

Teacher's Book

教师用书

CELS 剑桥英语技能证书教程 (中级)

Success with
CELS

VANTAGE

A preparation course for the
Certificates in English Language Skills



Steve Baxter
Anthea Bazin
Neil Radford
Vincent Smidowicz
Teresa Woodbridge



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序

英国剑桥大学是世界闻名的高等学府。剑桥大学 ESOL(英语作为外国语)考试中心是世界著名的语言能力评估机构,直属于英国最大的教育评估机构剑桥大学考试委员会(UCLES)。剑桥 ESOL 考试项目在世界范围内得到成千上万教育机构及雇用者的广泛认可,它所提供的英语作为外国语的考试被广泛承认作为升学、就业等的有效证明。自 1913 年开始举办英语作为外国语的考试以来,它至今已推出一系列考试及服务,包括剑桥商务英语证书(BEC)、博思(BULATS)、通用英语五级考试(MSE)、少儿英语(YL)、语言教师资格证书等。目前在全球 130 多个国家设有考点,每年有 150 多万人参加剑桥 ESOL 考试。

剑桥 ESOL 有持续不断的科研作后盾。ESOL 部门的成员是由有丰富的应用语言学知识和教学实践经验的专家和研究人員组成。他们负责设计考试和课程,提供有关信息资料,组织培训项目,并且对考试的各个方面进行持续不断的研究,使 ESOL 考试和课程不断完善,教学和考试的技术水平不断提高,因而使得考试具有较高的科学性、权威性和稳定性,在国际上享有很高的威望。

剑桥英语技能证书 CELS(Certificates in English Language Skills)考试体系是剑桥大学 ESOL 考试中心在对全世界一百多个非英语国家英语学习市场需求进行充分和全面研究基础上,为 16 岁以上英语为非母语者设计的。它是一套由听、说、读、写单项技能组成的完整独立的英语证书考试体系,于 2002 年 5 月在全球正式推出。

CELS 与其他剑桥 ESOL 证书考试体系不同,它更具特色。它从考生多方面实际需要出发,将英语的听、说、读、写四项技能拆分开来,建立独立的教程模块和考试测评方法,最后为合格考生颁发听、说、读、写单项英

语技能证书。CELS 的目的是为考生提供更大的灵活性,考生可选择更有优势和更能发挥潜能的技能去学习,或选择对职业需要和工作有帮助的技能去参加考试,获取证书;这种设计兼顾多种需求,考生只需参加对自己有用的英语技能学习、考试,或者符合自己实际能力的考试等级。

由于中国国际化步伐日益加快,人们在日常工作和生活中,需要根据自身情况,有选择地突出英语的听、说、读、写各项能力。CELS 考试正是针对这一需求,使从事不同职业的人员通过 CELS 的认证获取工作能力的提升并得到升职加薪。我相信,CELS 英语技能证书项目将会在中国的英语培训市场上,有更广阔的发展空间。

目前,CELS 剑桥英语技能证书教程已由经济科学出版社引进并出版,这给目前蓬勃发展的英语教学机构和培训市场增添了新的剑桥 ESOL 考试培训教材。希望这套教材能帮助广大英语学习者提高英语单项技能,获得 CELS 剑桥英语技能证书,并受到各英语教学机构和学习者的普遍欢迎。

剑桥大学 ESOL 考试中心

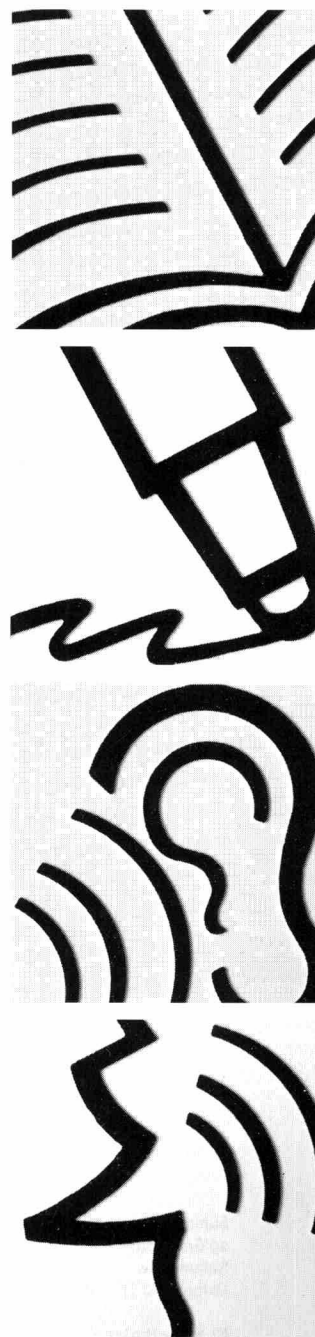
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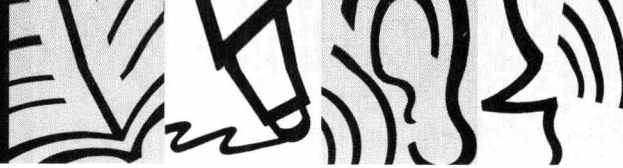
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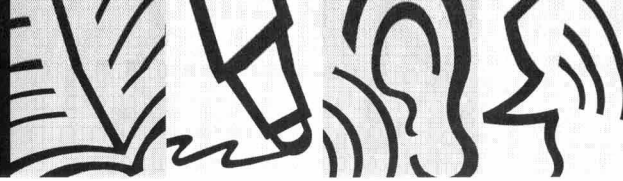
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Introduction to the Certificates in English Language Skills

The Certificates in English Language Skills (CELS) has three levels – Preliminary, Vantage and Higher. CELS Vantage is the same level as Cambridge First Certificate, equivalent to the Council of Europe B2 (ALTE level 3)

CELS has four separate Tests: Reading, Listening, Writing and Speaking at the three levels. Candidates can enter one, two, three or four Tests at one time. They can also choose at which level they want to enter the Test(s). For example, candidates whose listening is better than their speaking can do a Vantage Test of Listening and a Preliminary Test of Speaking. Advise candidates which Tests they should take at which levels. Remember: Candidates can enter each Test at only one level in each session.

Reading, Writing, Listening and Speaking

Each CELS Test has a number of real tasks which candidates have to complete. In the Test of Reading, texts may be, for example, job advertisements, holiday leaflets, newspaper or magazine articles. All these are real texts. They have not been made simpler for language students. So they test that candidates can understand basic information in English in real-life situations.

In the Test of Writing, candidates fill in forms, write letters, notes, postcards, notices, etc.

In the Test of Listening, candidates will hear short answerphone messages, advertisements from the radio, extracts from radio interviews and recorded stories. All these recordings are real. Candidates have to show that they understand the main points as English speakers do in real-life situations.

In the Test of Speaking, two candidates are tested together. There are two examiners. Each candidate talks with one examiner about their own experience, for example what they like doing in their free time and why. The two candidates also discuss another topic together. The subjects are topics of general interest, such as sport, school, learning languages, clothes, class parties, etc. Each candidate is assessed separately.

Marking and results

There are two CELS sessions every year in May/June and November. The Reading, Listening and Writing papers are sent back to Cambridge for marking. The University of Cambridge examination board sends trained examiners to centres in the UK and other countries to examine candidates in the Test of Speaking.

Candidates receive their results about six weeks after taking the Tests. There are two pass grades: Pass and Pass with merit, and two fail grades: Narrow fail and Fail. Certificates will come about four weeks later.

Reading

Introduction to the teacher

The CELS Test of Reading aims to test how well students understand real-life written texts in English. These texts include leaflets, instructions, brochures, magazine and newspaper articles, book blurbs, advertisements, timetables, menus, even the backs of cereal or crisp packets! Because the texts are authentic they may contain a number of words or structures which students at this level are not familiar with. This problem is dealt with by grading the questions to the students' ability and by allowing them the use of English-English dictionaries. The texts and tasks in the CELS Test of Reading are intended to be engaging and relevant to students' needs. With a wide range of candidates in the UK and overseas it is not always possible for every text to be personally relevant to each one, but care is taken to ensure that the balance does not favour one group over another.

Organization of the Student's Book

For training purposes the Reading section is divided into three units, each reflecting one part of the CELS Test of Reading. Students are introduced to the text and task types they will need to deal with. However, in order to give more practice of each sort the Test practice tasks will not follow exactly the pattern of the Test itself, and may in some cases be slightly more challenging.

In each unit of the Student's Book before each Test practice task you will find Test tips and Reading strategies. These are based on the experience of candidates and examiners, and should point students towards ways of using their time and resources most efficiently.

At the beginning of each unit and at other intervals you will find 'Talkabout' sections. These are designed to help students reflect on the different kinds of reading styles they adopt in their own and foreign languages, how they achieve understanding through reading and the use of dictionaries, and on the subject matter of the texts themselves. Class discussion is important – even in a reading class! – and you will find suggestions for extension activities that include speaking and writing as well as reading practice.

Dictionaries

As mentioned above, candidates are expected to use English-English dictionaries in the Test, as this places them in a more authentically 'real-life' situation where they are reading for meaning, not being tested on vocabulary. Though access to dictionaries may be seen to be especially important in the vocabulary section of Part 2, it is in fact essential throughout the Test. The training exercises draw the attention of students to the productive use of dictionaries, though it is suggested that you should agree before commencing each task on a limit to the number of words that may be looked up, in order not to slow students down. There are also some exercises to extend the students' vocabulary through dictionary use. Students should be encouraged to keep vocabulary notebooks to record lexical sets in the subject areas they are likely to meet in the Test.

Additional reading practice

The amount of reading material available to you and your students will depend on whether you are based in an English-speaking country and whether you have access to an English-language library, with newspapers and magazines, and the Internet. Wherever you are based, if you or your students have Internet access you will together be able to build up a directory of useful websites to access articles and information, for example many international newspapers and magazines. If you are additionally able to collect articles and other authentic material for a class file you will find this a useful resource.

The CELS Test of Reading

Test format At Vantage level the time allowed is one hour and 40 minutes. This includes ten minutes to look through the question paper, but candidates are allowed to start answering the questions as soon as they are ready. Candidates can write on the question paper, but they must indicate their final answers on the answer sheet, in pencil. The Test of Reading is divided into three parts and there is a total of 45 questions. All the questions have equal importance.

Part 1 In Part 1 of the CELS Test of Reading candidates have to read one or two fairly short texts. In this part they skim and scan for information. They answer nine questions.

Part 2 In Part 2 of the CELS Test of Reading candidates are tested on how well they understand the information, text organization and the way the language is used. They read the texts in more detail in this part. There may be one or two texts and a variety of question types. There are 18 tested items in this section.

Part 3 In the final part of the CELS Test of Reading there may be up to three texts. The first eight questions may be open questions or TRUE/FALSE questions and the last ten questions will always be multiple choice questions, where candidates have to choose from up to five options. It is necessary to read the texts closely to answer the questions in Part 3.

Marking Each correct answer is worth one mark. The results are expressed in four possible grades which indicate Pass with merit, Pass, Narrow fail and Fail.

Timing When taking the Test, candidates should spend the first ten minutes familiarizing themselves with the paper, reading the instructions and glancing at the texts and questions. They should remember that there are 45 questions overall, and be sure to pull out any foldout pages both when answering the questions and transferring the answers to the answer sheet. They should spend up to 20 minutes answering Part 1 of the Test and around 30 minutes for each of the remaining parts, allowing time at the end of the Test to check their answers and transfer them to the answer sheet.

The Teacher's Book

The Teacher's Book includes teaching notes and answer keys for all the Student's Book exercises. There are also some optional activities for extra practice.

1 The media

PRACTICE FOR CELS TEST OF READING (PART 1)

- Skimming and scanning
- Finding specific information
- Multiple matching

VOCABULARY

- The media
- Films

Part 1 of the CELS Test of Reading focuses on the skimming and scanning skills students need to speed-read information for practical purposes. Students should be encouraged to read texts such as brochures, timetables, menus, TV listings, etc, for specific information, and to use their dictionaries to check up on key words. They should also be aware that some answers may be found in symbols, headings, maps or diagrams, not just the main body of text.

TALKABOUT In a monolingual class discussion can take place in their first language, though with a mixed group or a stronger class it should be in English. Ask students what they have read in their own language or in English over the last 24 hours, and what their purpose was – for general information, specific information, etc. Ask if the different types of text required them to read quickly or more thoroughly. Discuss the terms *skimming* and *scanning*, and ask students for other examples of these types of reading. Explain to the class that Part 1 of the Test focuses on reading quickly for gist and for specific information.

- 1** Students work with a partner to list the kinds of text we read for the main idea or specific information. Allow about five minutes for this, then invite pairs to give their ideas. Draw two columns on the board or OHP transparency. Write the suggestions in one column in English. Give help with translating the suggestions as necessary. You may wish to add additional ideas of your own.

Additional suggestions Timetables; hotel and other accommodation brochures; holiday itineraries; theatre, concert, CD and TV programme reviews; competition details; offer details; product ingredients; product instructions; weather reports; entertainments guides, etc.

- 2** Invite the class to suggest the places where they might find the text types you have listed. Use the parallel column on the board or OHP transparency to write down the suggestions in English. Give help with translation as necessary.

Discuss with the class how they can have access to these different text types in English. If they have access to the Internet, many of these texts will be easily available. Consider setting up a class directory of Internet sites for self-access. If Internet access is limited, consider building a bank of materials from English language publications for additional practice.

- 3** Discuss with the class a list of the sort of competitions they enter, or might enter, and ask if any of them have ever won a prize.

Students look at Test practice task 1. Elicit the general subject area of the text (travel writing competition details) and the task itself (saying whether information is True, False or Not Given in the text). Make sure all students have access to a monolingual English dictionary.

- 4** Read through Test Tip 1 with the class. Ask them to spell out TRUE, FALSE and NOT GIVEN (with the English pronunciation of the letters) for you to write up on the board or OHP transparency. Emphasize that these must be written out in full on the answer sheet, using one space for each letter. They should NOT write *Yes, No, Right, Wrong*, or any other variation. Before they begin the task, set a limit (for example, ten) on the number of words students may look up. Ask students to note these in their exercise books or circle or highlight them in the text.

TEST PRACTICE TASK

1 True, False or Not Given?

Read the task instructions and the example with the class. Make sure they understand that some information may not be in the text.

Students work on their own to complete the task, deciding whether each of the nine statements is true or false according to the text, or not given in the text. They may write their answers in the Student's Book or their exercise book. Explain that in the actual Test they would transfer their answers to an answer sheet. Set a time limit of 15–20 minutes, depending on the level of the class. Students check their answers with a partner.

LOOKING BACK

- 5** This reflective stage of the task is an important step in encouraging students to understand how they process the text and to help them develop the necessary skills. They should complete the table showing which words helped them decide on their answers.

Check the answers with the class. Discuss any wrong answers and misunderstandings. Copy the table on the board or OHP transparency. Elicit suggestions from the class to complete it, or invite different students to come up and write their ideas in the table. Discuss any variations in the answers.

- | | |
|---|-----------|
| 1 Your competition entry must be at least 700 words long | FALSE |
| articles must not exceed 700 words | |
| 2 To enter the competition, you have to write about a place you would like to visit. | NOT GIVEN |
| all you have to do is write a travel article ... on the theme of 'If only ...' | |
| 3 The winner will travel alone to Australia. | FALSE |
| the winner plus a companion/this includes ... free flights ... for two people. | |
| 4 The winner of the competition will be asked to write an article about their winning trip. | TRUE |
| the winner will be commissioned to write a feature based on the trip/the resulting report will be published in Wanderlust | |



- 5 The prize includes all expenses in Australia.
excluding drinks, meals,...other personal costs ... airport/departure taxes FALSE
- 6 Admirals Arch is a rock formation.
the dramatic *landscape* includes such *features* as ... NOT GIVEN
- 7 There is more than one prize.
Runners-up prizes to be announced TRUE
- 8 You cannot enter the competition if you already
make your living as a writer.
professional writers are excluded ...primary source of income from sale of articles ... *gains employment* as a *journalist* TRUE
- 9 The winner can take the trip to Australia at any
time of the year.
subject to *availability of flights /flights will not be* available over *Christmas/New Year, Easter* and certain other *peak* times FALSE

TALKABOUT

- 6 Students look back at the words they have looked up (they should have made a note of these) and discuss which ones helped them find the answers and what strategies they used if they could not find particular words in their dictionaries.

VOCABULARY Writing for the media

- 7 When reading texts in and out of class, students should be encouraged to build up lexical sets on particular themes using note books or computer files. This should help them process similar texts which they meet later more efficiently. This exercise does not exactly reflect a task type from this section of the Test, although similar 'summary' type questions might appear elsewhere, but is specifically designed to help students develop their vocabulary drawing on the text they have read.

Students complete the sentences by filling in the blanks in the Student's Book or writing the answers in their exercise books. Stronger students can try the exercise first without referring to the text, while weaker students may prefer to have the text open in front of them as they complete the exercise.

Check the answers with the class, inviting students to say and spell out the answers for you or a student to write on the board or OHP transparency.

1 article 2 theme 3 factual 4 commission 5 feature
6 magazine 7 report 8 type 9 professional 10 journalist

- 8 Students look at Test practice task 2. Elicit the general subject area of the text (film reviews) and the task itself (matching people and films). Make sure all students have access to a monolingual English dictionary.
- 9 Read through Reading strategy 1 with the class. Emphasize the need for students to narrow down the options available to them. Explain that, where one answer only is required, students will not get a mark if they give two or more, even if one is correct. Emphasize too that they should read the instructions carefully – if they are asked to write a number, they should do so clearly but not waste time writing out a full title instead.

TEST PRACTICE TASK 2 Matching people and films

For training purposes the activities for this task are presented in two stages to reflect the processes students have to go through when dealing with this kind of question. Students first read through the text and make a list of ALL the possible films for each person. They do this with a partner. Set a time limit of 15–20 minutes for this stage, depending on the level of the class. Dictionaries may be used for key words.

Which films would you choose for someone who:

- | | |
|--|-------------|
| 1 enjoys action films? | 2, 4 and 10 |
| 2 loves to laugh | 6, 8 and 9 |
| 3 likes films about sports people? | 1 and 5 |
| 4 is interested in film adaptations of works of fiction? | 3 and 7 |

LOOKING BACK

- 10 Students are now presented with more specific descriptions of the people or groups that they have to match with the films. At this stage they have to narrow down the choices in order to distinguish more exactly between the different film types. They must make one choice for each person or group, and each film can only be used once. In some cases it will be necessary to use the coded information from the viewing guide to arrive at the correct answer. Working individually, students complete the task and then check their answers with a partner. Students use the Student's Book or their exercise books to record their answers. Check the answers with the class, discussing any difficulties or misunderstandings.

Which films would you recommend for:

- | | film |
|--|------|
| 1 a family that likes cowboy films? | 10 |
| 2 a teenager interested in fighting sports? | 2 |
| 3 someone who likes old films based on traditional stories? | 4 |
| 4 a teenager who enjoys music and loves to laugh? | 6 |
| 5 a friend who likes comedy and dancing? | 9 |
| 6 someone who is interested in real stories about sports people? | 5 |
| 7 a couple that love sport and appreciate a well-written film? | 1 |
| 8 a colleague who especially likes beautiful film interpretations of works of fiction? | 3 |
| 9 a friend who would enjoy seeing a story from a book performed by wonderful actors? | 7 |

- 11 In pairs, students look back at the text and note the words and phrases that helped them find the answers. Check the answers with the class, eliciting the answers for you or a student to write up the board or OHP transparency. Discuss the importance of the coded information in the viewing guide in arriving at the correct answer, and remind students they need to look at all areas of the text, not just the continuous prose.

film	words in the text
1 10	Western, outlaw, U
2 2	Martial arts, warriors, action, 12
3 4	Period adventure, legendary, 1963, BW
4 6	Musical, comedy, satire, rock, 15
5 9	Ballroom, exuberant, joy, <i>Come Dancing</i> , hilariously, tango
6 5	True-life, cross-country skier, Olympics
7 1	Athletes, Olympics, Oscar-winning script
8 3	Sumptuous, reworking of ... novella, colour composition, haunting
9 7	Adaptation of ... romantic novel, Oscar, superb, a revelation



VOCABULARY Types of film

- 12** Being able to place things in categories is an important study skill which involves understanding essential similarities and differences. The categories presented here are used conventionally by film reviewers, but some films do not always fall neatly into one particular category. Students work individually to categorize the films, then check their answers with a partner.

Write up the categories on the board or OHP transparency in table form, adding two or three blank columns. Invite students to say which film or films fall into each category. Write these up.

Drama	1 <i>Chariots of Fire</i> , 3 <i>Death in Venice</i> , 4 <i>Dil Hi To Hai</i> , 5 <i>Never Tell Me Never</i>
Musical	6 <i>Phantom of the Paradise</i>
Comedy	6 <i>Phantom of the Paradise</i> , 8 <i>Romy and Michele's HSR</i> , 9 <i>Strictly Ballroom</i>
Suspense	7 <i>Rebecca</i>
Sci-fi	11 <i>The Incredible Shrinking Man</i>
Western	10 <i>The Cimarron Kid</i>
Romance	4 <i>Dil Hi To Hai</i> , 7 <i>Rebecca</i>

TALKABOUT

- 13** Discuss any difficulties students had in putting the films into categories, and invite them to add more categories to the chart, for example: *martial arts* (*Crouching Tiger, Hidden Dragon*), *fantasy*, *crime*, *war*, *documentary*, etc. Go round the class asking students to say which film they last saw (at the cinema or on television) and to place it in a category.

ROUND UP This final stage of reflection allows you and the students to summarize the skills you have covered in this unit, i.e. skimming and scanning, selection and elimination, using dictionaries to check meaning, vocabulary extension.

Optional activities

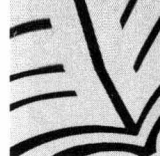
A Skimming/scanning practice activity Choosing a film

Find, or ask students to find, a number of film reviews from a listings magazine, a cinema publication or from the Internet. Websites such as <http://film.guardian.co.uk/Reviews/Front>, <http://www.picturehouse-cinemas.co.uk/site/cinemas/Oxford/whats-on.htm> and <http://www.bbc.co.uk/films> are good sources for this, or you can do a search for 'film reviews' on any search engine. Prepare for the class by printing out, cutting and pasting about ten reviews of current films – if possible films which students can see in a local cinema or on television, or rent as a video or DVD. Divide the class into groups of three or four and give each group the reviews to read and discuss. Allow about 15 minutes for them to read the reviews and agree on a film they would like to see.

Each group then tells the rest of the class about the film they have chosen, and gives their reasons. If any of the films are available for students to see at a local cinema or to rent as videos or DVDs, suggest a class trip or viewing!

B Organizing ideas and vocabulary extension 'If only'

Students work in groups to brainstorm ideas for an article on the subject of 'If only ...' preferably using a large sheet of paper or a board to record their ideas in any order. They may use dictionaries to research any new words they may need, or ask for help from the class teacher. They then narrow down the options and focus on one aspect of the theme by ringing or highlighting relevant and related items on their sheet. Each group then agrees on the topic they will write about and organizes the ideas into paragraphs. Group members write one paragraph each, which are then checked by the teacher. The group then meets together to decide how these paragraphs can be linked and, after checking by the class teacher, a final version is produced to be displayed on the noticeboard, classroom walls or class log book. The teacher may then decide which article wins the prize.



2 Sports

PRACTICE FOR CELS TEST OF READING (PART 2)

- Understanding how a text is organized ■ Reference words
- Reading for specific information ■ Using the dictionary

LANGUAGE PRACTICE

- Text types

VOCABULARY

- Focusing on new words ■ Choosing your words

Part 2 of the CELS Test of Reading focuses on understanding how texts are organized, the reference devices used to increase cohesion, and the way lexical items are used in a particular context. Students should be encouraged to extend their reading range through newspaper, magazine and Internet articles and information and advice leaflets. It is important for this part of the Test to have well-developed dictionary skills. All this should not only help students improve their reading skills but can also have a useful washback effect on their writing skills.

TALKABOUT In a monolingual class discussion can take place in their first language, though with a mixed group or a stronger class it can be in English. Explain to the class that Part 2 of the Test focuses on more careful reading, sometimes for specific or global information and most often to test understanding of the way the ideas are organized within the text and how particular vocabulary items are used in context.

- 1** Students work with a partner to list the kinds of text we read carefully to understand them in detail. Allow about five minutes for this, then invite pairs to give their ideas. Draw two columns on the blackboard/whiteboard or OHP slide. Write the suggestions in one column in English. Give help with translating the suggestions as necessary. You may wish to add additional ideas of your own.

Additional suggestions Accounts of journeys; descriptions of processes; extended reviews of books, films, etc; descriptions of geographical areas; descriptions of jobs and careers; descriptions of lifestyles; advice on life skills (for example dealing with stress, maintaining health) etc.

- 2** Invite the class to suggest the places where they might find the text types you have listed. Use the parallel column on the board or OHP slide to write down the suggestions in English. Give help with translation as necessary. Discuss with the class how they can have access to these different text types in English. Is there an English library to which the class has access? Internet access will also provide textual sources; discuss which key words students should use to search for articles on topics of relevance to this unit, for example *unusual sports*, *keeping fit*, *cycling*, etc. Discuss setting up a class directory of Internet sites for self-access and/or a bank of materials from English language publications for additional reading practice on this topic.

- 3** Students look at Test practice task 3. Elicit the general subject area of the text (an extended cycling trip) and the tasks themselves (matching people with their cycling experiences and explaining vocabulary). Refer students to the illustration on page 16 and ask them to tell you where John O'Groats and Lands End are (the furthest northeasterly and the southwesternmost point of mainland Britain respectively). Ask students if they can explain the title of the article, 'I did it my way' (a reference to a song made famous by Frank Sinatra (1915–1998) in the late 1960s), but here describing a number of different ways cyclists have travelled from one end of mainland Britain to the other). Make sure all students have access to a monolingual English dictionary.

- 4** Read through Test tips 2 and 3 with the class. Remind them that there are 45 questions in the Test, and that in some cases they will be found on fold-out pages. They should use some of the ten minutes reading time at the beginning of the Test to check through the paper to find out how many texts they are to read and where all the questions are.

Explain that one of the areas in which they are tested is the understanding of where information is found in a text. They should focus on key words for this task.

Another aspect which is tested in Part 2 is identifying vocabulary. Sometimes candidates are asked to match words from the text with meanings and sometimes they have to find words within a text. The instructions for questions 10–18 are not the sort that will be found in the Test, but this is a training exercise to give students practice in using their dictionaries and relating their findings to the task in hand.

TEST PRACTICE TASK

3 Locating information and vocabulary

As in Unit 1, before they begin the task, set a limit (for example, ten) on the number of words students should look up. Ask students to note these in their exercise books or to circle or highlight them in the text.

Read the task instructions and the example with the class. Make sure they understand what they are expected to do.

Students work on their own to complete the task matching the people and their experiences of the 'End to End' (questions 1–9). They may write their answers in the Student's Book or their exercise book. Explain that in the actual Test they would transfer their answers to an answer sheet, writing answers in boxes provided (answers cannot be more than 26 characters long). In this task they simply have to write the first name of the cyclist, but they should check they have spelt it correctly. Set a time limit of 10–15 minutes, depending on the level of the class.

Which person

- 1 wants to be fastest cyclist to complete the journey? *Phil*
- 2 had friends to help out on the way? *Noel*
- 3 found the journey too difficult? *Phil*
- 4 cycled with a friend? *Debbie*
- 5 had regular breaks on the way? *Chris*
- 6 took up cycling a relatively short time ago? *Debbie*
- 7 prepared carefully for the trip? *Chris*
- 8 enjoys the encouragement of passers-by? *Phil*
- 9 was expecting the ride to be very difficult? *Debbie*



For the second phase of this task, questions 10–18, explain that this exercise gives practice in looking up words and checking meaning. This activity can be done individually or, if you prefer, students can work in small groups, with each student looking up two or three words or expressions and reporting back on the meanings to the rest of the group. Group members then search the text to find words and expressions in context with the same meaning, and refer back to the original definition finder for confirmation of their answers.

It will be apparent from this activity that there may be no immediate and direct correlation between some of the words and expressions and the dictionary definition (this will be particularly marked in questions 12, 14, 15 and 18) – for example, when students look up ‘travel (a distance)’ they will not find *cover* as a primary definition, but if they use the textual clues to look up *cover* from the text they will be able to connect it with ‘travel (a distance)’. In this way they can begin to look beyond primary definitions and to develop cross-referencing skills.

10 more or less	give or take (a few)
11 picturesque	scenic
12 to travel (a distance)	(to) cover
13 reasonably	moderately
14 every day, without a break	day in, day out
15 rough measure	rule of thumb
16 encounter	run into
17 disappointment	blow
18 most frequent	prevailing

TALKABOUT Discuss the process students went through in relating the words in the text to the dictionary definitions. Which were the most difficult, and why?

VOCABULARY *Focusing on new words*

- 5** This is a vocabulary development activity for students to complete in pairs. Students should note down the new vocabulary and, if time allows, each pair should report back to the class on two new words they felt were useful and important – it is interesting to see if the same words are chosen by different pairs. Write these words up on the board or OHT.

LANGUAGE PRACTICE

Guessing the purpose of the text

- 6** Discuss with the class the different reasons we write and how the style may vary with the purpose. Read the extracts with the class and elicit suggestions as to where they come from and who would read them.
- 1 A bottle or packet of medicine
a patient/someone suffering from or looking after someone with an illness
 - 2 Competition – could be a leaflet, product packet, magazine, newspaper
Casual reader/consumer
 - 3 Recipe – in book, magazine, newspaper
Someone who wants to try out a new recipe
 - 4 Book catalogue/advertisement/blurb
Learner or teacher of English
 - 5 Library regulations on notice/leaflet/library card
Library member
 - 6 (Gift) catalogue/advertisement
Casual reader/potential shopper

- 7** Students look at Test practice task 4. Elicit the general subject area of the text (keeping fit through unusual sports) and the tasks themselves (matching headings and text sections, locating information and explaining reference words). Make sure all students have access to a monolingual English dictionary. Ask what class members do to keep fit, and if any of them do an unusual sport. Give help with vocabulary as necessary. Write the activities they do on the board or OHT.

Explain to the class that all the texts used in the CELS Test of Reading are ‘real-world’ items. Vocabulary items which may be considered to be above Vantage level will not be targeted for questions.

- 8** Read through Reading strategy 2 with the class. Explain that the one of the aspects being tested in Part 2 is the understanding of how information is organized, and often includes matching headings with sections. Students should focus on key words, but follow this through with more thorough reading – simply ‘word spotting’ (matching keywords in texts with those in the headings without really understanding the meaning) is not enough.

A second feature of Part 2 is the focus on referencing words. For many students this may be the first time they have had formally to recognize reference words, so it may be helpful to read through the example with them. In the majority of cases the references will be back references (referring to someone or something that has already been mentioned). Elicit from the class the words that they might expect to find as referencing words, for example: *he, him, his; she, her, hers; it, its; they, their, theirs, them; here, there; others; both; either, neither, etc.*

Remind students that the style of the text may give clues as to its organization, and who it is written for; for example an informal text using short sentences is more likely to be broken up into relatively short sections and is probably aimed at readers who do not have the time or interest to read a piece of extended prose.

TEST PRACTICE TASK

4 Understanding how a text is organized

Read through the instructions and examples with the class. Set a time limit of 25–30 minutes, depending on the level of the class, for students to read the text and, working on their own, answer the questions. With a group of students who are not confident about the reference words, if you feel it appropriate ask them to look only at the first nine questions on their own initially and work through questions 10–18 together as a class.

- | | |
|--------------------|--|
| 1 B | 10 at the leisure centre |
| 2 Trampolining | 11 skates, rollerskates |
| 3 Rollerskating | 12 children/people |
| 4 Ultimate Frisbee | 13 the sport/rollerskating |
| 5 2 | 14 the ball |
| 6 1 | 15 Brazilian football/futebol de salao |
| 7 3 | 16 the pitch |
| 8 4 | 17 team member/player |
| 9 2 | 18 players |



Check the answers with the class. Discuss the reference questions with the class, explaining how these words are used to link ideas within the text together without repetition.

TALKABOUT

- 9** Discuss the title of the article and the general style of the text. It is not just the use of informal and slang language but also the references to teachers, the ages of the participants and the authoritative *Never do it on the street* ... that give clues as to the target readership.

LOOKING BACK

- 10** Students work with a partner to identify the parts of the text which gave them the answers to questions 2–8. Discuss this process, and the words which they looked up, with the class.

- 2 bouncing, springy
- 3 get around quickly, skates, rink, roller kid
- 4 flying disc, disc, fast, spin
- 5 Sean, 8 ..., older kids, others my age and even younger
- 6 getting fit, a healthy work out
- 7 football coach, 500 centres that teach it
- 8 teams, team member
- 9 teachers ... make sure you are doing it right, safe, trained professionals ... ensure that you are safe ...

VOCABULARY Choosing your words

- 11** Students generally like to learn up-to-date and informal expressions to give their language a more colloquial feel. They should be aware, however, that some expressions date very quickly and that using them inappropriately may sound odd to the listener or reader. They should be particularly careful about this in writing.

Students read through the expressions again in the text and make a note of what they think they mean. Check the answers with the class.

Language note: *Cool* is once again a very popular word, having come in and out of fashion. It is used especially by the under 25s, and it can have a range of meanings from 'acceptable/fashionable' to 'I've understood'. For example:
'That new kid/your T-shirt is cool.' = 'I like him/her/it'
'Could you give this book to your sister?' 'Cool.' = 'That's fine by me'

Suggested answers

- 1 Keep fit the fashionable way.
- 2 That's unacceptable.
- 3 I love bouncing around with other children/people my age.
- 4 This is an excellent sport.
- 5 Now I'm addicted to it/I love it.
- 6 Try it /Give it a try.

- 12** Point out that a good learner's dictionary gives an indication of whether a word is formal or informal, slang or taboo, by giving abbreviations such as *fml*, *infml*, *sl*, **▲** next to the headword. Students read through the first text again and note or highlight examples of idiomatic and informal language. Elicit the words from the class and write them up on the board or OHT. Invite students to tell you any other informal words they may know. Advise them that the use of any blasphemous or taboo words (often four letter words) may cause offence to native speakers and are best avoided.

Possible answers

tough = difficult
conk out = break down
super fit = exceptionally fit
quite a low = rather depressing
it has a pull on me = it still attracts me
Fair play to him, but = with respect for him ...
It pays ... (+ to) = it's worthwhile ...(+ -ing)

ROUND UP This final stage of reflection allows you and the students to summarize the skills you have covered in this unit, i.e. understanding how a text is organized, the use of reference words, reading for specific information, using dictionaries to check meaning, vocabulary extension, and formal/informal words.

Optional activities

A Group work – Vocabulary and organizational skills The End to End

For this you will need a map for each group. You can choose whether to use a map of Britain, the USA, Australia, Ireland or some other country. Each group plans a journey from one end of the country to another. They can spend as long as they wish on the trip, and use any kind of accommodation or means of transport; they can also choose to use different kinds of accommodation or transport for different legs of the journey. Students research the places they plan to stop at or pass through on the way by reading books, tourist brochures or websites. Each group prepares a report on their itinerary, means of transport, timings and stops on the way. They then present it to the rest of the class and a vote is taken on the best route and journey.

B Research, reading, writing and vocabulary skills Unusual sports

Students research unusual sports individually or in groups and write an illustrated report on the history, rules and current state of the game for display on the noticeboard, classroom walls or class log book.

Possible sports to research include:

canoeing; synchronized swimming; archery; taekwon-do; fencing; luge; curling; lacrosse, underwater rugby, hurling (additional ideas can be found on <http://www.bbc.co.uk/dna/h2g2/classic/A403147>)

C Tense awareness, listening skills 'My Way'

If you have access to the appropriate Frank Sinatra CD and have a class that enjoys singing, use the song 'I Did it My Way' as a tense awareness and listening exercise. The words to the song can be downloaded from the Internet or written out. Blank out the verbs and give the infinitive form. Check through any new vocabulary with the class. Invite students to suggest the correct form of each verb. Play the song for students to check their answers. When the correct verb forms have been established, the class may enjoy singing along.



3 The world of work

PRACTICE FOR CELS TEST OF READING (PART 3)

- Reading for gist ■ Reading for detailed understanding
- Multiple matching ■ Choosing the right answer
- Using a dictionary

VOCABULARY

- Personal qualities ■ Professions

Part 3 of the CELS Test of Reading focuses on deep and detailed understanding of texts, usually newspaper, Internet or magazine articles. As for Part 2, students should be encouraged to extend their reading range. Students will find good dictionary skills an advantage for this part of the Test.

TALKABOUT In a monolingual class discussion can take place in their first language, though with a mixed group or a stronger class it should be in English. Explain to the class that Part 3 of the Test focuses on careful reading for global and detailed information.

1 Students work with a partner to list the reasons we have for reading a text slowly and carefully. Allow about five minutes for this.

2 Invite pairs to give their ideas. Write the suggestions on the board in English. Give help with translating the suggestions as necessary. You may wish to add additional ideas of your own.

Additional suggestions Because ... I have an exam on the subject; I want to understand the writer's point of view; I need to follow instructions carefully; I need to be able to tell somebody or give a presentation about what I have read; it's a completely new subject for me, etc.

Read through the description of Part 3 (in the box) with the class. Explain that they will be looking only at the different kinds of multiple choice questions in this unit.

3 Students look at Test practice task 5. Elicit the general subject area of the text (gap years) and the tasks themselves (saying whether certain items of information are included in one text, both texts or neither text, and matching short statements with people). Make sure all students have access to a monolingual English dictionary. Ask the class if any of them have taken or intend to take a gap year, or if they have any friends or family members who have done so. If so, encourage them to discuss briefly what people do in this time. If they have not come across the idea of a gap year before, explain that it is an optional year out of study or work, usually taken by students between leaving school and starting university, for the sake of personal and sometimes professional development. Participants typically work for a few months to save money and then travel, work for the whole year to save money for university, or join voluntary schemes at home or abroad. In some cases the work may be

related to a future career, but in the majority of cases it is simply an introduction to the world of work.

4 Read through Reading strategy 3 and Test tip 4 with the class. Emphasize that in the last ten questions students indicate their choice on the answer sheet by filling in the oval shape ('lozenge'), not by ringing it or marking it in any other way.

TEST PRACTICE TASK 5 Checking for information

Read the task instructions and the first example with the class. Make sure they understand that the first five questions in Test practice task 5 focus on checking where information is to be found (if at all), while the last five questions require students to match statements with speakers. Set a limit (for example, ten) on the number of words students should look up in their dictionaries. Ask students to note these in their exercise books or circle or highlight them in the text.

Students work on their own to complete the task. They may write their answers in the Student's Book or their exercise book. Explain that in the actual Test they would transfer their answers to an answer sheet. Set a time limit of 20–30 minutes, depending on the level of the class.

- 1 A (Article A)
- 2 C (Both articles)
- 3 B (Article B)
- 4 D (Neither article)
- 5 A (Article A)
- 6 E (Simon Abbott)
- 7 D (Stephen Marsh)
- 8 C (Catherine Walker)
- 9 A (Peter Mann)
- 10 B (Maxwell Irvine)

Check the answers to questions 1–10 with the class. Discuss any new items of vocabulary and analyse the relative usefulness and importance of the words they looked up to support their reading. You may need to explain the expression *CV-improving* (Text B, paragraph 2), which means adding to the record of academic, personal and professional achievement (the *curriculum vitae*) which is presented to a potential employer or a university admissions officer.

LOOKING BACK

5 This stage of the task allows students to summarize the information they have gathered from the text. Although this particular activity is not set out formally, it is possible that there could be a summary question in any part of the Test.

6 Copy the table onto the board or OHP transparency and invite students to help you complete it.

Things you can do in your gap year:

- Go on an 'adventure'
- Work to get money to travel
- Work at home or abroad – for example voluntary work, real work experience
- Take courses
- Travel around

Advantages of taking a gap year

- Boosts your self esteem/confidence/initiative