon we click on to collect items that we want to buy on an online shopping website.

chat room: a 'place' on the internet where you can exchange messages with others and have an informal conversation online.

mouse: the small animal. In computer terms, the object connected to the computer that you press in order to give instructions to the computer.

file: a set of papers or records on a particular subject that are kept together. In computer terms, a collection of information you can store under a particular name.

inbox: in an office, this is a tray on someone's desk where incoming letters are placed. In computer terms, it is the place on the internet where incoming messages are collected.

recycle bin: a container for placing rubbish suitable for recycling. In computer terms, place on a computer where items you have removed are kept.

outbox: in an office, the tray on someone's desk where letters to be sent are placed. In computer terms, it is the place on the internet where outgoing messages are placed.

folder: a container, usually made of card or plastic, for collecting papers. In computer terms, a group of related documents that you store together.

2c The BlackBerry represents an item of technology that has become a necessary part of our busy lives. It has brought changes to our lives, just as the writing table must have brought dramatic changes to the way of life in Shakespeare's time. The Blackberry is now the place where people send and receive mail, have their diary, notebooks and their contact details in the same way that a writing desk would have functioned years ago.

3a1 download files **2** update your profile

3 add new contacts **4** blog the latest news **5** post on someone's wall

6 desktop publishing

3b **1** add new **2** profile **3** files **4** desktop

5 wall **6** blog the latest

4a 1 compelling, compelled, compulsory, compulsive
 2 meaningful, meaningless
 3 controlling, controllable, controlled
 4 representative, representational, representing, represented
 5 dependent, dependable, depending, depended
 6 informed, informative, informing, informational
4b 1 representational 2 compulsive
 3 informative 4 controlled 5 dependent
 6 meaningless
 5 1 at 2 in 3 to 4 to 5 to 6 without 7 on
 8 in
6a back up, back down; set up, set down; break up, break down; make up; let up, let down; play up, play down; follow up; catch up; put up (with), put down (to)
6b 1 let down 2 broke down 3 play down
 4 back up 5 put down to
7a backup, set-up, breakdown, make-up, letdown, follow-up, put-down, let-up, downplay. Compounds from the text include: Facebook, voicemail, overload, backlit, offline, online, outdoors, woodpecker, bedtime, otherworld, self-affirmation, fireside, backdrop, moonlit, BlackBerry, phone-free, notebooks
7b 1 breakdown 2 voicemail 3 online
 4 overload 5 backup

Use of English 1 p.59

- 1 Tell students to look back at a previous example of the lexical cloze, the type of words tested and the suggested strategies. Get students to skim the text to discover what Safaricom's original aim was (to set up a mobile phone network) and what the unexpected consequence was (it became a money transfer system). Give students 8–10 minutes to complete the task, reminding them to check that the words they use fit both grammatically and in meaning.
- 2a The discussion assumes that the one item people can't live without is their phone. Divide the class into those for whom that is true and those who would find it harder to live without some other gadget such as their laptop or iPad. Then get the two groups to debate the question.
- 2b Start by brainstorming different types of digital gadget that students could write about.

1 1 set 2 for/to 3 then 4 What 5 of 6 could 7 when/once/after 8 without

□ Student's Resource Book, pages 39–40

Listening 1 p.60

- 1 Begin by looking at the cartoon and using it to guess what the listening extract will be about (online campaigns).
- 2 Read the first two questions, highlighting the key words (1 *the man, think, speaker's suggestion*, 2 *woman, generate ideas*). Emphasise that in both questions students are listening for the speaker's opinions.
- 3 □ T1.24 This is the third time students have attempted a Part 1 listening question so they should be familiar with the strategy by now. Therefore elicit what students can remember before checking their ideas against the Strategy notes on page 170. Students listen to the recording and complete the task under exam conditions, so play the complete recording twice with a short pause in between.
- 4 □ T1.24 Play Extract One again. The analysis emphasises the point that for each correct answer there are two incorrect answers. Establishing why they are wrong confirms the correct choice.

Photocopiable activity

Activity 4B could be used here. It is a groupwork activity in which students listen to five short monologues or dialogues and answer multiple-choice questions. They then use words from the correct answers to complete a sentence.

- 5 The discussion should be around students' personal reflections on the ideas raised in the task.

3 1 B The whole point of playing online games is that they're fantasy, and all players can be heroes because they're set achievable goals, according to their level.
2 B If you had slick marketing, a snappy title, then kids might buy it. And if it followed the formula, with different levels of achievement and a points system, you could just let people play, and see what ideas they come up with.
3 B The software alone, however, is hardly going to combat the problem. You can't do without a good response team in place. 4 C This provides a forum for any potentially damaging feedback to be addressed immediately. 5 C big companies that once sought to keep most of their policies under wraps now have websites that overtly state their position on most issues. 6 A do bear in mind the potential repercussions.

Language development 1 p.61

- 1 The page contains a number of exercises that give a rapid review of modals for obligation, necessity, advice and criticism.
Students look for ideas in the context that suggest the obligation is internal or external. Most commonly, internal obligation, which the speaker imposes on themselves or on someone else, is expressed with *must* (*I must go* = I want to) whereas external, which another person (not the speaker) imposes, is expressed with *have to* (*I have to go* = I don't want to but am required elsewhere).
- 2a See if students can identify the difference between negative obligation (to not do sth) as opposed to the lack of obligation (so have a free choice).
- 2b If necessary, start by reviewing the difference between *didn't need to* (knew beforehand that sth was not necessary, so either did not do it or did it anyway) and *needn't have done* (did it but discovered afterwards that it was not necessary). Ask students to determine the context when they rewrite the sentences.
- 3a This exercise is to remind students which structures can be used for suggestions, advice and criticism.
- 3b Again stress that the context is key. Grammatically, there is a certain amount of leeway in selecting the modals. For example in Q3 *could/should/might* are all possible – it comes down to speaker choice and whether they are imparting moral force (*should*) to their words, or suggestion (*could*) or faint possibility (*might*).
- 4 This exercise looks at lexical ways to express obligation etc. Check students know the pronunciation of some of the less familiar words (e.g. *onus*) before they complete the exercise individually and then compare with a partner.
- 5 Students should approach the summary exercise just like any exam task, first skimming the text for gist then using clues around each gap to complete it with a single suitable word. Point out that this exercise practises the modal forms rather than exam practice. In CPE the instructions for Paper 1 Part 2 (structural cloze) tell students to use only one word in each gap, so they are not expected to use contractions.

1 1 internal 2 external 3 external

4 internal 5 external 6 internal

2a 1 shows an obligation not to do something 2 expresses the idea that something is not necessary

2b 1 They didn't need (*Needn't have bought* does not fit here but would be appropriate if they didn't know Beatrice's father had already bought tickets when they did.) 2 You needn't have / didn't need to 3 You don't need to
 4 He doesn't need
3a advice – should; would; could; might; criticism – should(n't); would (She *would* say that!); should(n't) have; might have
3b 1 shouldn't have 2 wouldn't
 3 could/should/might 4 should (could)
 5 should/could 6 might have (to indicate speaker's annoyance)/ should have
 4 1 duty 2 up 3 obligation 4 onus 5 your
 6 had 7 would 8 ought
 5 1 might (*should* would also be correct in an exam, but point out that it doesn't express the feeling of annoyance to such an extent.) 2 wouldn't 3 better 4 onus
 5 should 6 have 7 your 8 would

▮ Student's Resource Book, pages 41–43

Writing 1 p.62

- 1 Give students a minute or two to read and understand the task and to highlight the key words. Remind them that this is to determine the style as well as the content of the writing task.
- 2 Students can then carefully read the model answer and decide if it covers all the points that they have underlined.
- 3 Note that the words in each pair are very similar in meaning. Students should therefore identify the subtle differences (e.g. *present* = to show or describe something new, *illustrate* = to make the meaning of something clearer by giving examples) or identify the collocations and difference in usage (e.g. *Generally talking speaking*).
- 4 Here students suggest alternative words or phrases which could be used in the same text without a significant change in meaning. Point out that in some cases there is more than one alternative. Do the first one with the whole class as an example.
- 5 Brainstorm headings for the three middle paragraphs. Hopefully students will notice that they follow the three points specified in the task (the individual's social, intellectual and physical development) so their headings will be similar.
- 6 Students work in pairs with one taking the role of the counsellor and the other the college student. The counsellor asks the questions and makes notes. Encourage students to make use of the expressions on p. 200 when making their recommendations.
- 7 Students work in their pairs to plan and outline their report.
- 8a/b** Point out to students that a subjunctive form (e.g. *I suggest/recommend that you/he/we/they go ...*) can be used in more formal situations with these verbs. Check students understand the concepts of *Freecycling* and *LinkedIn*.

Background

Freecycle is an international movement of locally based groups who prefer exchanging unwanted items rather than selling them or throwing them away. They use the freecycle websites to advertise items they wish to give away or items that they are looking for. 'Freecycle groups match people who have things they want to get rid of with people who can use them. Our goal is to keep usable items out of landfills.' (from www.freecycle.org). It encourages re-use and community involvement.

LinkedIn is a professional social networking site launched in 2003. It has members all over the world although half are in the USA. It helps people get/keep in touch with ex-colleagues and make connections to help them in their careers. It is used to advertise jobs and to seek suitable candidates.

1 Students underline: report; positive and negative effects; Internet; individual; social, intellectual and physical development; recommendations; appropriate use.
 2 Yes, it does answer the question fully.
 3 1 presents 2 speaking 3 When
 4 however 5 far 6 concern 7 denied
 8 lead
 4 (i) results (ii) impact/influence
 (iii) improve/increase (iv) services
 (v) risk (vi) In addition (vii) at the expense of (viii) correlation/connection
 5 Suggested headings include: A Social communication B Intellectual inspiration
 C Physical life
 8a 1 I suggest (that) you check your computer for viruses. 2 I propose we create a blog for the chess club.
 3 I recommend (that) you update your profile. 4 I propose (that) we set up a local Freecycle website./ I propose setting up a local Freecycle website.
 5 I suggest (that) he cancel his subscription. 6 I recommend (that) she join the LinkedIn network.
 8b **Suggested answer:**
One of the main problems of social networking sites is their addictive nature, causing students to spend fewer hours studying. I therefore propose that the college restricts access to such sites to one session per afternoon. Another concern is that social networking sites can spread computer viruses, so I suggest that the college invests in the best anti-virus software available.

4B Open up your world

Listening 2 p.63

- 1 Start by discussing the two proverbs and ask students for examples of when they have (or haven't) been true. With a mixed nationality class it might be interesting to hear how they are expressed in other languages as translations of proverbs often vary between languages.
- 2 Students read the task introduction and highlight key words. They then read the five questions and options for each which should give them a good understanding of the topic.
- 3 **T1.25** Review task strategies before students attempt the task.
- 4 The task analysis is best conducted in groups.
- 5 As in previous cases ask students to look at the items in the Word Check box and find all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word.
- 6 Students can continue the discussion, contributing their ideas on the benefits of people sharing ideas and information online. The way the giant website Wikipedia was created and translated into so many languages would be a good example.

2 1 open science (projects involving the general public) 2 mainly speakers' opinion, except for Q3, which is factual.
 3 1 A *as a result of rivalries between scientists, many more might've been stifled by them.* 2 D *Corporations which sponsor research projects expect a return on their investment, and don't want their competitors to have access to any findings before they're published. – But perhaps we need to think outside the box and imagine science conducted without such constraints.* 3 A *Once, during an online search for information, I came across a forum that Alicia participated in, and responded to some of the ideas that'd been posted. That led to collaboration with Alicia.* 4 B *They tend to come to the subject from a different perspective. They're not so bogged down in the theory, you know? So, they often bring new ideas.* 5 C *A well-known professor of Mathematics posted a complex problem on his blog. Over forty people provided their ideas, and were soon close to a solution that might've taken years for an individual to reach.*

▮ Student's Resource Book, pages 44–46

Speaking p.64

- 1a** The photos show an online news story with readers' comments, a smartphone advertised on a social networking site, a TV news studio and the most common daily national newspapers in the UK.
The photos should prompt an interesting discussion on the media as it is something everyone is familiar with.
- 1b** The exercise gives students a chance to practise long turn speaking on a specific subject. Dividing the class into groups of four will give each student a chance to speak on two of the topics. Check the meaning of all words before they start. Appreciating a level of bias or censorship in the media is quite hard and can be quite controversial so the discussions should be handled carefully.
- 2a/b** The exercise contains useful vocabulary around expressing opinions of the media.
Follow up by asking students to spot collocations (e.g. *a controversial issue, open to doubt*).
- 3** ▮ T1.26 Remind students that in the exam candidates are given a written prompt for their long turn speaking task. When students have read the card and thought about how they would answer they listen to Egon attempting the task and give feedback on it. Encourage them to focus on the positive aspects of Egon's performance.
Follow by eliciting follow-up questions that the examiner could ask Egon's partner. (e.g. *How do you obtain news? Generally, do you think people will eventually stop buying newspapers altogether? What do you think will be our main source of news in the future?*)
Finish with a discussion on the effect the internet has had on how students receive news. It is likely to incorporate the use of their smartphones.
- 4a** ▮ T1.26 Play the recording again. This time students listen for discourse markers that Egon uses to structure his answer.
- 4b** The exercise looks at alternative discourse markers that could be used when expressing an opinion.
- 5a** Again get students to read the question card and consider what they would say before reading and completing the start of Isabel's answer.
- 5b** Students then finish the answer using another collection of useful phrases.
- 6** Quickly revise all the discourse markers covered in Exercises 4 and 5 before students do the task under exam conditions, paying attention to their fluency while speaking continuously for 2 minutes.
- 7** Encourage students to be honest in their analysis of their performance.

1a Traditional newspapers: good for news summaries and comment/analysis by professional journalists. Ease of use, people still like reading them on the train, while eating breakfast, etc.

TV news: people often watch this in the evening, may discuss with other family members, good for people who prefer moving images, can contain live updates.

Online article + readers' comments: combines best of both above, accessible almost anywhere with video and constant updates, readers often interested in other readers' comments.

Companies advertising via social network sites: cheap advertising for businesses; quick way to learn what's available on the market – particularly useful for specific professions.

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

3a Answers may vary, but expect:

1 Egon handles the task very well. His answer flows naturally, without pauses, and he manages to use all the time available to him.

2 He starts by talking about the topic generally, but quickly makes it more personal, by talking about his own experience. He talks about his preferences, and also mentions what he dislikes, allowing himself more to talk about. He uses a variety of linking words to connect his points, and really makes use of the card to help him.

4a **1** problem with **2** However **3** regard to

4 not suggesting **5** does happen **6** have to say.

4b **1** I must admit = I have to say:

I don't mean = I'm not suggesting;

As for = with regard to;

On the other hand = However

5a **1** the thing about **2** depends **3** in order to **4** the value of this **5** find **6** rather than

5b To complete the answer, students could mention websites like LinkedIn, which are used to make and maintain business contacts, and the value of this. Some mention could also be made of the dangers of putting sensitive personal information on their webpage, namely that they expose themselves to abuse. Then, in terms of research, the value of sharing information is that problem solving can be achieved more quickly with an exchange of ideas. Innovative ideas can be generated and developed in a less restricted environment. However, there is the danger of ideas or data being stolen, and someone else taking credit for your work, but posting methodology, together with time and date, should protect you against this. Some may refer to file-sharing of music, and YouTube. Basically, they should reiterate points that have been made throughout the module.

Language development 2 p.66

This section continues the review of modals, focusing here on ability, possibility and deduction.

- 1** Ask students to skim the text then complete it with a suitable form to express ability. Point out that in some cases more than one answer is possible. Review the difference with past ability talking about general (*could* or *was/were able to*) and specific abilities (*was/were able to*).
- 2** Get students to explain the meaning of the sentences using the words in the title of the section (ability, possibility etc.) as well as creating a context for each sentence.
- 3** Students complete the sentences. Point out that *be able to* is often a better choice in more formal writing than *can* or *could*.
- 4** The exercise focuses on using modals to make deductions which can be a difficult aspect of modals for some students to understand, so this section might require more time than previous ones. They might need some discussion to establish the context. Do the first one together.

1 **1** weren't able to/couldn't **2** weren't able to **3** can **4** won't be able to **5** hasn't been able **6** can

2 *could* and *might* are very similar in meaning, although *could* has more emphasis on possibility, whereas *might* is more about probability. *Could* can be used to make a suggestion as the speaker thinks of it, while *might* implies that the speaker has been considering the idea for a while. *Should* imposes a slight obligation here.

3 **1** might join **2** should (might) have finished **3** can't/couldn't have been

4 can be **5** shouldn't have

4 **1** must have made **2** must be having

3 can't be **4** must be **5** must have forgotten

Photocopiable activity

Activity 4C could be used here. It is a pairwork/class activity in which students read out or listen to gapped sentences. They decide what the missing words are and then write them on a crossword grid.

Use of English 2 p.66

1 The exercise uses key word transformations to give further practice of the modals.

- 1 1 was David able to 2 post personal information on networking sites must
- 3 if it would be alright to/I could drop by
- 4 can't/cannot be serious about emailing
- 5 won't/shouldn't need any more help
- 6 he can't have left

Student's Resource Book, pages 47–48

Use of English 3 p.67

- 1 The initial discussion is to revisit the sense of connectivity that the internet gives people. Additional questions could be about how many of the students' contacts are really friends and how many people they follow on Twitter.
- 2 Start by looking at the photo and ask students what they know about Kevin Bacon. Then students read the text and start activating the task strategy by looking at each gap and deciding what type of word is required. Do the first few together as an example. Remind them to look for negatives.
- 3 Give students five minutes to complete the task and then let them check with each other or with a dictionary.
- 4 Discuss the analysis and what students learnt from doing the task.

Background

Kevin Bacon was born in Philadelphia in 1958. His first film role was in *Animal House* in 1978 and He became successful after appearing in *Diner* in 1982. Since then he has appeared in over 70 films and TV series across a wide variety of genres. He became the focus of the game *Six degrees of Kevin Bacon* after once mentioning that, because of his long and varied career, he had worked with everyone in Hollywood or someone who had worked with them.

5a/b Students discuss the concept and play the game. In the game *Six Degrees of Kevin Bacon*, players are required to find the shortest series of steps connecting any other actor to Kevin Bacon by using links of other actors they have worked with. Kevin Bacon has a Bacon number of 0. Any actors that have worked directly with him (i.e. on the same movie) have a Bacon number of 1. For example Julia Roberts has a Bacon number of 1 as she appeared with him in *Flatliners* in 1990. Any other actors that that have appeared in a film with them have a Bacon number of 2 as they are connected to Kevin Bacon in two steps. And so on. Students could try to think of actors that are likely to have the highest Bacon number (i.e. the least connection to him) and then check their answers at www.oracleofbacon.org.

- 2 1 verb 3rd person singular as it follows it and is followed by an object (the internet) 2 adverb before adjective easy
- 3 adjective following be – using past participle of verb 4 adjective following verb deemed
- 3 1 pre-dates 2 surprisingly 3 unknown
- 4 inconclusive 5 popularised 6 entitled
- 7 representative 8 feasibility

Writing 2 Report p.68

- 1 Some of the points will already have been raised in Module 1. If students are unforthcoming in the discussion give some specific scenarios and ask students if they would answer their phones; e.g. during dinner with family? in a library? in the cinema? on a first date? in church or other religious building?
- 2 Give students a few minutes to read and appreciate the scope of the task and answer the three questions.
- 3/4 Students compare the two plans and decide which they prefer. Using aspects of both they then create their own.
- 5a/b The exercise gives specific phrases that help to structure a report of this type. Again, students should be encouraged to learn them as set phrases.
- 6 The paragraph gives a good example of the style that students should be aiming for when they write a report.
- 7 In this last exercise students should bring together the review of modals from earlier in the module with the work on style, language and content from exercises 5 and 6.
- 8/9 Students write the report and check it, using the checklist on p.191 and also checking for the type of mistakes they made in earlier compositions.

2 1 to report on the effects of mobile phone use in public places 2 Your course tutor
3 effects on the person's ability to relax and be with the people around him, effects on people in the immediate area + recommendations
3 While both plans appear possible neither is ideal. Plan 1 appears to read more like an essay using a problem-solution paragraph structure, and not a report. Plan 2 has a report structure, but the content needs re-organising.
4 Students should be encouraged to use aspects from both models, to create a more effective plan.

6 1 In the light of 2 could 3 suggestion
4 premises 5 appeal 6 In this way
7 **Suggestions:** 1 PC terminals could also be separated into sections for gamers and people wanting to use the facilities for work purposes.
2 Gamers could be directed to one area or asked to use headphones if this is not possible.
3 Meanwhile, job-seekers and people wanting to use email facilities would be placed in another, quieter area.

7b Suggested answer:

In the light of the information gathered, it is believed that the Alpha Internet café could be improved in several ways. One suggestion is to redecorate the premises in brighter shades. Creating a coffee bar at the front of the shop instead of the back would also enhance its appeal as a meeting place. Also highly recommended is the separation of PC terminals into sections, whereby gamers would be placed in one area, while job-seekers and people wanting to use email facilities could be directed to another quieter area. In this way, the café would be able to satisfy all its customers' needs.

8 Suggested answer:

Report

This report outlines some of the effects of mobile phone use in public areas and how it affects the way people relax and act with friends and other people. It is based on interviews with a selection of students. It makes three recommendations on how to restrict phone usage.

Generally speaking modern mobile phones bring huge benefits to the user. Feedback suggests that greater connectivity means that people socialise more. One reason for this is that it is easier to contact friends and arrange meetings at short notice. Good relationships are maintained as smartphones with maps help people arrive at their meeting point quickly and they can phone friends to let them know if they are running late. People appreciate the ability to use texts when they wish to communicate without other people in public areas overhearing. Comments were made about how using a phone can reduce the embarrassment of waiting alone in a bar or cafe or a friend to arrive.

On the other hand, complaints were made that you never have some people's full attention as they are constantly watching their phone for new messages and of the constant interruptions they bring. Concern was raised about the increased noise factor from ringing phones and people talking and accidents caused by people texting as they walk and so not looking where they are going. Also it was mentioned that it can be harder to strike up conversation with strangers if they are immersed in their phones.

The following measures would encourage people to limit their phone use. The first would be to introduce 'no phone' areas in cafes and restaurants and on public transport. Another suggestion would be to encourage people to either put their phones on silent or preferably turn them off after they have met up with their friends. A third measure would be to prohibit mobile phone use when people are on the move.

(318 words)

□ Student's Resource Book, page 49

Module 4: Review p.70

1 1 would 2 would 3 won't

4 needn't have sent 5 could

6 duty 7 might 8 must

2 1 compulsive 2 meaningful

3 uncontrollable 4 representing

5 dependent 6 informed (informative is mainly used for things such as writing, research, interviews but recently has been used with people e.g. *The most informative people on Twitter*)

7 compelling 8 dependable

3 1 breaking up 2 put down 3 setting up

4 followed up 5 catch up 6 let down

7 making up/thinking up/coming up with/dreaming up 8 back down

4 1 informed 2 updated 3 compelling

4 output 5 relevant 6 questionable

7 representative 8 question

Exam practice 2 TRB p.178

Paper 1: Use of English Part 1

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

Paper 1: Reading Part 6

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

Paper 2: Writing Part 2

Credit is given for:

- Content – coverage of points and relevance of content to the target reader.
- Communicative Achievement – successful communication of complex ideas in a way that holds the attention of the target reader.
- Organisation – effective use of cohesive devices and organisational patterns.
- Language – range and appropriateness of lexis, range and accuracy of grammar.

1 Review

Key points to include are:

- description of the gadget
- explanation of its usefulness to the writer
- evaluation of its usefulness to others

Suggested answer:

Product Review: Smartphone 8520

I can honestly say that the Smartphone 8520 has changed my life. In terms of its functionality and appearance, it's probably no different from many other similar models. Indeed, by the time you read this review, it will surely have been superseded by even smarter gadgets. That, however, is true of all modern technology and doesn't detract at all from my satisfaction with the 8520.

The fact is that, before getting my 8520, I'd been accustomed to using a very simple mobile phone. I could call friends, send and receive texts, take and share photos; but beyond that I made little use of it. Indeed, had I not received my 8520 as a gift, I doubt that I'd have bothered to get one at all.

The fact is however that, although it fits neatly in a jacket pocket and is remarkably easy to use, the Smartphone 8520 allows me to do all manner of things that I never even knew were possible. For example, I soon discovered I could log into the internet and access a whole range of websites when I was out and about. I can, for example, check whether my train is on time as I walk to the station, or see how my bids on items for sale on my favourite auction site are going. Best of all, however, I can access the messenger facility for free. This means that I can chat with my friends in Australia and the USA at any time – and it doesn't cost a penny.

I know that the 8520 wouldn't suit everybody. For instance, it doesn't have a touchscreen, which I know many people find easier to use than its tiny keyboard. So if you want to create and send large documents, then a tablet would certainly be the thing to get. I must say, however, that because it is portable and compact, the 8520 is perfect for me – and I couldn't do without it.

2 Report

Key points to include are:

- description of the event
- detailed analysis of two contributions
- evaluation of their relevance to college students

Suggested answer:

Report: Alternative Remedies and Therapies Fair

College Hall: 22 October

Description of Event

The fair, which lasted all day, had two main focuses:

Firstly, a number of alternative practitioners gave presentations and demonstrations of their therapies or products. There was a timetable of eight speakers, and an exciting range of topics was covered; everything from the healing properties of beeswax through to hypnotherapy and acupuncture – complete with live demonstrations using volunteers from the audience.

Secondly, there was also a static exhibition in which various alternative remedies were on display across a total of thirty-two separate stands, with experts on hand to answer questions and give out free samples. Again, the range of remedies and therapies represented was impressive, with a fascinating array of products and information to browse, some featuring interactive audio-visual displays.

Two Key Contributions

Perhaps the most relevant presentation for the predominantly student audience, was Dr Malachi's talk on the subject of sleep. Dr Malachi presented some interesting findings on the relationship between regular sleep patterns and effective study habits – knocking on the head once and for all the idea that 'burning the midnight oil' is the best way to produce written assignments. Dr Malachi then went on to analyse the effectiveness of various health products designed to promote a good night's sleep.

The stand that attracted the most attention featured a vast array of products, all made using the herb rosemary. This herb has the reputation of promoting a good memory and students were keen to find out if any of the products would be useful during the lead up to exams. A senior herbalist from the college's department of botany was available to indicate which products might be most suitable.

The event was judged to be a great success, both by students who completed the feedback questionnaire and the college authorities, and it is hoped to repeat it again next year.

3 Article

Key points to include are:

- description of a piece of research
- analysis of the impact of the research on the subject
- evaluation of the relevance of the research in the wider world

Suggested answer:

The impact of DNA

As a student of law, I can safely say that the discovery of DNA has had a profound influence on my subject of study.

The discovery of DNA dates back to 1951 when two scientists, James Watson and Francis Crick, began to gain an insight into its structure. They already knew that DNA was present in every living cell and that it was the key to understanding heredity, but nobody understood its structure or how it worked. Watson and Crick used chemical and X-ray evidence to come up with their now famous 'double helix' structure – one of the most significant discoveries of modern science. This opened the way for an understanding of genetics in terms of the molecules involved. It is now understood that the double helix of DNA controls heredity by replicating itself and by determining the way in which proteins control living processes.

The significant thing for lawyers is that, since the DNA of any species, and of any individual within that species, is unique, it can be used as a means of identification. For example, it is possible to extract DNA from organic remains, such as the blood or saliva found at crime scenes, and use this to identify the criminal. The discovery of DNA has therefore had a profound impact on things like police procedures and the type of forensic evidence which can be submitted when a case comes to court.

But DNA also has many other uses. For example, it can be used to determine parentage through a process known as DNA fingerprinting, and it can indicate the composition of ingredients in certain substances. I have seen DNA evidence used to show, for example, that an illicit medical product contained traces of an endangered animal which had been killed illegally. What's more, its significance is not restricted to the law. Academic subjects like archaeology, medicine and anthropology have also benefited enormously from Crick and Watson's discovery.

Paper 3: Listening Part 4

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