

Advanced Skills

A resource book of advanced-level skills activities



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Map of the book

| Theme | Title | Reading text | Reading skills | Language focus | Time |
|---------------------------------------|--------------------------------|---|--|--|------------------------------------|
| Reading 1 Dreams | New country, new life | extract from a travel book about adjusting to life in a new country | reading for gist, reading for specific information | word building | 60 mins + 20 mins (optional) |
| Reading 2 Technology | Beware technology! | guidelines offering advice for buying and selling on the Internet | reading for gist, reading for specific information | formal vs informal language, advice language | 60 mins |
| Reading 3 Work–life balance | Women at the top | article about the difference between men and women senior executives | reading for gist, reading for specific information | adjectives | 60 mins + 20 mins (optional) |
| Reading 4 Relationships | Love contracts | a love contract | reading for gist | verb + noun collocations | 50–60 mins |
| Reading 5 Futures | The post-human era | article about the future relationship between humans and computers | predicting, reading for gist, reading for specific information | word building | 60 mins |
| Reading 6 Emotions | The pursuit of happiness | article about trying to be happy | reading for gist | specific vocabulary from the text, prepositions | 60 mins |
| Reading 7 Rights and wrongs | Don’t copy – it’s cheating! | article about whether cheating is on the increase | reading for gist, reading for specific information | word building, reporting language | 60 mins |
| Reading 8 Narratives | A pistol shot | first paragraphs of a novel | reading for gist, reading for detail | age expressions | 60 mins + 20 mins (optional) |
| Reading 9 The unexpected | What a coincidence! | extract about the nature of coincidence | predicting, reading for gist | prepositions | 60 mins |

Map of the book

| Theme | Title | Listening text | Listening skills | Language focus | Time |
|--------------------|---|---|--|--|---------------------------------|
| Listening 1 | | | | | |
| Dreams | My achievements | five monologues about personal ambitions | listening for specific information and attitude | specific vocabulary from recording | 45–60 mins |
| Listening 2 | | | | | |
| Technology | What does technology mean to you? | conversation about how technology affects people’s lives | listening for specific information and attitude | technology vocabulary and specific vocabulary from recording | 45–60 mins |
| Listening 3 | | | | | |
| Work–life balance | Go for it! | interview with two people about starting and running a small business | listening for specific information | idiomatic expressions, compound nouns | 45–60 mins |
| Listening 4 | | | | | |
| Relationships | Best friends | four monologues describing what makes a good friend | listening for specific information | specific vocabulary from recordings | 45–60 mins |
| Listening 5 | | | | | |
| Futures | Say what you mean and mean what you say | political speech before an election | listening for specific information | word building | 45–60 mins |
| Listening 6 | | | | | |
| Emotions | What makes you see red? | six monologues describing situations which make people angry | listening for gist, listening for specific information | phrasal verbs | 45–60 mins |
| Listening 7 | | | | | |
| Rights and wrongs | Sorry! | radio programme about the importance of apologising | listening for specific information | personality adjectives and related nouns | 45–60 mins |
| Listening 8 | | | | | |
| Narratives | First impressions | nine monologues in which people describe their first impressions of a new place | listening for specific information | specific vocabulary and collocations from recording | 50–60 mins + 20 mins (optional) |
| Listening 9 | | | | | |
| The unexpected | Men’s work? | interview with a woman who has an unusual job | listening for specific information | specific vocabulary from recording, fronting | 50–60 mins |

Map of the book

| Theme | Title | Stimulus | Speaking skills | Language focus | Time |
|--|--|---|---|--|------------|
| Speaking 1 Dreams | A view of the future | questionnaire about personal dreams and ambitions | asking for and sharing information, talking about | expressions for talking about similarities and differences similarities and differences | 50–60 mins |
| Speaking 2 Technology | Technology and fraud | texts presenting various kinds of fraud | comparing, discussing advantages and disadvantages | expressions for evaluating | 50–60 mins |
| Speaking 3 Work–life balance | Are you a workaholic? | newspaper extracts and questionnaire about modern work trends | discussion | expressions for comparing and contrasting attitudes | 45–60 mins |
| Speaking 4 Relationships | Are you the oldest, the youngest or in the middle? | quotations about families, article about the importance of birth order | comparing and contrasting | vocabulary related to personality | 50–60 mins |
| Speaking 5 Futures | Life chances | photographs of young people in different cultural settings | comparing and speculating | expressions for comparing | 45–50 mins |
| Speaking 6 Emotions | Charity begins at home | descriptions of charities, questionnaire about your relationship with charities | sharing information, exchanging opinions, discussing, formal debating | common errors | 50–60 mins |
| Speaking 7 Rights and wrongs | Tough choices | employee profiles, guidelines for giving bad news | evaluating, discussing, making a decision | vocabulary related to losing a job | 50–60 mins |
| Speaking 8 Narratives | Magic moments | three monologues of people remembering happy occasions | telling a story | vocabulary for describing, making comparisons | 45–50 mins |
| Speaking 9 The unexpected | It's just an illusion | a photograph, a headline and articles about two high-profile stunts | speculating, suggesting explanations, describing | specific vocabulary from the texts | 45–50 mins |

Map of the book

| Theme | Title | Text type | Writing skills | Language focus | Time |
|---------------------------------------|---------------------------------|--|--|--|-----------------------------------|
| Writing 1 Dreams | Dream on! | magazine article about achieving your dream | writing introductions, using paragraphs, attracting and keeping the reader's attention | expressions for describing dreams for the future | 50–60 mins + 30–40 mins (writing) |
| Writing 2 Technology | Are you a slave to your mobile? | formal letter of complaint to a mobile phone company | writing formally, ordering paragraphs | formal expressions for writing a letter of complaint | 50–60 mins + 30–40 mins (writing) |
| Writing 3 Work–life balance | The right person for the job | personal reference | writing formally, planning paragraphs | personality adjectives, formal expressions to describe character | 50–60 mins + 30–40 mins (writing) |
| Writing 4 Relationships | Can I help you? | leaflet for staff suggesting ways of improving service | conveying ideas and information clearly and concisely | expressions for attracting reader's attention | 50–60 mins + 30–40 mins (writing) |
| Writing 5 Futures | Life behind bars | discursive composition about exclusive residential areas | expressing ideas, putting an argument together, planning paragraphs | specific vocabulary from the texts | 50–60 mins + 30–40 mins (writing) |
| Writing 6 Emotions | A cry for help | letters of advice | writing formally and informally | formal and informal expressions for giving advice | 50–60 mins + 30–40 mins (writing) |
| Writing 7 Rights and wrongs | Traffic calming | formal report on reducing road accidents | writing formally, outlining a problem, making recommendations | expressions for writing reports | 50–60 mins + 30–40 mins (writing) |
| Writing 8 Narratives | Unforgettable! | film/book review | writing in a semi-formal style | informative adjectives | 50–60 mins + 30–40 mins (writing) |
| Writing 9 The unexpected | We smoke less but surf more | report comparing Internet users in Britain | interpreting and writing about information from graphs and charts | describing graphs and charts | 50–60 mins + 30–40 mins (writing) |

Introduction

Who is *Advanced Skills* for?

- This book is for teachers of advanced-level classes. The material is aimed at learners of English who have completed an upper intermediate general coursebook, and/or have passed the Cambridge FCE (First Certificate in English) or an equivalent exam.
- It can be used as supplementary skills material for students continuing their general English development; or as extra practice material with students preparing for one of the more advanced-level exams, particularly Cambridge CAE (Certificate in Advanced English), or IELTS (International English Language Testing System). The material will help prepare students for many of the tasks they are likely to meet in these exams.
- The book provides development of the four skills as well as a vocabulary and/or grammar focus in most units.

How will *Advanced Skills* help my students?

- *Advanced Skills* aims to interest and inform students about a wide range of popular topics through a variety of authentic texts which students will find stimulating.
- Whether or not students are preparing for an advanced-level exam, the tasks in *Advanced Skills* provide thorough practice in all four skills. Each unit focuses on one main skill but includes tasks which give students the opportunity to practise other skills. For example, in a speaking unit, students may be asked to read a text and then have a discussion about it, or describe the subject of the text in their own words, thereby using reading and speaking skills; or, in a listening unit, students may use a listening text as the basis for a writing task. This integrated skills approach will be of great benefit to students and help them to develop their four skills simultaneously as they would in real life.

How is *Advanced Skills* organised?

- *Advanced Skills* is divided into four sections which correspond to the four skills. All four sections explore the same nine themes (Dreams, Technology, Work–life balance, Relationships, Futures, Emotions, Rights and wrongs, Narratives and The unexpected) in nine units. For example, the second unit of each section focuses on the theme of technology:

| | |
|--------------------|--|
| Technology | |
| Reading 2 | Guidelines offering advice for buying and selling on the Internet |
| Listening 2 | Conversation about how technology affects people's lives |
| Speaking 2 | Discussing advantages and disadvantages and comparing ways of countering fraud |
| Writing 2 | Writing a formal letter of complaint to a mobile phone company |

- There is no right or wrong way of working through the book. The thematic links may be exploited by teachers who wish to integrate their skills work, but it is not intended that units are systematically taught in thematic groups of four.
- Many teachers will want to dip into the book from time to time to supplement either a general coursebook or exam practice material.
- There is no particular sequence through the units, although easier texts and tasks tend to appear nearer the beginning of each section.
- Each unit consists of teacher's notes and one, two or three photocopiable worksheets. The teacher's notes include suggestions for exploiting the material in the classroom.
- Each unit starts with an introductory activity which establishes the theme, before moving on to the main skills focus.
- In most units there is a Language development task, which exploits vocabulary or grammar points from the reading and listening texts, or from the stimulus material in the speaking and writing units. Where appropriate, these sections include practice tasks to activate the language.
- In addition to the nine speaking units, there are many other opportunities for students to practise speaking with one or more partners.

What is the best way to use *Advanced Skills* in the classroom?

- The teacher's notes for each unit include the following:
 - 1 a summary of the content of the unit, in terms of skills, task types and language
 - 2 a brief step-by-step guide to using the material
 - 3 answer keys (and for the writing units, sample answers to the writing tasks are provided on pages 133–7)
 - 4 suggestions for additional activities.
- There are between one and three photocopiable worksheets for each unit. Occasionally teachers are asked to cut a single sheet into several pieces to be given out to students separately.
- Timings are suggested in the teacher's notes, but it should be emphasised that these are approximations only. They can be shortened if teachers prefer not to do all the pair and groupwork activities; or extended by using additional activities suggested in the notes. It is expected that students will do the main writing tasks outside class time (i.e. as homework).