

Teacher's Book

(附 CD)

教师用书

(WITH FREE CD)

CELS 剑桥英语技能证书教程

(初级)

Success with **CELS**

PRELIMINARY

A preparation course for the
Certificates in English Language Skills



Steve Baxter
Anthea Bazin
Neil Radford
Vincent Smidowicz
Teresa Woodbridge



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Success with CELS Teacher's Book
(Preliminary)

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(初级)

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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

中国代表 沈树红

二〇〇五年四月

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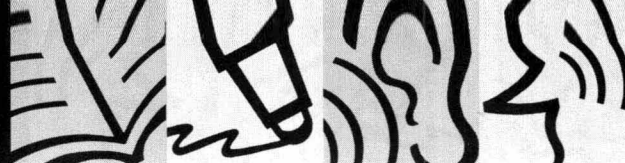
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Introduction to Certificate in English Language Skills

The Certificates in English Language Skills (CELS) has three levels – Preliminary, Vantage and Higher. CELS Preliminary is the same level as Cambridge Preliminary English Test, equivalent to the Council of Europe B1 (ALTE level 2).

CELS has four separate Tests: Reading, Writing, Listening 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 texts 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 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, 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 Preliminary 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 in other countries 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 task type 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

Candidates are expected to use English–English dictionaries in the Test of Reading, 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, but 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, and 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 Preliminary level the time allowed is one hour and twenty minutes. This includes ten minutes to look through the question paper, but students are allowed to start answering the questions as soon as they are ready. Candidates must indicate their final answers on the answer sheet, using a pencil. The Test of Reading is divided into three parts and there is a total of 40 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 eight questions.

Part 2 In Part 2 of the 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 16 tested items in this section.

Part 3 In the final part of the 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 eight 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, students 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 40 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, and a photocopiable Practice Test with an answer sheet.



1 Going places

PRACTICE FOR CELS TEST OF READING (PART 1)

- Skimming and scanning ■ Finding specific information
- Multiple matching ■ Using a dictionary to check meaning

VOCABULARY

- Travel

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 information 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 can be in English. Discuss with the class the different reasons we have for reading, for example: *because we want general information, because we want specific information, because we want or need to understand ideas and concepts, because we are interested in a specific subject and want to know more*, etc. Explain to the class that Part 1 of the Test focuses on reading quickly for gist and for specific information, and that we call the skills required *skimming* and *scanning*.

1 Students work with a partner to list the kinds of text we read for specific information. 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 Hotel and other accommodation brochures; holiday itineraries; theatre, concert, CD, TV programme and film 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 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. 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 the sort of questions they would expect to ask a travel expert before going on a journey. Ask

them to think about the things that can go wrong, and how problems can be avoided.

Students look at Test practice task 1. Elicit the general subject area of the text (travel advice) and the task itself (matching headings with the sections). Make sure all students have access to a monolingual English dictionary.

4 Read through Reading strategy 1 with the class. Make sure they understand all the steps. Discuss with the students what *key words* means (the most important words). 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 Matching headings to paragraphs

Read the task instructions with the class. Make sure they understand there are two extra headings which will not be used.

Students work individually to complete the task matching the headings and sections. 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.



Section	Heading
3	5 What should I pack in my carry-on luggage?
4	8 How should I pack the liquids I bring with me?
5	9 How can I avoid damaging my film?
6	11 What should I do with my valuables?
7	3 How early should I get to the airport?
8	12 How can I pack light and still have everything I need?
9	2 What type of research should I do before I travel?
10	10 How can I avoid losses on my trip?

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. Students look back at the words they have looked up (they should have made a note of these) and decide which ones helped them find the answers. They should complete the table showing which words helped them decide on the heading for each paragraph.

6 Check the answers with the class. Discuss any wrong answers and misunderstandings. Copy the table from Exercise 5 on the board or OHP slide. 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, and what strategies students used if they could not find particular words (for example *carry-on*, *checked*) in their dictionaries.



Section	Heading and keywords	Text
1	1 Carry, on your person	Tickets, wallet
2	5 Shopping, luggage	Locks, straps, rollers (wheels)
3	5 pack, carry-on	travel documents etc, checked, one-night stay
4	8 pack, liquids	bottles, fill, freeze, expand

5	9 damaging, film	protecting, develop, memories, safe
6	11 valuables	safe, locks, hide
7	3 How early..., airport	One hour before, two hours before, flights
8	12 light, everything, need	most appropriate, small, don't waste ... space
9	2 research	learn, find out, check
10	10 avoid losses	valuable, perishable, fragile, sensitive, unattended, label

VOCABULARY Travel

- 7** Travel is a common theme in the CELS Tests and students should be encouraged to build up lexical sets using note books or computer files; this should help them process similar texts more efficiently. This exercise does not reflect a task type from the Test but is 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 slide.

1 delayed 2 develop 3 departure 4 domestic 5 security
6 destination 7 strap 8 luggage 9 waste 10 label

- 8** Students look at Test practice task 2. Elicit the general subject area of the text (holiday descriptions) and the task itself (matching people and holidays). Make sure all students have access to a monolingual English dictionary.
- 9** Read through Test tip 1 with the class. Emphasize the need for students to work through the text and questions quickly in the Test, and encourage them to draw a grid in their exercise books like the one in the Test tip to help them find the answers to the second task.

TEST PRACTICE TASK 2 Which holiday?

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 holidays for each person or group. They do this with a partner. Set a time limit of 20–30 minutes for this stage, depending on the level of the class. Dictionaries may be used for key words. Possibilities are outlined below.

Person or group	Holidays
1 Peter, Amanda, Ben	Alaska, Ireland, UK, Nepal, Norway, Australia, Galapagos
2 Maria	Ireland, UK, Nepal
3 Diane and Lucas	Wyoming, Galapagos
4 Lee	UK, Nepal
5 Isabel	Alaska, Scotland
6 James, Jo and family	Alaska, Scotland
7 Bob and Luisa	Alaska, Ireland, Scotland, New Zealand
8 Jean	Norway, Galapagos

LOOKING BACK

- 10** It is important to emphasize that though there may initially appear to be a number of suitable holidays, students must narrow down the choice to one per person or group, and each holiday can only be used once. When the pairs have completed their lists, they begin the process of elimination to find one suitable holiday for each person or group. For example, *Jean loves animals* so Norway and the Galapagos are initial possibilities for her, but *hates cold weather*, rules out Norway (*snowy wilderness*). Students use the table in the Student's Book or one copied into their exercise books to record their answers.

Check the answers with the class, copying the table onto the board or OHP slide and eliciting the answers for you or a student to write up. Discuss any difficulties or misunderstandings.

Person or group	Holidays	Words in the text
1 Peter, Amanda, Ben	H Australia	ideal for families
2 Maria	D Nepal	trekking, ridges, high altitude
3 Diane and Lucas	G Wyoming	honeymoon, relaxing
4 Lee	C UK	higher temperatures, more sunshine hours
5 Isabel	E Scotland	study holidays, golf, riding, etc
6 James, Jo and family	A Alaska	Learn about ... ecosystems, hike, listen to exciting tales
7 Bob and Luisa	J New Zealand	midlife, soft adventure
8 Jean	I Galapagos	reptiles, birds, fish, tropical

VOCABULARY Holidays and scenery

- 11** This activity mirrors the vocabulary exercises in Part 2 of the Test, and is designed to help students use their dictionaries to find the meaning of words in context. *Husky*, for example, can mean either *a kind of dog* or *hoarse*, but in the context of text F it means *a kind of dog*.

Students use their dictionaries to match the words and explanations and compare their answers with a partner. Check the answers with the class.

breathtaking (Text H)	beautiful
encounter (Text B)	meet with
granite (Text C)	kind of rock
haven (Text I)	safe place
hike (Text A)	go for a long walk
husky (Text F)	kind of dog
meadow (Text D)	field of grass
quarry (Text C)	place where stone is dug out
wedding (Text G)	marriage ceremony

Discuss with the class which holiday they would choose from those in the texts.

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



Optional activity

Skimming/scanning practice activity

Collect brochures and tourist information about your local area in English, and/or ask students to find English-language Internet sites related to their own area or another area they would like to visit. Divide students into groups of three or four. Explain they are to plan a week's trip for their class using the information available. They should pay particular attention to opening times of attractions and be sure to include sites that will be of interest to all. Allow up to one hour for groups to read the information and produce their final itinerary, if possible written on an OHP slide or large sheet of paper. When the itineraries have been completed, invite each group to present their ideas to the rest of the class, giving reasons for their choices. At the end of the presentations, the class can vote on the plan they would most like to adopt.

2 Routines

PRACTICE FOR CELS TEST OF READING (PART 2)

- Understanding text organization: reference words
- Reading for detail ■ Using the dictionary

VOCABULARY

- Positive and negative ■ Describing feelings
- Word families

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. For this part of the Test it is important to have well-developed dictionary skills. All this should not only help students improve their reading skills but can also have a useful backwash 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 *routine*, *education*. Discuss with the class 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 (home education) and the tasks themselves (matching information with paragraphs and explaining references). Make sure all students have access to a monolingual English dictionary.

The concept of educating children at home may be an unusual one for the students. Explain that it is legal to do so in some countries, including the UK and the USA, provided the parents or carers can show that the education received is of the same standard as the children would get at school.

Note As this is a training activity, it is more extended and therefore rather more challenging than the actual tasks candidates would face in a CELS Test of Reading. In Part 2 of the Test there is a total of 16 questions made up of a variety of question types. In order to familiarize students with these types, however, each type has been made the focus of eight questions rather than the three or four that might be expected in an actual Test.

- 4** Read through Reading strategy 2 with the class. Make sure they understand both sections. For many students this will be the first time they have had to recognize reference words and they may require a little more explanation. The exercise below may be of help.

Optional activity

Write these sentences on the board and ask students to explain what each of the words underlined refers to:

- Many people in my family, including my twin sister and I, have birthdays in July, so we usually have one big summer party.
- London street markets are well worth a visit: You can find plenty of interesting things in Camden Lock Market or Petticoat Lane, and they're generally cheaper than those in the shops in the centre of town.
- Place the mixture in a bowl and add milk. Put in a cool place and leave it to set for half an hour.
- Fewer and fewer people are borrowing books from their local library. What is the reason for this?
- My favourite place in my town is the park because there is so much you can do there.

my family (and I)
(the) things you can buy (at Camden Lock and Petticoat Lane).
(the) mixture
fewer people borrowing books
(in) the park

TEST PRACTICE TASK

3 Understanding text organization

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 circle or highlight them in the text.

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

Students work individually to complete the task matching the information and paragraphs and explaining the reference words. 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 30 characters long). Set a time limit of 30–40 minutes, depending on the level of the class.

- 1 paragraph 5
- 2 paragraph 4
- 3 paragraph 9
- 4 paragraphs 8 and 10
- 5 paragraph 1
- 6 paragraph 7
- 7 paragraph 3
- 8 paragraph 7
- 9 (the/a) country
- 10 (the) children
- 11 (the/my) children
- 12 where we live
- 13 the other nine children, the remaining children
- 14 designer jeans or trainers
- 15 our family
- 16 my husband and I/me and my husband

LOOKING BACK

- 5** This stage of the task allows students to reflect on how they have arrived at their answers, and to analyse the relative usefulness and importance of the words they looked up to support their reading. Allow students to complete the exercise before you check the answers to questions 1–8 with them.

Copy the table onto the board or OHP slide and invite students to help you complete it. Discuss any new items of vocabulary. You may need to explain that *an acre* is a measurement of land equivalent to about 0.405 hectares, which is a substantial amount of land for a family garden.

1 Preparing meals for the family	<i>cook in advance, chopping, stirring</i>
2 Using computers for studying	<i>the Internet</i>
3 Problems about money	<i>financially ... hard-going, frugally</i>
4 The reason Tracy is educating her children at home	<i>enjoyable, felt so strongly this is the right thing to do, society obsessed ...</i>
5 the age of her youngest child	<i>five-month-old James</i>
6 The environment they live in	<i>an acre of land, beautiful rural village</i>
7 Practical applications of education	<i>they wanted ... so they have to ...</i>
8 The children's musical education	<i>cornet lessons, an instrument</i>

- 6** Check the answers to questions 9–16 with the class. Allow plenty of time for students to discuss any difficulties with their partner and to feed back to the whole class. Reassure students that in an actual Test they would not have to deal with so many items of the same type.

VOCABULARY Positive and negative

- 7** Explain to the class that certain words may be seen as negative and others as positive. One example is *slim* as a positive word and *skinny* as a negative word, both meaning *thin*. This activity is designed to develop student's vocabulary and to sensitize them to the positive and negative connotations of certain words.

Students use their dictionaries to check the meanings of the

words and to write them in the positive and negative columns. When they have completed the task, draw two columns on the board or OHP slide and invite students to add the words in the appropriate places. You may need to explain that although the state of living *frugally* might be thought of as negative, *frugality* is often seen as a positive quality, since it involves carefulness. The negative equivalent of *frugal* would be *mean* or *stingy*. *Unusual* can be placed in both columns, as its use depends on the speaker's attitude.

Positive

enjoyable fine frugally
idyllic interest normal
pleasure rounded unusual

Negative

disapprove hard going
moans nag obsessed
unusual

- 8** Students look at Test practice task 4. Elicit the general subject area of the text (writing a diary) and the tasks themselves (saying if statements are True or False and matching vocabulary from the text with explanations). Make sure all students have access to a monolingual English dictionary. Ask if any class members keep a diary or journal, and what sort of things they record.

Explain to the class that all the texts used in the CELS Test of Reading are 'real-world' items. Students are not expected to understand every word of the texts they read, but the difficulty of the questions is related to the level of the Test. A text that seems difficult may have relatively easy questions attached to it at Preliminary level, while a simpler text could be used to pose trickier questions at Higher level.

- 9** Read through Test tip 2 with the class. Explain that the first questions in Part 2 may be ones that are designed to test the candidate's understanding of the global meaning of the text, rather than focusing on details. For this sort of question it is important to read the text all the way through before deciding on your answer.

Remind students that if there are True/False questions, they should write *True* or *False* in full, correctly spelt, and not answer *Yes/No*, *T/F*, *Y/N* or any other variant such as ✓ or ✗.

LANGUAGE PRACTICE Predicting

- 10** Reading the title of an article can often give candidates a clue about the content. Discuss the article headings with the class.

Suggested answers

- | | |
|-----------------------------|---|
| 1 The Hottest Spots in Town | The best/most popular places to go for entertainment |
| 2 All part of the job | A description of the duties involved in a particular job. |
| 3 Go Gourmet | Places you can go to find good cooking/learn to cook |
| 4 Dear Diary | An account of someone's life/about diary writing |
| 5 Life after children | How to cope when children leave home |

TEST PRACTICE TASK 4 Understanding meaning

- 11** Set a time limit of 30–40 minutes, depending on the level of the class, for students to read the text and, working on their own, answer the questions. With a lower-level group of students, if you feel it appropriate ask them to look only at the first eight questions on their own and work through the vocabulary questions together as a class.

1 C 2 False 3 False 4 False 5 True 6 True 7 False 8 False
9 definite 10 unhappiness 11 ten years 12 ordinary
13 out of work 14 connection 15 starting point 16 understanding

Check the answers with the class. The vocabulary items are relatively challenging for students at this level, but are important for the understanding of the text as a whole.

LOOKING BACK

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

TALKABOUT Students may have read or heard of famous diaries, real and fictional, such as the light-hearted *Diary of Adrian Mole* and *Bridget Jones' Diary* or the more sombre *Diary of Ann Frank*. Discuss the value of keeping a journal with those who do so.

VOCABULARY Describing feelings

- 13** For the lexical items in the Test it is often important to recognize which part of speech each is. Check that students are familiar with the terms *adjective*, *adverb* and *noun*, and know how these are represented in the dictionary they use (usually *adj.*, *adv.* and *n.*)

Students use their dictionaries to complete the table in their books or copied into their exercise books. Invite the class to say and spell aloud each missing word for you or a student to write on the board or OHP slide. Draw attention to the spelling of adverbs formed from adjectives ending in *y*, for example *happy*, *happily*; *thirsty*, *thirstily*.

1 happily 2 hunger 3 relieved 4 sadness 5 thirstily
6 tiredness

- 14** Students match the 'neutral' and 'extreme' adjectives, using dictionaries as necessary. Check the pronunciation of all these lexical items.

1 angry – d furious
2 happy – a ecstatic
3 hungry – f ravenous
4 interested – c fascinated
5 sad – g wretched
6 thirsty – e parched
7 tired – b exhausted

Optional activity

Invite further practice of these adjectives by playing the following game, *How do you feel now?* Divide the class into two or four teams, depending on its size. Each team prepares a list of situations, for example:

You have just won the national lottery.

You've just run a marathon.

Your boy/girlfriend has just left you.

You've spent all night doing your English homework.

Each team takes it in turns to read out a situation to a member of the other team, who has to respond appropriately, for example:

Question: *You've just passed your CELS Test of Reading. How do you feel now?*

Response: *Relieved and happy!*

ROUND UP This final stage of reflection allows you and the students to summarize the skills you have covered in this unit: understanding text organization, the use of reference words, reading for global and detailed meaning, using dictionaries to check meaning, vocabulary extension.

Optional activities

Class discussion – developing vocabulary and organizational skills

Divide the class into two groups. One group prepares arguments for the benefits of educating children at home, the other prepares arguments against educating children outside a normal school environment. Give help with vocabulary, etc, as the arguments are being prepared. Allow the discussion to take place for up to ten minutes. Students can then work in small groups to write a short article giving both sides of the argument, and concluding with their own personal judgement.

Keeping a diary – vocabulary reinforcement

Students keep a short 'feelings' diary in English for one week, saying briefly one thing that has happened to them and how they felt about it, for example:

Monday: My brother sent me a postcard today. I was very happy.

Tuesday: I got full marks in my English test. I felt ecstatic.

Wednesday: I missed lunch today, so I was hungry.

Younger and more creative students might like to illustrate their diaries. Students bring the completed diaries to class to be displayed on the notice board or classroom walls.

3 Music

PRACTICE FOR CELS TEST OF READING (PART 3)

■ Reading for gist ■ Reading for detailed understanding

VOCABULARY

■ Special events ■ Music and performance

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 can be in English. Explain 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, then 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.

- 2 Students look at Test practice task 5. Elicit the general subject area of the text (music festivals) and the tasks themselves (saying whether certain items of information are included in the text and matching short descriptions with festivals). Make sure all students have access to a monolingual English dictionary. Ask the class if any of them have attended a music festival, or if they have heard reports of any either from friends or through the news. If so, encourage them to discuss briefly what happens. If they have not come across the idea of a music festival before, explain that it is a large gathering of performers and audience, usually lasting over several days and often in the open air, generally focusing on one particular kind of music such as jazz, rock, folk. 'World music' (as in *Womad* in text A) incorporates modern and traditional music from all over the world.

- 3 Read through the Test tips 3 and 4 with the class. Read the task instructions and the first example with the class. Make sure they understand that the first eight questions in Test practice task 5 are checking for information only, NOT asking whether statements are true or false, as these two types of question can be easily confused. If necessary, work through the first question with the class, explaining why the



answer is *No*. 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.

Explain to the class that in the Test the last eight questions are multiple choice. Students indicate their answers by filling in the appropriate lozenge A–E on the answer sheet. There is an example at the bottom of the page, after the Test practice task questions.

TEST PRACTICE TASK 5 Checking for information

Students work individually to complete the task checking whether information is present or not and matching festivals with the short descriptions. They may write their answers in the Student's Book or their exercise book. Explain that in an actual Test they would transfer their answers to an answer sheet. Set a time limit of 30–40 minutes, depending on the level of the class.

- 1 No not specified for A, or C. *Don't have to be in D, can be in E*
- 2 Yes B local Tuareg tribesmen, D stars from Trinidad and other islands
- 3 Yes B had its debut, D newest and smallest
- 4 No not stated for C or D
- 5 No not stated for C or D
- 6 Yes A World of Music and Dance
- 7 No Not stated
- 8 Yes B driving across Sahara for ten days ..., C If you have the stamina

Check the answers to questions 1–8 with the class. Make sure students have fully understood the answers and the rationale behind them – they are not looking for True/False statements, but checking whether information is included.

LOOKING BACK

- 4** This stage of the task allows students to reflect on how they have arrived at their answers, and to analyse the relative usefulness and importance of the words they looked up to support their reading. Allow students to complete the table before you check the answers to questions 9–16 with them.

Copy the table onto the board or OHP slide and invite students to help you complete it. Discuss any new items of vocabulary.

- 9 B tents or sleeping under the stars
- 10 D look at the addresses at end of each extract
- 11 C singers ... have made the town their home the year round...
- 12 E celebrated its 10th anniversary
- 13 D tickets ... are ridiculously cheap
- 14 B eight-day trip including flights, ... transportation...
- 15 A free admission for under-12s
- 16 B specially chartered plane ..., driving across the Sahara for two days...

VOCABULARY Special events

- 5** This exercise does not reflect a task type from the Test but is designed to help students develop their vocabulary, drawing on the text they have read. Entertainment is another common theme in the CELS Tests. As mentioned in Unit 1, students should be encouraged to build up lexical sets using note books or computer files in order to help

them process similar texts more efficiently.

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

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

1 world 2 started 3 anniversary 4 site 5 tents 6 bill 7 stars
8 purchased 9 admission 10 Further

- 6** Students look at Test practice task 6. Elicit the general subject area of the text (The Copper Family, a family who sing traditional English music) and the tasks themselves (saying if statements are True or False and choosing the best option from three choices). Make sure all students have access to a monolingual English dictionary. Discuss briefly the traditions of folk music in the students' own countries, and the renewed popularity of folk music in the USA and the UK beginning in the latter part of the twentieth century with such artists as Woody Guthrie, Bob Dylan and Joan Baez.

- 7** Read through Reading strategies 3 and 4 and Test tip 5 with the class. Explain that, as in Part 2, the first questions in this section may be ones that are designed to help the candidates understand the global meaning of the text, rather than focusing on details, and that for this sort of question it is important to read the text all the way through before deciding on your answer. Encourage students to make notes as they read, either on the Student's Book or in their exercise book. In the Test they are allowed to write on the question paper, but must transfer their answers to the answer sheet for marking.

As before, remind students that if there are True/False questions, they should write *True* or *False* in full, correctly spelt, and not answer *Yes/No*, *T/F*, *Y/N* or any other variant such as ✓ or ✗.

Emphasize that students should be aware of their time limits when tackling each part of the Test and should not spend too long on any one question. As noted in Reading strategy 3, the order of questions does not always necessarily follow the order of information in the text.

TEST PRACTICE TASK 6 Choosing the right answer

Read through the instructions and example with the class. Set a time limit of 30–40 minutes, depending on the level of the class, for students to read the text and, working on their own, answer the questions.

1 C 2 False 3 True 4 False 5 True 6 False 7 False 8 True
9 C 10 B 11 A 12 C 13 C 14 C 15 A 16 B