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Material Design for Advanced English Learners. Cambridge English: Advanced. Theory and Practice

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1. INTRODUCTION AND JUSTIFICATION

Over the last two decades there has been an unprecedented worldwide boom in the demand for English language. This has been clearly reflected at every educational level, from formal Infant Education to Higher Education levels. Spain, as a first world country, has not been an exception in this regard, and has taken measures to ensure that certain population groups, such as graduate and post-graduate students, feel the need to improve their English language skills. Furthermore, this need has been accompanied by an increasing demand for English language certification, whether it be for professional or academic purposes. Under these favourable circumstances, some language teaching institutions have thrived, as they have developed different examinations and certificates which provide students, employers and employees with clear reference and proof of English proficiency. Amongst these institutions one must acknowledge the achievements of the University of Cambridge by means of its subsidiary branch Cambridge English Language Assessment, whose renowned exams have gained a place among the most respected English language examinations worldwide. According to Weir (2013:2), based on 2011 figures, '*Cambridge now offers multiple English language examinations at different levels, across different domains, to nearly 4 million candidates per annum in 2,700 authorised centres across 130 countries'*. This has had a profound impact on many aspects of Spanish education, both in the public system as well as the private sector. As a result, a number of private and semi-private schools now offer their students the possibility of taking Cambridge English exams.

On the other hand, private language academies have observed an increase in the number of students seeking language instruction with the intention of sitting one of Cambridge English exams. This is precisely the area that involves this particular project. As an English teacher for a private language academy, I work everyday with a wide range of students who would like to obtain a formal certificate for both academic and professional purposes. As a consequence, I am partly responsible for their learning and for their scores in the exams they are interested in taking. That is the reason I have chosen to develop a project so closely related to one of Cambridge English exams, as I believe it will help me develop my skills as a professional in the field of English teaching.

Over the 4 years I have been working for a private academy, I have noticed how the number of upper-intermediate and advanced students has risen. This is probably due to several facts. Firstly, many of these students have been studying English at the same academy for years, hence gradually attaining a higher level of proficiency. Secondly, in the academic field more and more universities and other organisations are demanding higher language levels and certificates from their students. Those certificates may be required for various scholarships or simply to be able to obtain a university degree. In fact, Milanovic (2013:31) states that '*a consequence of the increased role of English in the classroom is that the levels achieved by learners in compulsory education keep on rising with many countries now targeting B1 and sometimes B2 as an exit level.*' What this means is that students' average level is rapidly increasing, hence the demand for higher-level English courses.

Finally, in the job market a great number of employers now require higher English proficiency from potential employees, which has boosted the interest of future employees in learning English. All of these reasons have had a visible impact on the number of students attending advanced language courses I teach in the academy where I am currently employed. For this reason, I find it particularly important to be able to present advanced students with appropriate English learning materials.

From a personal perspective, I have always liked the field of English teaching. Most of the people who surround me are language teachers, hence we share a great deal of teaching ideas. However, since I started my teaching career, I have developed a liking for creating teaching resources and materials. In the first place, I believe that the materials that teachers use with students are of great importance during the teaching-learning process, especially in the field of language teaching. Secondly, I find pleasure in writing and adapting language tasks and activities for my students, knowing their particular interests and needs as well as their level. Besides, by adapting and creating materials and resources, I can develop my creative facet, which I find difficult to do in other fields. Finally, I am extremely keen on technology, computers and the Internet, and most of the resources and materials I develop I do on my laptop, surfing the web in search of suitable texts, exercises and other resources that will aid my teaching practice in relation to the development of my students' English skills.

In conclusion, the increasing demand of advanced English learning in my teaching context plus my interest in the creation of language learning resources have led me to choose material design for advanced students as the main topic of this Master's degree final project.

2. OBJECTIVES

2.1 Main Goal

The main goal of this project is to create a set of materials which can be used with advanced English students who would like to take Cambridge's Advanced English exam. In this sense, some tasks resemble the format of the real exam, whilst others are designed to develop useful skills, language content and strategies towards taking the exam.

2.2 Specific Objectives

The specific objectives of this project are the following:

- To create a kit of materials to prepare students for Cambridge's Advanced English exam.
- To analyse the theoretical basis underlying the production of the kit.
- To describe the context in which this kit would be implemented.
- To justify and describe in detail the different sections of the kit.
- To provide some teaching guidelines for the kit of materials.

3. THEORETICAL BACKGROUND

3.1 The Common European Framework of Reference for Languages. The C1 Level

The *Common European Framework of Reference for Languages*, hereinafter CEF, is a document produced by the Council of Europe which, as it defines itself, '*provides a common base for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe*' (CEF, 2001:1). It details what knowledge and skills language learners have to learn and develop in order to use a language for communicative purposes. Besides, and what probably concerns this piece of work most, is that it '*defines the levels of proficiency that allow learners' progress to be measured at each stage of learning and on a life-long basis'* (CEF, 2001:1). However, language learning as such is far from being the only aim of the CEF, as its main aim covers a far broader scope. The CEF(2001:1) claims that '*by providing a common basis for the explicit description of objectives, content and methods*' it will inevitably:

- Aid modern language professionals in overcoming barriers,
- promote international cooperation of all sorts,
- *'[…] facilitate mutual recognition of qualifications*',
- '*aid European mobility*'.

Therefore, as one can see, the CEF aims to break down the existent barriers that prevent European citizens from seamlessly communicating and co-operating with one another. This is applicable at every level and every part of society, whether it be academically or professionally-wise or slightly more trivial matters, such as travelling for pleasure around the continent.

But why would Europeans be in need of greater mobility and co-operation? This is due to many reasons, among which one can highlight demography and migration. Graddol (2006:25) is right when he states that '*the future of languages in the world depends on people. Who lives where? What are their basic needs? What kind of work will they be doing?*' One cannot deny that a language is influenced by demographic facts. It has probably been the most influential factor throughout history, and it is likely to remain so. Although Graddol, in his piece of work *English Next*, mainly focuses on the future, his views on demography and language change are equally applicable to the past. Besides demography and migration, economy is probably the most influential factor. For instance, '*exported services - which include receiving international students and tourists - often require international communication'* (Graddol, 2006:32). However, it is not the purpose of this section to explain in further detail the need for language learning as far as co-operation is concerned. This brief paragraph on mobility, co-operation and languages only aimed to illustrate the point drawn out by the CEF as regards the importance of language learning.

Once the aspirations of the CEF have been covered, one must focus on its contributions. Among these it must be said that providing a set of illustrative descriptors and a

different language-proficiency scales is arguably the greatest outcome of this magnificent document. These scaled descriptors come by means of the Common Reference Levels.

These are represented in the figure below (CEFRL, 2001:23):

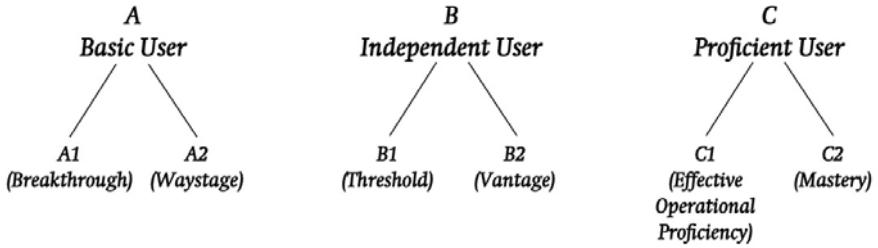


Figure 3.1. Common Reference Levels. Source: CEF (2001:23)

The CEF provides a clear definition of all of these levels, adding different sub-levels between each of them, such as B1+, B2+ or C1+, which describe learners who have not yet achieved an immediately higher level of proficiency, respectively. Besides, these levels are described and represented by various means depending on the intention of the people who use them, whether they are teachers or learners, for instance. Thus, we can find, among others, a self-assessment grid for learners (CEF, 2001:26) or a global scale for non-specialist users (CEF, 2001:24). For the purpose of this project, we will focus on describing the level C1 and the closest one below it, the B2+. In general terms, as described by the CEF in its global scale (CEF, 2001:24), *Proficient Users* at C1 level*:*

- *Can understand a wide range of demanding, longer texts, and recognise implicit meaning.*
- *Can express him/herself fluently and spontaneously without much obvious searching for expressions.*
- *Can use language flexibly and effectively for social, academic and professional purposes.*
- *Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*

However, although the CEF provides these descriptors and scales, it is not responsible for certifying whether or not users have attained one level or another. Therefore, learners find themselves in need of different institutions who assess and certify their English proficiency level. In this field is where the University of Cambridge comes in.

3.2 Cambridge English. An Overview of the *Advanced* Exam (CAE)

For over a century now, Cambridge English has been concerned with certifying learners' level of English. This organisation has developed a wide range of exams which aim to cover a broad scope of areas and levels. Starting with the *Certificate of Proficiency in English (CPE)* in 1913 as their only exam, now known as *Cambridge English: Proficiency*, they have since created other exams aimed at different levels, such as *First Certificate in English* (*FCE*, now *Cambridge English: First*) in 1975, Preliminary English Test (*PET*, now *Cambridge English: Preliminary*) in 1980, or *Certificate in Advanced English* (*CAE*, now *Cambridge English: Advanced*) in 1991, apart from numerous others intended to cover lower

levels and areas of English for specific purposes. All of this is clearly outlined in a very helpful table in Weir (2013:4), which gives a detailed account of the history of Cambridge English in connection with the development of different linguistic theories as well as other key events.

Having mentioned Cambridge's main exams, it is necessary to show how these relate to the different Common Reference Levels mentioned in the previous section. Here's a table which summarises Cambridge English examinations in relation to CEF levels:

Cambridge English Exam	CEF Level
Key	A2
Preliminary	B1
First	B2
Advanced	C1
Proficiency	C2

Figure 3.2. Correlation between Cambridge Exams and CEF Levels

In this paper, the test that interests us most is *Cambridge English: Advanced*, as it is the one that concerns the project undertaken. Therefore, a clear description of this exam is necessary to understand the rest of this piece of work. This can be found in the *Information for Students* brochure, in the *Handbook for Teachers* and on the Cambridge English website. Although the exam will suffer some minor modifications as of January 2015, the *Advanced* exam now comprises five different so-called papers which are summarised in the table below:

Paper	Content	Marks (% of total)	Purpose
Reading (1 hour 15 minutes)	4 parts/ 34 questions	20%	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines.
Writing (1 hour 30 minutes)	2 parts	20%	You create two different pieces of writing, such as articles, essays, letters, proposals, reports and reviews.
Use of English (1 hour)	5 parts/ 50 questions	20%	Tests your use of English with different types of exercise that show how well you can control your grammar and vocabulary.
Listening (about 40 minutes)	4 parts/ 30 questions	20%	Tests your ability to follow and understand a range of spoken materials, such as interviews, radio broadcasts, presentations, talks and everyday conversations.
Speaking (15 minutes per pair of candidates)	4 parts	20%	Tests your ability to communicate effectively in face-to-face situations. You will take the Speaking test with another candidate.

Figure 3.3. Advanced Exam Format. Source: *http://www.cambridgeenglish.org/exams/advanced/whats-in-the-exam/*

Going into further detail, here's a brief description of the structure and each part, adapted from the *Advanced* exam *Handbook for Teachers*:

- Paper 1: *Reading* (1h 15min)
  - Part 1 - Multiple Choice: three short texts with two multiple choice questions per text.
  - Part 2 - Gapped Text: one long text with gaps to fill in with extracts.
  - Part 3 - Multiple Choice: one long text with seven multiple choice questions.
  - Part 4 - Multiple Matching: several short extracts on the same topic and fifteen questions, each referring to one extract.
- Paper 2: *Writing* (1h 30min)
  - Part 1 (180 - 220 words): one task. The task could be having to write an e-mail, an article, a report, an essay, etc.
  - Part 2 (220 - 260 words): four tasks, out of which the student has to choose one. The task could be having to write an e-mail, an article, a report, an essay, etc.
- Paper 3: *Use of English* (1h)
  - Part 1 - Multiple Choice: one short text with twelve multiple-choice gaps. The choices are usually one-word answer or short phrases.

- Part 2 - Open Cloze: one short text with fifteen gaps. The student has to come up with a suitable word that would fit into each gap.
- Part 3 - Word Formation: one short text with ten gaps to be filled by morphologically transforming some given words.
- Part 4 - Gapped Sentences: five sets of three sentences with one gap each. Each set has to be completed with one appropriate word.
- Part 5 - Key Word Transformations: eight sentences to re-write using a given word so that the second sentence means the same as the first.

- Paper 4: *Listening* (40min)
  - Part 1 - Multiple Choice: three different extracts with two multiple choice questions each.
  - Part 2 - Sentence Completion: an extract of a monologue with a gapped text to complete with the extract words from the speaker.
  - Part 3 - Multiple Choice: a conversation extract with six multiple choice questions.
  - Part 4 - Multiple Matching: five short extracts on one same topic to be matched to two different ideas each.
- Paper 5: *Speaking* (15min)
  - Part 1 - Interview: oral interview on various topics as well as on students' personal background.
  - Part 2 - Long Turn: one-minute turn to compare two pictures and comment on two questions about them.
  - Part 3 - Collaborative Task: a three-minute collaborative task with a partner. A situation is presented and a discussion must take place in order to reach an agreement.
  - Part 4 - Discussion: discussion in pairs and with the examiner about the topic featured in part 3.

For a better insight into the exam, a full sample of the exam can be found on http://www.cambridgeenglish.org/images/24920-cae-sample-papers.zip .

As one can draw from looking at the description of the exam and its structure, *Cambridge English: Advanced* is an all-round exam which assesses all students' linguistic skills susceptible of being measured. But how valid is this test? How reliable are its results? All of Cambridge English exams undergo a thorough validation process which ensure good quality results as well as reliability. A detailed description of this process can be found in the document *Principles of Good Practice*, issued by Cambridge English Language Assessment in 2013. According to Cambridge's *Principles of Good Practice* (2013:23), '*validity is generally defined as the extent to which an assessment can be shown to produce scores and/or outcomes which are an accurate reflection of the test taker's true level of ability.*' In this regard, the Association of Language Testers in Europe (ALTE) plays a key role. Cambridge English, also founder member of ALTE, adheres to the principles and *Code of Practice* set out by the latter, which defines '*the standards that current and future members would agree to aim to meet in producing their examinations*' and serves '*as a statement to consumers of*

those examinations of what they should expect'(*Code of Practice*; 2010:1). Furthermore, Cambridge English have ensured validity in their examinations, including their *Advanced* exam, by the creation of their *Research and Validation Group*, which comprises experts in the field of linguistics, education and analytical statistics. These experts carry out several tasks which include, for instance, testing the material produced for each exam before it is used.

> *Performance data is obtained for each task, including how difficult the sample of candidates found the questions and how well the questions discriminated between stronger and weaker candidates. These statistics, along with the expert judgement of a pretest-review panel, enable further amendments to be made. Materials which meet requirements go into a bank of items ready for test construction.*
>
> (*Principles of Good Practice;* 2013:20)

The previous claims help us trust Cambridge English examinations as regards validity and reliability, which is essential. Now, having outlined the structure of the *Advanced* exam and briefly justified its validity, it is necessary to focus on the most relevant language skills to this project.

3.3 Language Skills Development

As we have seen in the previous section, *Cambridge English: Advanced* comprises five different papers, each dealing with different skills: reading, writing, use of english, listening and speaking. Please note how there are the four essential language skills, productive and receptive, plus an additional one under the heading *Use of English*. This section will focus on the different language skills and the way they will appear in the kit of materials that will be the final result of this project. Here is a table specifying the skills we will focus on as well as the parts of the *Advanced* exam that the unit of materials will deal with:

Skills	Part	Task
Reading	Part 3	Multiple choice
Reading	Part 2	Gap fill
Use of English	Part 1	Multiple choice
Use of English	Part 2	Open cloze
Use of English	Part 3	Word transformation
Speaking	Part 3	Discussion

Figure 3.4. Correlation between parts of the *Advanced* exam and the Materials Kit

3.3.1 Reading

Reading, as such, is a written and receptive skill. Leipzig (2001) defines it as '*a multifaceted process involving word recognition, comprehension, fluency, and motivation.*' or, more simply put by the same author, '*making meaning from print.*' However, that may be a simplistic definition of the process, since '*effective reading means being able to read accurately and efficiently, and to be able to understand as much of a passage as you need in*

order to achieve your goal' (Greenall and Swan, 1986:2). In this claim by Greenall and Swan, there is a concept which stands out, that is 'goal'. Why do we read? What drives us when reading? The answer to these questions is quite simple, as we read for two main reasons: for pleasure and for information. Due to the nature of this assignment we are more concerned about the latter, although there are many studies which prove the effectivity of leisurely reading towards foreign language learning. In this case, nevertheless, we will focus more on reading for information, as we are treating this skill as one to be formally assessed.

When we read, several sub-skills or strategies come into play, allowing us to discern different pieces of information as well as their relevance within the reading process and understanding of a given text. What this means, among other things, is that the fact that reading is a receptive skill does not mean that it does not involve an active mental process. '*Reading is a constant process of guessing, hypothesising, anticipating, confirming and predicting* […]' (Harris and Ball; 2012:16). Jahangard, Moinzadeh and Karimi (2011:92) also claim that '*the reading process is not simply a matter of extracting information from the text. Rather, it is viewed as a kind of dialogue between the reader and the text*', supporting the view of Widdowson (1989), who regards reading as a combination of what the text offers and what readers bring to it (in Jahangard et al., 2011:92). As regards reading sub-skills, strategies or ways of reading, they are specially important when we read for a specific purpose such as obtaining information to solve a specific task. The list of reading skills and strategies differs from one author to another, so the following brief list is based on a broad classification made by Uquhard and Weir (1998) and other skills recognised by different authors:

- Skimming: it involves reading in order to grasp the general meaning of an extract, rather than specific information.
- Scanning: '*it is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage*.' (Liu, 2010:155)
- Search reading: it is a midpoint between skimming and scanning. It involves scanning for ideas and understanding of certain passages, but not necessarily the whole text.
- Cohesion and coherence: these micro-skills involve recognising how specific sentences are joined together and how the ideas in the text are organised.
- Predicting: it implies understanding the different parts of a text in order to guess what will come next.
- Inferring: it involves understanding something that may be suggested by an author indirectly rather than explicitly.
- Extracting/applying information: this sub-skill involves being able to extrapolate the information from the text to other contexts or to answer a given question or solve problem.

All of these skills are necessary to cope with the different texts of the *Advanced* exam. Taking a quick glance at the *Handbook for Teachers*, we come across different statements which justify the previous claim. For instance, for *Reading Part 2 - Gapped Text*, Cambridge English states that '*in this part, there is an emphasis on understanding how texts are*

structured and the ability to follow text development'(*Handbook for Teachers, p.8*). In this quote we can see an implicit reference to different reading sub-skills, such as cohesion and coherence as well as skimming and predicting. Also, for *Reading Part 3 - Multiple Choice*, '*there is an emphasis on the understanding of a long text, including detail, opinion, tone, purpose, main idea, implication, attitude, and also text organisation features such as exemplification, comparison and reference.*' In this case, more of the sub-skills are involved. In fact, one could say that, except for predicting, all of the other skills are clearly implied (e.g. *tone* > inferring, *main idea* > *skimming, detail* > *scanning, etc.*).

Apart from reading sub-skills, there are other types of issues that concern the process of reading as regards *Cambridge English: Advanced*. Amongst these, one could highlight those of *use* and *authenticity*. As for use, it could be defined as the extent to which a learner's knowledge of linguistic rules is used for effective communication (Harris and Ball, 2012:6). In this case, the *Advanced* exam as well as some of the materials produced for this project focus on linguistic use, rather than *usage*, which is the actual knowledge of linguistic rules. What this means is that the students are only asked to apply what they know, not to express what they know. In relation to authenticity, this is a term related to the way a reader responds to a text. Widdowson (1978:80) differentiates between authenticity and genuineness. Where genuineness means that a text has not been adapted in any way, authenticity refers to the reaction that the reader has to a text. As Harris and Ball (2012:6) express it, '*if the reader is allowed to respond as they would in real life, by expressing shock, horror, etc., then we have what Widdowson calls an 'authentic' response.*' Obviously, under exam conditions, students cannot normally respond 'authentically' to any given text. However, this can be different during an English lesson. As we will see in a later section, the kit of materials produced contains genuine texts which will be dealt with in the most authentic way possible, allowing for students' authentic responses.

3.3.2 Use of English

Use of English, although not usually mentioned as a skill in itself, is a combination of different skills. These involve reading and writing sub-skills, as well as knowledge of grammar and vocabulary. The way it is presented both in the *Advanced* test and in the material produced for this project, involves some concepts mentioned in the previous section; use and usage. Given the fact that use of English tasks involve reading and understanding as well as production, both use and usage will be present, as the student must put into practice all the knowledge of linguistic rules he/she has. Besides, the way *Use of English* tasks have been designed, they show that Cambridge English is an advocate of Lewis's (1993) *lexical approach*. Lewis (1993:142) claims that '*every word has its own grammar—a set of patterns in which it occurs*', hence grammar and vocabulary should not be treated as if they were different elements of a language. Supporting this view, Moudraia (2001:2) refers to Lewis's lexical approach as being

> *based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalysed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar*.

Consequently, we can see that in the *Use of English* section there is a major focus on lexis, as all the test items deal with it just as Lewis (1993) understands it, not as vocabulary or grammar separately. In fact, if we focus on *Use of English Part 1 - Multiple Choice*, we see that:

> *Candidates are required to draw on their lexical knowledge and understanding of the text in order to fill the gaps. Some questions test at a phrasal level, such as collocations and set phrases. Other questions test meaning at sentence level or beyond, with more processing of the text required. A lexico-grammatical element may be involved, such as when candidates have to choose the option which fits correctly with a following preposition or verb form.*
>
> (*Handbook for Teachers*, p.35)

Understanding of any given text is important. But also, no less important is to have certain *lexico-grammatical* knowledge which must be put to use so as to complete the task successfully.

As for *Use of English Part 2 - Open Cloze*,

> *candidates are required to draw on their knowledge of the structure of the language and understanding of the text in order to fill the gaps*' [and] '*the focus of the gapped words is either grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms; or lexico-grammatical, such as phrasal verbs, linkers and words within fixed phrases.*
>
> (*Handbook for Teachers*, p.35).

The focus in this case is more grammatical than lexical, although extensive vocabulary knowledge is also very important to succeed in this kind of task.

Finally, in *Use of English Part 3 - Word Transformation*,

> *the focus of this task is primarily lexical, though an understanding of structure is also required. It tests the candidates' knowledge of how prefixes, suffixes, internal changes and compounds are used in forming words. Candidates may be required to demonstrate understanding of the text beyond sentence level.*
>
> (*Handbook for Teachers*, p.35)

In this case, focusing primarily on lexical knowledge, this type of task calls upon learners' morphological notions. Here, we can see more clearly a predominance of usage over use, although the final outcome is inevitably a result of using language, not only knowing about it.

By and large, the *Use of* English section shows that it is of utter importance that students know not only what a word can mean but also how it works in relation to the rest of the text. Joanna Nikulin expresses it perfectly when she says that '*one word form can have a range of meanings in various contexts, different grammatical forms and can compose into idioms and phrasal verbs that also may have independent meanings and registers, and we must know all these data so as to 'know' a word thoroughly.*' Therefore, this section of the *Advanced* exam tests students on a variety of possible ways in which a particular lexical item may be present in a given specific grammatical context, among other things.

3.3.3 Speaking

The speaking skill is the productive oral skill, making it arguably the most controversial of all four main skills. If we understand speaking as an interactive process, we may as well take Byrne's (1986:8) definition:

> *Oral communication is a two-way process between speaker and listener where both the speaker and the listener have a positive function to perform… the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message.*

From this approach, we can highlight some features of speaking, summarised from Brown and Yule's (1983:15-17) examination of spoken language:

- Less structured syntax: incomplete sentences, little presence of subordination, passives and explicit connectors. This is due to the fact that spoken language tends not to be very explicit.
- Some sentences may not have a subject-verb-predicate structure.
- Use of external elements from the immediate environment.
- Instantly replacing expressions so as to refine a sentence.
- Use of generalised vocabulary, that is, words that can cover a broad scope of meanings.
- Use of pauses and fillers, as well as repetition of similar structures.
- Phonetic simplification.

All of these characteristics make oral spoken language somewhat ephemeral although the messages carried through oral language transcend its ephemeral nature.

One of the most important factors in spoken language is that of interaction. Therefore, the speaking material for this project focuses on *Speaking Part 3* of the *Advanced* exam. This is so because it is the part of the speaking paper in which interaction gains a greater role. As stated in the *Handbook for Teachers (p.57)*,

> *in Part 3, candidates […] are expected to discuss each visual, expressing and justifying opinions, evaluating and speculating, in order to work towards a negotiated decision towards the end of the task. […] they are assessed on their ability to use the language of negotiation and collaboration while doing this. […] The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately.*

Therefore, interaction between candidates is extremely important. In fact, one could argue that effective interaction is the only way to reach effective communication. But how do we reach effective communication? As Lourdunathan and Menon (2005:2) work out from Counihan (1998),

> *for effective communication, some of the essential interaction skills needed by students are that they should be able to direct the dialogue with one another, comment immediately on what another speaker has just said, disagree with or challenge another speaker's statement, should not have to be invited to speak or speak when there is a short silence indicating the end of someone else's turn, interrupt one another to include an opinion or question, and finally use appropriate paralinguistic features.*

In this brief extract from Lourdunathan and Menon's enlightening article, several concepts stand out. Some of these are *direct, comment, disagree, turn*(-taking)*, interrupt, include,* etc. It is in fact a true representation of what students are expected to do during the third part of the *Advaced* speaking paper. Therefore, the speaking material created for this project, as we will see, focuses primarily on interaction training.

In order to better understand the type of task involved in the *Advanced* speaking paper, the writer of this assignment kindly invites you to watch an online video of a real speaking exam with two advanced candidates on YouTube® (https://www.youtube.com/watch?v=JH1BO6wzcH0).

3.4 Selection of Content

Having already specified throughout the previous sections the different parts of the *Advanced* exam that the materials kit will focus on (*Reading Parts 2* and *3, Use of English Parts 1, 2* and *3,* and *Speaking Part 3*), it is now time to define the content by means of which this kit will help students prepare for Cambridge's *Advanced* test. But first, one must know the criteria used in the selection of this particular content. This criteria has been based on Deckert's (2004) guidelines to content selection. In his work, Deckert (2004:77-85) offers a framework composed of five guidelines which material creators should follow when doing their job. These are summarised below:

- '*Materials should include topics that further students' adjustment to the local community'* (Deckert, 2004:77): materials should help students become more familiar with the local community, and by '*local*' meaning the target community. In this case, the target community is the English speaking community in a broad sense.

  > *As ESL students digest something of the themes, personalities, symbols, and idiom of these popular materials, they become more prepared to gain entrance into the mainstream society of their native speaking peers.*
  >
  > (Deckert, 2004:78)

- *'Materials should facilitate students' adjustment to classroom methodology'* (Deckert, 2004:78): the teacher or language instructor must make sure that the language resources used in the classroom ease students into the dynamics of the lessons. Furthermore, students must be aware, if possible, of the benefits of following that particular approach or methodology. According to Deckert's (2004:79) words, '*the ESL instructor using a communicative approach must help students understand the rationale behind using this approach and the benefits to them of doing so.'*
- '*Materials should feature topics that relate to students' shared interests'* (Deckert, 2004:80): motivating students towards learning a foreign language becomes unbelievably easier if the topic through which they learn it is interesting and engaging. Also, '*students themselves welcome having a major role in selecting the topics of materials to be used*' (Deckert, 2004:81), so allowing for student decision-making over the content to be taught is also an influential factor to bear in mind.

- '*Materials should address the ethical expectations of an academic community'* (Deckert, 2004:81): in this guideline, Deckert alludes to the importance of avoiding plagiarism, among other standards, both for ethical reasons and to instruct students in the correct use of material written by others.

  > *Of all the standards to be instilled or underscored in the minds of ESL students, the avoidance of plagiarism is often the most immediate and problematic, especially in classes that require extensive writing.*
  >
  > (Deckert, 2004:82)

- '*Materials should promote mutual respect toward the world and life views of others' (*Deckert, 2004:83): all language learning resources should try to foster respect and understanding among learners. This does not necessarily mean agreement, as '*in an ESL class, especially when composed of young or older adults, there are probably sharp differences in outlook on the world and in conceptions of the highest good*' (Deckert, 2004:83). Therefore, any language instructor selecting or writing material for his/her students must bear in mind that the material should, at the very least, avoid giving rise to cultural or personal misunderstanding and resentment.

Once the content-selection criteria has been outlined, it is time to move on to the description of the content itself. The topic chosen for this unit is that of *Technology and Communication*. The reasons behind this choice are the following:

- It addresses some issues that are present at a global scale. Technology and communication is something that is present in every community to a certain extent at every level. Therefore, it furthers students' adjustment to the target community (Deckert, 2004:78).
- Given that it is a global-scale topic, it is also present locally. Everybody, including students, knows about the different issues surrounding technological developments and communication. As a result, it alludes to students' shared interests (Deckert, 2004:80), or at least it will reassure students, as they are dealing with a familiar topic.
- Since it is a topic that is both familiar and interesting to students, it will foster communication among them which, under careful guidance, can promote mutual respect toward others and the world (Deckert, 2004:83).
- It is arguably the most up-to-date topic available nowadays. This will give students the feeling of learning something useful about the present whilst improving their linguistic skills. Therefore, it is likely to appeal to everyone.

Derived from the reasons expressed above, there is yet another one that stands out, that is, the development of the communicative language competence. A topic like *Technology and Communication* lends itself to being shaped so as to develop all the competences that comprise the communicative language competence, as described by the CEF (2001:13). These are:

- Linguistic competences: these include '*lexical, phonological, syntactical knowledge and skills and other dimensions of the language system.*'

- Sociolinguistic competences: these '*affect all language communication between representatives of different cultures*'.
- Pragmatic competences: these '*are concerned with the functional use of linguistic resources.*'

3.4.1 Content Authenticity

Another important reason for choosing this particular topic, which deserves its own section, is authenticity. As explained previously in the course of this paper, Widdowson (1978:80) differentiates between authenticity and genuineness. *Genuineness* in EFL resources can be defined as the quality of not being modified in any way for foreign language learners. In this case, any resource would be addressed to native speakers. As for *authenticity*, it *'can only be achieved when there is agreement between the material writer's intention and the learner's interpretation*' (Lee, 1995:323). Therefore, Lee (1995:324) differentiates between *textually-authentic materials* and *learner-authentic materials*. The former refers to materials that have not been written for teaching purposes. These are usually complex for beginners, as the language is addressed to native speakers. The latter, on the other hand, is more difficult to understand. Firstly, they ought to be '*motivating, interesting and useful*' (Lee, 1995:324). Also, they ought to be adapted to students' needs difficulty-wise (Widdowson, 1980). This supports Krashen's (1982) definition of *comprehensible input*, one which is only slightly above the current level of the learner's competence, which he represented with the simple formula /i + 1/. In this sense, reflecting on Widdowson's and Krashen's views, it is important for materials to be authentic, as Lee (1995:324) states, so as to allow learners to bring their previous knowledge and experience to the material at hand.

However, Lee's (1995) distinction between textually and learner authenticity does not mean that they are not compatible. To the contrary, in many cases textbook material which has supposedly been adapted to suit students' needs may not present itself as motivating or challenging enough to learners. Therefore, it could lack both types of authenticity. In this case, teachers set out to create their own authentic materials, which in many cases comprise a combination of *textually* and *learner authenticity*. Some research even suggests that students prefer non-textbook materials over textbook material (See Bacon & Finneman, 1990). And this is precisely what this project's final result intents to be, a set of materials which are both textually authentic and authentic for the learner. All the content extracted for this kit is textually authentic or genuine, in Widdowson's view, and it also intents to be learner-authentic, as it wishes to involve learners in a motivating way generating an appropriate response, albeit under classroom circumstances.

4. CONTEXT AND METHODOLOGY

4.1 Educational Setting

The materials designed for this project have been devised so as to be implemented in a private language academy in the city centre of Granada, a relatively small city in the south of Spain. As regards the social and economic context, in general terms, our students belong to families from a middle or upper-middle class background, given the location of the academy. This centre is surrounded by state and semi-private schools, many of whose pupils attend extra-curricular English courses in some academies in the area, including this one.

This particular language school focuses on two types of courses mainly; general English courses, and exam preparation courses (regular or intensive). Besides, it offers private one-to-one lessons, which are usually far more individualised and suited to the student's needs and learning pace, given the nature of the lessons.

In general, the school has a good reputation, as it is highly regarded by most current and former students. It has been open for over twenty years and has extremely good results as regards official examinations. In this sense, most of the academy's exam preparation courses are addressed to students taking Cambridge English Language Assessment exams, such as *Cambridge English: Advanced*.

As regards the teachers, they are all native or bilingual speakers with English teaching qualifications. Although some specialise in certain age groups, most teach a variety of groups and levels, which may range from teaching young learners (up to 12-year olds) to adults who seek some sort of English certification. One of the best aspects of the way the groups are organised is that there is a continuity. This means that each group is a specific level that will not only prepare you for a specific exam but also for entering the next level offered by the academy. These range from Junior 1 (3/4 year-olds) to Junior 5 (8/9 year-olds), and from Year 1 (10/11 year-olds) to Year 12, which has no specific age range. Throughout this continuum, there are certain levels which specifically prepare students for a particular exam. For instance, Years 9-10 are focused on *Cambridge English: Advanced* exam, whereas Years 7-8 prepare students for *Cambridge English: First*. What this continuity achieves is that most students acquire the language gradually and efficiently, and without pressures of any kind. Furthermore, if students start when they are young learners, they usually acquire high levels of English proficiency relatively soon. For example, there are some 16-year-old students who have already attained a C1 level as described by the CEF (2001:24). This is no mean feat given the fact that English is not readily available outside the classroom, and that these students do not attend bilingual schools or have private teachers beside their lessons at this private language centre.

As regards the school itself, it provides a wide range of facilities, which include a PC and interactive whiteboard (IWB) and audio equipment in each classroom, a computer room, and wireless Internet connection throughout the whole school. There is also a TV with a DVD player set available for teachers to share. Moreover, this language school has a small library section with a fair number of graded readers, as well as a good set of English-spoken films

which offer subtitles both in English and Spanish. These are freely available for all students and teachers to take home for a limited period of time, as well as for specific classroom use.

4.2 Target Group

The group for which this kit has been designed is made up of 10 upper-intermediate students who attend one-hour English lessons in the afternoons on Mondays and Wednesdays at 20:15h. Their ages range from 16 to 45, most of them being graduate students or students who have recently graduated and started working. They are all motivated, although they attend English lessons for different reasons, among which studies, career advancement, traveling and job requirements may be highlighted. Most of them enjoy learning a foreign language such as English, but admit that the fact that they 'need' a certificate is a little daunting. It could be said that what moves these students towards the learning of English is both *extrinsic* and *intrinsic motivation* (McDonough, 2007:369), the former understood as external determining factors (e.g.: pressure to obtain a certificate) and the latter as learners' inner attitudes (e.g.: love of travelling, learning enjoyment). It must be said, however, that this information regarding students' motivation has been gathered by means of informal conversations in and out of class and that, therefore, its validity is somewhat questionable, despite being true.

As mentioned above, their level may be described as being upper-intermediate, which means that, according to the CEF (2001) they find themselves in the process of moving from a B level, being '*independent users*', to a C level, '*proficient users*'. In fact, in some cases this level has been certified by Cambridge English themselves, as some of the students already passed the *Cambridge English: First*. Furthermore, this particular group of students is a Year 10 group, meaning that this is their second year preparing for *Cambridge English: Advanced*. Therefore, their level could be placed within a B2+ level, or *strong vantage* performance, as described by the CEF (2001:35). At this level,

> *the focus on argument, effective social discourse and on language awareness which appears at B2 (Vantage) continues. However, the focus on argument and social discourse can also be interpreted as a new focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operative strategies),* [and] *in coherence/cohesion. […] There is* [also] *concentration of items on negotiating.*

In general terms, these learners are able to develop a conversation giving feedback and follow-up statements and inferences, use a number of cohesive devices to have conversations smoothly and link ideas appropriately, can develop arguments supporting their ideas and are able to use language in a persuasive way and demand satisfaction in relation to a discussion (CEF, 2001:35).

4.3 Methodology: Material Design Approach

The approach followed to design this kit of materials has followed the guidelines provided by Howard and Major (2005) for designing effective English language teaching materials. These guidelines provide teachers with a useful framework within which they can create their own materials. However, Howard and Major (2005:103-104) also state a series of factors worth considering when designing materials, and these are:

- Learner needs.
- The curriculum and the context.
- Resources and facilities.
- Teachers' personal confidence and competence.
- Copyright compliance.
- Time.

All of these factors have been born in mind when designing these materials. For instance, as regards learners' needs, we could highlight their need to acquire topic-specific vocabulary and structures in order to gain a higher level of English proficiency in a particular field. In this sense, this particular kit caters for this in relation to the field of technology and communication. As for the curriculum and context, as stated in previous sections, students seek a specific language certificate, hence the similarity of this material to the type of tasks that they would encounter in a real *Advanced* exam. This has been a key issue in the creation of most parts of the material. Besides, a topic such as technology and communication fits perfectly into any classroom language curriculum of advanced language learners, as it is a very recurrent topic in commercial course books. As regards resources and facilities, there should not be a problem. The academy provides the necessary equipment for classroom language instruction and students have computers and Internet connection at home to carry out their homework and other self-learning tasks. In relation to the teacher's personal confidence and competence, it should be taken into account that the fact of having chosen the topic and the necessary materials already accounts for this particular factor. As far as copyright compliance is concerned, everything that has been extracted from other sources is clearly specified both for students' interest and for respect of the original author. Finally, time considerations have also been taken, as we will see in coming sections. However, these are extremely flexible, as they are up the the teacher and the students' needs.

As regards the specific guidelines taken into account (Howard and Major, 2005:104-107), they are summarised below:

- Context: the kit is contextualised to the curriculum and to the learners' experiences, interests and knowledge.
- Interaction: the kit generates interaction and linguistic advancement.
- Learning strategies: the kit encourages learners to develop their own learning skills and strategies.
- Focus: the tasks focus on form as well as function.

- Skills integration: the materials integrate the different language skills effectively.
- Authenticity: as previously argued, these materials are authentic.
- Contextualised progression: the tasks and activities offer a logical progression.
- Attractiveness: the materials intend to be visually and structurally appealing to students.
- Clarity: each task offers clear instructions on how to proceed.
- Flexibility: the structure and outline allows for teaching-learning flexibility.

All of these guidelines will be more clearly reflected throughout section 6 of this paper, where the kit of materials will be outlined and described in more detail.

One final consideration worth mentioning before moving on to the next section is that although the kit of materials has been designed with a specific group of students in mind, it is nonetheless applicable to other contexts and usable with other groups of students, provided they find themselves in a similar situation; preparing for the *Advanced* exam. This is a key issue when teachers design material, as we normally consider the usefulness of language resources as well as its lifespan. *Will my current students find it useful? Will it work with my future students? Will it work for my colleagues? Will it be good enough for sharing online?* These are considerations that one should bear in mind when designing original materials. In this particular case, this kit responds positively to those questions.

4.4 Methodology: Topic-based Approach and Creative Process

As mentioned at the beginning of section 4.2, the content of this unit is the means by which learners will acquire the language. Therefore, the main aim of this kit is for students to learn the English structures and lexis related to the content, not the content itself. In this sense, it must remain clear that this kind of instruction cannot be considered a strong version of content and language integrated learning (CLIL). As Marsh (2002:2) defines CLIL, it '*refers to any dual-focused educational context in which an additional language […] is used as a medium in the teaching and learning of non-language content.*' According to Ball (2012:17), '*it is dual-focused because whereas attention may be predominantly on either subject-specific content or language, both are always accommodated.*' Given this definition, it is extremely clarifying to refer to Ball's (2012:36-37) CLIL continuum, which outlines in order of 'CLIL strength' all its eight different variations, from *Topic-based language classes*, the weakest form, to *Immersion Schools*, the strongest. If we had to choose a specific label for this particular unit, we could included it under the weakest kind, *Topic-based language classes*, since the focus is on the language and not on the knowledge acquired about the content. As Master (1997:1) states, '*in the theme-based course, the language instructor is responsible for both language and content, but students are evaluated primarily on their L2 skills*.' Therefore, it is what we call a theme- or topic-based approach, a weak form of content-based instruction. This approach, according to Troncale (2002:2), has many benefits, among which we can highlight the following:

- It fosters independent learning as well as cooperative learning

- It can be implemented in various teaching contexts.
- It is effective due to high student and teacher's levels of interest.
- Language is contextualised rather than isolated, which is extremely useful in terms of language acquisition.
- It provides natural exposure to language.
- It provides learners with opportunities to engage in communication acts.
- It improves students' academic prospects.

On the whole, let us take Troncale's (2002:3) words to sum the benefits of a content-based approach:

> *I have noticed that student interest is higher throughout all activities of the unit than when doing activities that are not related by a common theme. Students are more enthusiastic about, and therefore, more successful with reading and writing activities in thematic units because these skills are easier to accomplish when the topic is context-embedded and students have ample background knowledge about it. […] Students' retention of vocabulary, language structures and key concepts is also better in thematic units. […] Activities address a range of learning styles and include hands-on and interactive group work* [and a content-based approach] *lends itself to the incorporation of group work, particularly cooperative learning, which is an effective way of teaching content and language.*

In this particular case, the content chosen for language instruction is that of technology and communication, as it has been mentioned previously. Therefore, the aim is for students to acquire the necessary language skills to be able to engage in communicative situations regarding such topics.

5. THE KIT OF MATERIALS

Throughout sections 2 to 5 we have seen the reasons, both personal and professional, for choosing this type of project, its objectives, an overview of the *Cambridge English: Advanced* exam, on which the format of this project is based, and the C1 level of proficiency, as described by the CEF. Also, we have focused on the skills and contents that this project will deal with, as well as the context and methodology that apply to this particular kit of materials. Therefore, it is now time to give a detailed description of these materials, found in appendix 2 (section 8.2), starting with the format and sequence of the kit, followed by the tasks we can encounter in each part.

5.1 Aim, Sequence and Format

The aim of this kit is to provide students with necessary practice so as to prepare them to take the *Cambridge English: Advanced* exam. This material comprises a single unit which deals with certain parts of the *Advanced* test. It is divided into 6 parts, each focusing on

one particular part of the exam. The following table summarises the title of each part in connection with the paper and part of the exam that it deals with:

Titles of the Sections	*Advanced* Paper	*Advanced* Part	Task Type
Science Fiction Literature	Reading	Part 3	Multiple choice
Smartphones Nowadays	Reading	Part 2	Gap fill
Modern-Day Technology	Use of English	Part 1	Multiple choice
Technological Advancements	Use of English	Part 2	Open cloze
Texting and Chatting	Use of English	Part 3	Word transformation
Talking about Communication	Speaking	Part 3	Discussion

Figure 5.1. Kit of Materials structure

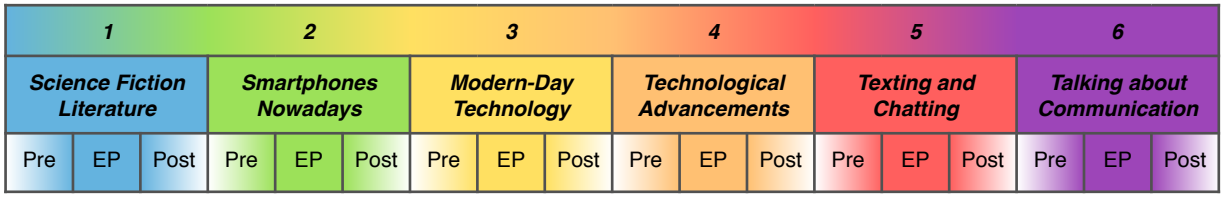
As one can easily guess from the titles of the different parts, this set of materials deals mainly with technology and communication. Therefore, it intends to help learners to acquire the necessary structures and lexis so that they can read, talk and write about this particular topic.

As regards the layout and format of each part, it must be said that each component of the kit is divided into three main parts, which are seamlessly intertwined. The first part serves as an introduction to the topic. This usually presents various relevant vocabulary items by means of some warm-up activities. Besides, it includes some pre-exam practice, whose aim is to prepare learners for the second part. The use of pre-exam tasks is of utter importance. According to Mera Rivas (1999:16), '*they are a means of incorporating the learners' knowledge of the world, linguistic knowledge, ideas and opinions, before checking them against the text. At the same time, they generate vocabulary related to the text topic, thus aiding vocabulary development*.' Although in this case this author is referring to pre-reading tasks in particular, this is applicable to all the different skills. Besides, as we will see, the use of English tasks involve reading as much as grammatical and lexical skills.

The second part of each section is what is called the '*exam practice*' task, which is clearly specified for students to be aware of it. This part aims to emulate a real *Advanced* exam task, thus following an almost exact format as regards both layout and task type. This part provides students with straightforward practice with the real exam in mind. This makes perfect sense both for students and within the materials themselves, as all the other parts revolve around this one task.

Finally, after the exam task, there are some post-exam practice activities. These, in some cases, are designed to consolidate some of the vocabulary featured in the exam task, while others aim to provide further practice either on the same kind of activity/skill or on a different one. As Mera Rivas (1999:18) puts it, '*the post reading phase helps learners to consolidate what they have read and, at the same time, aims to relate the text to the learner's experience, knowledge, and opinions*.'

If we understand this kit of materials as a series of three-part cycles, one could say that this third section provides meaningful closure to each cycle. We can see a visual representation of this below:



***Pre** = pre-exam practice ; **EP** = exam practice; **Post** = post-exam practice*

Figure 5.2. Kit of Materials progression

Finally, at the end of each part, there is either a self-study tip or a tip and a link to further practice exercises to be carried out online as homework. The brief tip advises students on a particular aspect of how to improve a skill or develop a particular studying strategy, while the online practice has been chosen, adapted or designed so as to provide students with further practice that will help them to improve their skills. These online exercises have been designed using the free educational website www.learningapps.org. The designing of online material has many advantages for students and teachers. As Başal (2013:9) puts it, '*the advances in ICT have made it possible to develop online English materials more interactive, motivating and engaging for the language learners.*' Furthermore, as the same author expresses,

> *online materials are advantageous when compared to those text-based materials in traditional learning- teaching environment. They are easily updatable. This will also reduce the cost of developing the material from scratch again. Updatability is an important aspect of online materials. If language teachers feel a need for a change in the material depending on the needs and level of the students, they can easily adapt the material. This can save time, money and energy.*

In sum, this kit of materials is composed of 6 parts, each taking up between 4 and 6 pages, and featuring an exam task which resembles that which learners would encounter in a real *Cambridge English: Advanced* test.

5.2 Components and Tasks

This particular section will deal with each of the components of the materials kit, under the heading of the skill or part of the *Advanced* exam on which it focuses. However, it is necessary first to define the different types of tasks so as to understand the purpose and reach of each of the tasks featured in the test.

A useful and clear classification of tasks is provided by Ribé and Vidal (1993). These authors, define three different generations of tasks:

- First generation tasks: these are usually the most typical activities used within an English lesson. '*Information gaps or role plays would belong to this category*' (Hockly, 2012:72). According to Ribé and Vidal (1993:2) their aim is '*primarily to develop communicative ability in a specific area of the language being taught.*'

- Second generation tasks: these do not only make learners manipulate language, but also involve their cognitive abilities as regards information. According to Ribé and Vidal (1993:2),

  > s*econd generation tasks focus primarily on content, procedure and language. The learner is challenged mentally in these areas and the tasks aim at developing not only language skills, but also general cognitive strategies of handling and organising information…Language becomes a vehicle for doing a 'real' piece of work. This implies using not one, but a range of structures, functions and lexical sets. Language is then approached globally, not sequentially*.

- Third generation tasks: these are the most complex, as they have a wider purpose than second generation tasks. '*They aim at developing the personality of the student through the foreign language* [and] *fulfil wider educational objectives*.' (Ribé and Vidal, 1993:3). The same author highlights some of the characteristics of this generation, among which we must mention authenticity, globality and integration of language, content, learner's knowledge and experiences, etc. Third generation tasks involve learners more wholly than the other two generations.

As we will see in the following sections, the tasks presented in the kit belong to first and second generations, although they might also present some features of third generation, such as authenticity or integration of language and content.

5.2.1 Reading: Sections 1 and 2

As specified previously, the specific reading parts of this kit comprise parts 1 and 2. The first one, *Science Fiction Literature*, presents four pre-reading activities. Activities 1 and 2 aim to introduce the learner to the topic of science fiction. The first one is a classification activity while the second is a short extract that students will have to match with a particular author. Both activities include pair discussion. As for activity 3, not only does it introduce the learner to the topic of the unit, but also to the topic of the exam task (activity 5). It is a short gap-filling text that deals with certain concepts and topics that appear in the exam task text. In this way, when the learner approaches the text, it will not appear to be out of context and disconnected from the rest of the unit. As regards task 4, it is an interesting pre-reading activity that works on a very particular reading sub-skill; scanning. Students ought to focus on matching several terms or concepts with each of the paragraphs in the text, thus becoming familiar with it before the exam task. Activity 5, i.e. the exam practice task, is a text of around six hundred words. This text is an extract from the novel *The Foundation* by Isaac Asimov. As a while-reading activity, students have to answer six multiple-choice questions, each focusing on the understanding of a particular aspect of each and every paragraph. By doing so, we are checking their comprehension of the text. Besides, these questions, owing to the way they have been formulated, deal with specific understanding of several sentences (e.g. question 3), or rather with inferring information from a paragraph (e.g. question 4). This means that learners have to use different reading sub-skills, such as *scanning*, *search reading*, and understanding of *coherence and cohesion* (see section 4.3.1 of this paper). After task 5, we

find task 6, which is a post-reading that consists in searching for words in the text whose definitions have been given. This intents to develop two main aspects. On the one hand, it aims to further students' understanding of the text, while on the other hand it aims to develop students' vocabulary. Finally, to end this section, we find a *self-study tip*, advising students on a particular aspect of this exam part, so that they know how to approach future exam tasks of this kind. In fact, this tip is connected to activity 4, since this task featured different concepts that were related to each of the questions in activity 5. As for possible homework, this section provides students with a link for online practice.

The second part of this materials kit also revolves around an exam reading task. In this case, the title of the section is *Smartphones Nowadays*, and it starts off with three discussion tasks. These deal with the uses of smartphones nowadays and with some of the drawbacks that the use of smartphones may have. In task 3, there is a focus too on lexis and collocations (e.g. *costs involved*, *store information*, *strike/maintain a balance*, etc.), which is important both for understanding reading and for the following section, *Use of English*. As for task 4, the last pre-reading activity of this section, it works on some of the important expressions that students will encounter in the text for the exam task. They have to match certain expressions to their definitions, and then they ought to use these expressions in context to complete some gapped sentences. The goal of this exercise is to familiarise students with the vocabulary of the text on the following page, which presents some tricky vocabulary items. By doing so, students will find it easier to understand, thus being able to focus more specifically on carrying out the task rather than on understanding some complex vocabulary items. As regards task 5, the exam task, it consists in a gapped text which ought to be completed with some paragraphs that have been removed from it. This type of activity tests students in a range of reading sub-skills. For instance, having to complete the text involves having to understand the way ideas are outlined and connected within the text (*skimming*, *coherence* and *cohesion*) as well as to having to *predict* the type of information that will come next. After task 5, we find two post-reading activities that connect with the following sections of the unit, as they deal with use of English rather than with reading in itself. Both of them explicitly ask readers to *scan* the text. The first one aims to raise students' awareness of the presence of collocations in the text, and to generate a discussion of certain topics featured in the text. The second, on the other hand, focuses on structural features of the text, such as the use of prepositions, among others. At the end we find the study tip, with a series of recommendations on things to take into account when approaching this type of task.

To understand the reading parts of this kit or materials (sections 1 and 2), we must also acknowledge the reading approach adopted in each section, which is notably different. In the first section we have used a top-down approach. This means that we *'use macro-level cues to decode a text in order to acquire a more global understanding of its contents*' (Harris and Ball, 2012:13). This is so because we start off by introducing learners into the topic of science fiction literature, then into the topic of the text, the topic of the paragraphs, the specific meaning of paragraphs and, finally, we focus on the important vocabulary items of

the text. Hence, we start off with major cues to finish by analysing the minor elements of the text. On the other hand, we do exactly the opposite in section 2. Although we do start by introducing the topic in a general view, we focus on the meaning of specific terms before reading. Therefore, we are using a bottom-up approach, since we are '*decoding a passage step-by-step from small textual elements like words and phrases*' (Harris and Ball, 2012:13). This is because the specific reading task in this section calls for greater understanding of specific vocabulary items which, without this bottom-up approach, students may not necessarily understand, thus making difficult their carrying out this task.

Finally, in connection with the approaches followed, it must be said that during the reading activities, there has been a focus on meaning rather than on form. This approach is justified by having followed Macalister's (2011:162) conditions, which are gathered under the mnemonics of MINUS:

- M for focus on **m**eaning.
- I for dealing with and raising learners' **i**nterest.
- N for featuring **n**ew learning.
- U for fostering **u**nderstanding, as the texts and activities are understandable.
- S for featuring activities which aim to achieve **s**tress-free conditions when dealing with the reading tasks.

5.2.3 Use of English: Sections 3, 4 and 5

This next section, *Use of English*, consists of three parts, each dealing with a specific part of the *Advanced* exam. Firstly, we find *Modern-Day Technology*. This part, just like all the others, presents pre-exam tasks, while-exam tasks and post-tasks. As a means of introducing the learner into the topic on hand, there is a series of activities that feature different idiomatic collocations. This is so because, as seen in section 4.3.2, *Use of English Part 1* tests learners on their knowledge of collocations, as well as other lexico-grammatical aspects. This is extremely important '*because they will help* [students] *to speak and write English in a more natural and accurate way*' (O'Dell and McCarthy, 2008:4). Therefore, learners are asked to match certain expressions with their meanings (activity 1), and to improve some phrases by means of creating a suitable collocation (activity 2). After that, they are asked to discuss certain questions which aim to generate intentional use of these collocations in oral language by students. After this discussion, students have to read a short text on a similar subject to the one featured in the exam task. The aim of this, besides getting students in touch with the topic of the text, is to work on some vocabulary that is useful to understanding the exam task and other similar texts. Finally, as a post-exam task, students have to brainstorm words in order to create different collocations from the ones featured in the previous text. These new collocations may or may not be related to technology, as they intend to involve learners' knowledge of other topics, too. After this task, there is the usual self-study tip, which deals with the way in which students can approach the storing and studying of relevant collocations. This is extremely important, as most students find the concept of 'collocation' too abstract to

tackle, as there are no lists of collocations as such. Thus the need to create their own in a way that suits them. To finish with this section, we find another link that takes students to some online practice which resembles a real Use of English Part 1.

The next part of this section deals with *Technological Advancements* and *Use of English Part 2*. In this part, the series of pre-test tasks have several aims. On the one hand, they intend to familiarise students with the topic of technological advancements. This is done by means of discussions like the ones featured in activities 1 and 3(a). On the other hand, the aim of other tasks is to make students aware of what is expected from them in *Use of English Part 2*. For this reason, activities 2, 3 and 4 focus on the different aspects students will be tested on (e.g. *idioms, prepositions, phrasal verbs,* etc.). It is important that, when doing an exam task of this kind, students bear in mind what they are being asked to use. Finally, we have the exam task, activity 5. This is followed by a discussion about different possible technological advancements like the one dealt with in the previous text. The aim of this discussion is, among others, to produce in the learners an authentic response to the text. After this task, there is a specific focus on common advanced dependent prepositions, in the form of a classification and a gap-fill activity. As regards the *self-study tip* in this case, it provides students with advice on how to cope with studying and memorising dependent prepositions. Besides, it provides them with a couple of websites where they can find more common dependent prepositions which they can use to study so as to improve in this particular aspect of the language. Lastly, there is also the *further practice* box, which features a link to an online activity.

Finally, the last part that deals with *Use of English* is the section *Texting and Chatting*. If we analyse some of the pre-exam tasks, we see that some of them deal with cultural aspects of the English language. These are some abbreviations and acronyms that native speakers use when texting or chatting. Then, there is a task which has a dual focus. It presents the topic of the section and it makes students aware of different linguistic concepts that are necessary to know when coping with *Use of English Part 3*, such as knowing the different word classes and what they are used for. Besides, tasks 2, 3 and 4 provide explicit practice on word transformation, which is what students will have to do during the exam task. After this, there is a set of questions which aim to have learners connect their knowledge and experiences to the topic of the text. Then, right before the exam task, there is a pre-task in which students need to put their knowledge of word classes into practice. They will do this by reading the text in the exam task and trying to identify the type of words needed in each gap (e.g. nouns, adjectives, etc.). This will help them to carry out the exam task correctly, as they will know the necessary transformation of each word provided in the exercise. After the exam task, there are two different discussions that will connect what students have read with their opinion and experiences regarding different aspects of communication. Finally, we encounter another self-study tip, which gives learners an idea on how to store vocabulary items in their different forms and advises them to review these forms so as to avoid forgetting them; and the usual further practice link, which explicitly focuses on word transformation practice.

As we have seen, all of the activities and strategies above present a very marked lexical approach, where context becomes important when learning or memorising a new word. This strategy has long been supported, although the lexical approach as such would be developed fairly recently (see Lewis, 1993). As far back as 1968, Newmark and Reibel (1968:152), advocates of the direct method, argued that

> *the principal motivation for providing contextual and psychological reality for dialogues in a believable manner is […] to present instances of meaningful use of language which the learner himself stores, segments, and eventually recombines in synthesising new utterances for use in new situations*.

In their words we see the importance of context so as to achieve meaningful use of language. O'Dell and McCarthy (2008:5) also take this into account in their phenomenal collocations textbook when, referring to their work, they state that '*you will usually find examples of collocations in typical contexts with, where appropriate, any special notes about their meaning and their usage*.' This criterion, has been carefully considered when choosing the content of the use of English section.

5.2.5 Speaking: Section 6

The skill of speaking is dealt with throughout the whole unit, but it is done so in more detail in the last section, *Talking about Communication*. This part of the unit starts off with a discussion using visual support, resembling in a way a real speaking task in the *Advanced* exam. This discussion, which is complemented with some questions, introduces the topic of this section, i.e. communication. Following the discussion, there is exercise 2, which is probably the most important of these pre-speaking tasks. Activity 2 asks learners to complete different phrases with some expressions given. Then, they have to classify those phrases into three columns, according to their use. These expressions may express agreement, disagreement or opinion, all of which are important to know how to use during a discussion. After having completed exercise 2, learners are asked explicitly to have a discussion in which they must make a conscious effort to use the phrases they saw in the previous exercise. This provides them with practice and gets them into the habit of using certain necessary phrases. Besides, expressions for agreeing or disagreeing focus specifically on developing learners' turn-taking skills, which is extremely important. McCarthy (2010:3-9) sees turn-taking as the third axis around which fluency revolves, coupled with rate-delivery and automaticity.

Returning to the unit, task 4 asks learners to read a text and mull over certain aspects of the use teenagers make of smartphones. Also, as part of the same task, they have to complete other expressions, which are used both to give sentence closure and to ask for another person's opinion. As McCarthy (2010:5) argues,

> t*wo basic features of turn-taking are likely to affect the creation and maintenance of flow [in a conversation]: turn-opening and turn-closing, with both locations in the ongoing talk presenting themselves as potential points for smooth or disfluent transition.*

By working on agreement and disagreement expressions (turn-opening), and asking for opinions (turn-closing), we are covering an important aspect of fluency improvement, especially so as regards discussions. As Burkart (1998:6) puts it, '*communication requires cooperation between partners who work together to construct the interaction or transaction*.' Besides, enabling students to agree or disagree and to ask for others' opinions allows them to respond authentically by means of oral communication to any type of text, whether it be oral or written. To end activity 4, the last pre-speaking task, a set of instructions are given in order to make students aware of the *DOs and DON'Ts* when having a discussion in an educational context or under exam conditions. Although these instructions may make the whole situation seem a little artificial or stiff, it does cater for improving students' specific discussion skills and and their fluency in general, which is one of the main objectives of this unit of materials.

Following activity 4, we find the exam task. As specified in the wording of the task, students must *talk to each other* and they have to *decide* something together. For a detailed reminder of this task, please refer to section 3.3.3 of this paper.

Finally, we reach the post-exam practice activity. In this case, activity 6 also focuses on speaking as the main skill. However, it does not deal with part 3 specifically. It rather focuses on teaching students how to prepare and deliver a short monologue. Hence, this task briefly guides students through the process of preparing a simple speech. First, learners have to brainstorm the ideas and then choose how to organise them. To do so, they are provided with a categorised list of connectors that they will have to use in their short presentation.

At the end of this section, once more, we find a self study tip. This tip advises students to build a checklist of functional phrases so that they become aware of the language they use when speaking as well as the expressions they should use or avoid using. In fact, Cambridge English Language Assessment recommends this in their *Handbook for Teachers* (p.59):

> *Ask your students to keep a notebook in which they list a variety of functional language, e.g. ways of interrupting politely, or ways of asking their partner for their opinion. Encourage them to use as many different ways of doing these things as possible to avoid repetition.*

Doing this will help students to self-assess their speaking as well as to provide their peers with useful feedback when oral communicative activities take place within the class. In fact, activity 6(a) asks students to assess their partner's speech by ticking the expressions he/she uses.

5.3 Integration of Skills

As it has been described throughout the previous sections of this assignment, the skills which are featured explicitly in this kit of materials are reading, speaking, and lexical and grammatical use and usage. But have these been treated separately and in isolation? No, definitely not. And why is it important not to treat any of the skills in complete isolation? Well, the answer is quite simple; language is not a mere sum of skills in a complex

combination. Language is a whole in itself, thus hardly ever being able to work in complete isolation.

Perhaps each section does focus primarily on one, but others play an important role as well. More specifically, it must be highlighted the presence of speaking in a vast majority of activities across all the sections of the kit. One could say that speaking is somewhat the backbone of this kit of materials. This must be, because as Harris and Ball (2012:73) mention, '*speaking is surely the most flexible of the skills*' and '*maybe to see it as a tool […] is the best way to stimulate its presence.*'

In the table below we can appreciate how all the skills are seamlessly blended throughout the course of this kit of materials:

Section	Main Skill	Integrated Skills	Activities
1. Science Fiction Literature	Reading	- Speaking - Vocabulary	- 1(a), 2(a), 3(a) - 3, 6
2. Smartphones Nowadays	Reading	- Speaking - Vocabulary/UoE*	- 1, 2, 3(a), 6(a) - 3, 4, 6, 7
3. Modern-Day Technology	Use of English	- Reading - Speaking - Vocabulary	- 1, 5, 6 - 4, 7 - 1(a), 5, 7
4. Technological Advancements	Use of English	- Speaking - Grammar/Vocabulary - Reading	- 1(a), 4, 6 - 2, 3, 4(a,b), 7 - 4, 5
5. Texting and Chatting	Use of English	- Speaking - Reading - Grammar	- 1, 5, 6, 8, 9 - 2, 6, 7 - 2(a,b,c), 3, 4, 6, 7
6. Talking about Communication	Speaking	- Grammar/Vocabulary - Reading	- 2, 4(b), 6(a) - 3, 4

*UoE = Use of English
Figure 5.3. Integration of skills table

Please, note that in the table above, the main skill is not mentioned within the other integrated skills. Also, it is important to mention that while the listening and writing skills have been somewhat ignored as far as explicit focus is concerned, they do take part as secondary skills which are still necessary for oral and written communication. The fact that the main focus is on other skills does not mean that listening or writing do not improve too. Therefore, when working on reading, grammar or vocabulary, we are inevitably improving writing skills. In the same way, when we are working on speaking we are also improving our listening skills, whether it be by listening to a peer or to the teacher. The only reason for not having developed different parts for writing and listening is that it would have been a much too broad scope to cope with, and the results would have also been too long to make sense within a classroom context. However, given the flexibility and theme of this unit, the teacher may choose to combine it with a listening activity from a particular textbook, or maybe create his or her own listening activity from a YouTube® video. In the same way, it is easy to integrate

writing explicitly. The teacher could ask students to write an essay on the advantages and disadvantages of smartphones, or an article on a particular gadget that holds significance to them. As you see, there is space to combine these skills with this kit of materials.

6. CONCLUSIONS

Throughout the course of this paper we have witnessed the development of a specific set of language-teaching materials. We started off by providing a broad view of the target level of the materials, analysing the *Common European Framework* and its C1 level. From there, we moved on to Cambridge English Language Assessment, looking into its *Advanced* exam, its format and the different parts it comprises, which gave us a better insight into the type of materials to be developed. However, this was not enough, as these resources had to be created in accordance to a certain context, group of students and methodology. As a result, these were described too, providing the final touches to the framework which shaped the content of the kit of materials. The result has been an all-round set of resources that teachers can use with an advanced group of English language learners, thus attaining the main goal of this project.

Some may argue that going to such great lengths is somewhat unnecessary, given the fact that most English courses are now taught through textbooks written by professional materials writers. However, while it is true that textbooks provide an invaluable source of English language input and practice, they unfortunately come in short more times than most teachers are willing to cope with. Therefore, it is essential that English language teachers know how to cut around textbooks' flaws by finding, adapting and writing their own resources. Not only should they have the skills to do so, but also they ought to know that nobody else knows their students' needs and characteristics as well as they do. As a result, it is the teachers' job to provide students with the materials which will meet their needs as much as possible. Besides, this will also give the teacher the freedom to use materials which suit his or her teaching style, which is equally important.

A different issue worth considering, given the topic of this project, is the existing obsession with obtaining English-language certificates in today's society. As a result of this, one ought to be cautious within the field of English teaching. On the one hand, it is true that being able to communicate in English is essential at many levels nowadays. For this reason, tests which certify specific language attainments are invaluable tools within the current academic and professional fields. However, there is undoubtedly too much pressure on employees to obtain a formal certification, which leads to an excessive focus on exams rather than English as a communicative tool. In the few years I have worked as a teacher, I have seen students pass a range of certifying exams without necessarily having the real communicative skills to do so. What this implies is that many people somehow develop the ability to pass an exam without knowing as much English as that test actually certifies. This fact has negative consequences for everyone, at least in the long run. Firstly, employers are hiring people whose certified level of English is not real, which can actually cause problems at work. Secondly, these employees are not offering a level of service in accordance with what they are expected to, which leads to a decrease in the quality of the service. Therefore, pressuring citizens to obtain an English certificate has long-term negative

consequences. This is happening, for instance, within the Spanish educational system, especially at primary and secondary levels. There are teachers that, because of pressure from the government or from their private employers, have obtained language certificates ‘in a hurry’, that is, without really learning, only training for the exam. Consequently, their foreign-language performance at schools is, in many cases, far from what it should be so as to offer efficient foreign-language instruction, whether it be in a bilingual or regular educational context. Therefore, as English teachers, we should focus on improving our students’ communicative skills, and not only on exam strategies. In this regard, it is essential that we show learners the value of the language as such, detached from the importance of a certificate, which is ultimately a piece of paper. A way of doing so is by providing them with communicative situations by means of motivating language-learning materials, which will give them the opportunity to understand what they can do with a language.

Finally, I would like to make some personal observations in connection with the creation of materials. This particular field of language teaching is, in my view, truly fascinating. Writing your own resources is extremely creative, flexible and meaningful. Besides, it does not have to be a lone activity, as it can be done within a team of teachers, other materials writers or in collaboration with your own students. The latter is undoubtedly a wonderful approach, as learners receive greater language input and gain awareness of how the English language works. Last but not least, writing materials makes teachers fully responsible for the language input students receive, which provides them with greater satisfaction when these students fulfil their language-learning ambitions, making all their efforts extremely worth their while.

7. BIBLIOGRAPHY AND WEBLIOGRAPHY

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7.1 Resources

7.1.1 Assignment

- Certificate in Advanced English (CAE) Sample Paper. Cambridge English Language Assessment. Retrieved on 10th October 2014 from http://www.cambridgeenglish.org/images/24920-cae-sample-papers.zip
- Online tool to create and adapt exercises: www.learningapps.org
- YouTube® Clip: Certificate in Advanced English (CAE) Speaking Test Part 3. https://www.youtube.com/watch?v=JH1BO6wzcH0. Last accessed on 10th October 2014.

7.1.2 Kit of Materials

I am not the owner or author of any of the materials listed below. These have been retrieved, obtained and/or adapted for this assignment with educational purposes only, without the explicit permission of their owners/writers/authors/creators. Some of the tools I have used to retrieve and adapt these resources include apps such as *Safari* (Internet browser) or *Pages* (word processor), and online resources such as *www.learningapps.org* (online task creator). All the resources used in the kit of materials are listed below, clearly specifying their source.

Cover

- Picture used in the cover of the kit, page 40: Obtained and adapted from http://mads-infostudio.com/wp-content/uploads/2014/09/aaurl.png

1. Science Fiction Literature

- Extract from the Wikipedia article '*The Minority Report'*, page 1: Obtained and adapted from http://en.wikipedia.org/wiki/The_Minority_Report
- Picture of Isaac Asimov, page 1: Obtained and adapted from http://en.wikipedia.org/wiki/Isaac_Asimov#mediaviewer/File:Isaac.Asimov01.jpg
- Picture of Philip K. Dick, page 1: Obtained and adapted from http://es.wikipedia.org/wiki/Philip_K._Dick#mediaviewer/File:Philip_k_dick_drawing.jpg
- Picture of Carol Emshwiller, page 1: Obtained and adapted from http://en.wikipedia.org/wiki/Carol_Emshwiller#mediaviewer/File:CarolEmshwillerCW98_wb.jpg
- Extract from the Wikipedia article '*Seldon Plan*', page 2: Obtained and adapted from http://en.wikipedia.org/wiki/Seldon_Plan
- Extract from the novel '*The Foundation*' by Isaac Asimov, page 3: Obtained and adapted and adapted from http://interconnected.org/home/more/2012/03/seldonsplan.html
- Definitions in exercise 6, page 5: Obtained and adapted and adapted from www.oxforddictionaries.com

- Reading exercise featured in http://LearningApps.org/watch?v=pwasnogct01, page 5: Obtained and adapted from http://englishteststore.net/index.php?option=com_content&view=article&id=2924:English-Advanced-Reading-Comprehension-Test-006&catid=133:english-reading-tests&Itemid=382

2. Smartphones Nowadays

- Picture of teenagers using mobile phones, page 6: Obtained and adapted from http://st1.bgr.in/wp-content/uploads/2014/06/mobile-obbsession1.jpg
- Picture of people on train using mobile phones, page 6: Obtained and adapted from http://theurbantechnologist.com/2013/07/
- Picture of mobile apps, page 6: Obtained and adapted from http://hykano.com/wp-content/uploads/2012/10/mobile_apps.png
- Definitions in exercise 4, page 7: Obtained and adapted from www.oxforddictionaries.com
- Article from The Guardian '*Are Smartphones Making Our Working Lives More Stressful?*' by Ian Sample, pages 8-9: Obtained and adapted from http://www.theguardian.com/technology/2014/sep/18/smartphones-making-working-lives-more-stressful/print

3. Modern-Day Technology

- Text in exercise 1, page 12: Obtained and adapted from *English Collocations in Use Advanced* (O'Dell and McCarthy, 2008:80. Cambridge University Press)
- Picture of 'sync', page 12: Obtained and adapted from http://www.psdgraphics.com/file/sync-button.jpg
- Picture of 'Wi-Fi' symbol, page 12: Obtained and adapted from http://bikuma.com/wp-content/uploads/2014/01/wifi-hotspot.gif
- Picture of 'e-mail' symbol, page 12: Obtained and adapted from http://www.redtienda.com/blog/wp-content/uploads/2013/04/email_efectivo.jpg
- Picture of 'recycle bin' symbol, page 12: Obtained and adapted from http://www.pamelahazelton.com/images/2010/10/deleted-files.png
- Picture of 'flat-screen HD TV', page 12: Obtained and adapted from http://www.changoonga.com/wp-content/uploads/2012/10/televisión-hd.jpg
- Picture of Apple®'s voice assistant 'Siri', page 13: Obtained and adapted from http://upload.wikimedia.org/wikipedia/commons/thumb/3/35/Siri_icon.svg/901px-Siri_icon.svg.png
- Extract from the Wikipedia article '*Siri*', page 13: Obtained and adapted from http://en.wikipedia.org/wiki/Siri
- Article '*Talk To Your Android Phone To Get Things Done*' by Saad Sadiq, page 14: Obtained and adapted from http://www.addictivetips.com/mobile/talk-to-your-android-phone-to-get-things-done/

- Exercise of Use of English Part 1, featured in http://LearningApps.org/watch?v=ptauu9zh101, page15: Obtained and adapted from http://lengish.com/tests/cae-204.html

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- Picture of 'wooden wheel', page 16: Obtained and adapted from http://dygy7akez1rfq.cloudfront.net/products_pictures/180/18043_228023_F.jpg
- Picture of 'internet' symbol, page 16: Obtained and adapted from http://www.telekom.sk/swift_data/source/tm/eshop/globe_net.jpg
- Picture of 'old clock', page 16: Obtained and adapted from http://3.bp.blogspot.com/_U21GA2qgIIo/SRzIBDAocAI/AAAAAAAABnE/0Tl7GINKbBQ/s400/Reloj+antiguo+venta+internet+bolsillo+pulsera+ebay.jpg
- Picture of 'plane', page 16: Obtained and adapted fromhttp://www.aeroinfo.com/images/home/animate/bg-plane.png
- Picture of 'old telephone', page 16: Obtained and adapted from http://static6.businessinsider.com/image/5225c6f569beddfe22eca9f1/this-apocryphal-story-about-the-telephone-should-be-an-inspiration-to-every-young-company.jpg
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- Article '*Hologram Projectors For Your Smartphone Could Be Close*' by Stephen Luntz, page 18. Obtained and adapted from http://www.iflscience.com/technology/hologram-projectors-your-smartphone-could-be-close
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- Picture of 'graphene device', page 19: Obtained and adapted from http://polskaviva.com/wp-content/uploads/2011/05/grafeno.png
- Picture of 'flying cars', page 19: Obtained and adapted from http://cdn2.tekgoblinmedia.com/wp-content/uploads/taxi-fifth-element_1425422i.jpg
- Picture of 'Men in Black' film, page 19: Obtained and adapted from http://1.bp.blogspot.com/-erat25q1EZo/TxvXiC8LaOI/AAAAAAAAADs/SlVQiVwrYHc/s1600/tommy-lee-jones-will-smith-men-in-black-3-memory-eraser.jpg
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- Dependent prepositions website (1), page 20: Obtained from http://yourenglishlessons.files.wordpress.com/2010/03/dependent-prepositions.pdf
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5. Texting and Chatting

- Extract from article '*Calling vs. Texting*' by Team Ooma, page 21: Obtained and adapted from http://ooma.com/blog/calling-vs-texting-survey-confirms-that-the-phone-call-is-still-king/
- Article '*Do You Text More Than You Talk?*' by Elisabeth Narins, page 23: Obtained and adapted from http://www.prevention.com/health/healthy-living/people-now-communicate-digitally-more-face-face
- Extract in exercise 9, page 24: Obtained and adapted from http://www.sheknows.com/love-and-sex/articles/1007145/how-texting-can-ruin-a-relationship

6. Talking about Communication

- Picture of 'smoke signals', page 25: Obtained and adapted from http://bibleoutlines.com/blog/wp-content/uploads/2013/12/smoke-signals.jpg
- Picture of 'pen and paper', page 25: Obtained and adapted from http://www.susanbranch.com/wp-content/uploads/2012/04/letter.jpg
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- Picture of 'video-conferencing', page 25: Obtained and adapted from http://sr.photos2.fotosearch.com/bthumb/CSP/CSP993/k15179944.jpg
- Picture of 'talking on the phone', page 25: Obtained and adapted from http://english-learners.com/wp-content/uploads/man_on_phone1.gif
- Picture of 'having a coffee', page 25: Obtained and adapted from http://www.8womendream.com/wp-content/uploads/Getting-Face-to-Face-About-Money.png
- Picture of 'Facebook® logo', page 25: Obtained and adapted from https://www.facebook.com/images/fb_icon_325x325.png
- Extract in exercise 4, page 26, from the article in The Huffington Post '*Call Me Mean (Maybe): Why I Won't Get a Smartphone for My Teen*' by Lisa Rinkua: Obtained and adapted from http://www.huffingtonpost.com/lisa-rinkus/call-me-mean-maybe-why-i-wont-get-a-smartphone-for-my-teen_b_3895314.html
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8. APPENDICES

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8.1 Teaching Guidelines

The aim of this section is to provide you with some guidelines and tips on how to use the kit of materials with your particular groups of students. These considerations are briefly outlined below:

- When to use: this particular materials kit is to be used with any group of advanced students who wish to take the *Cambridge English: Advanced* test soon. Ideally, these students have already completed a course on the main contents that can appear in the exam (e.g. conditionals, participle clauses, etc.). Therefore, this kit is intended to provide students intensive practice before the exam in order to work on different aspects of this exam, but not specific grammatical contents. As a result, it is perfect to use during an intensive preparation course.
- Time considerations: this kit of materials is composed of six sections of between 4 and 6 pages. Each section has some pre-exam tasks, an exam task and some post-exam practice tasks. Given the volume of this unit, you can cover each section in 2 or 3 hours, depending on the level of the students and the pace you decide to adopt. For example, if you have 2 weekly one-hour lessons, you could cover each section in two lessons, that is, a section per week. Should your students advance through it quickly and easily, you can yourself provide them with further practice. If, on the contrary, they advance more slowly than expected, you can prolong it to suit their needs and/or your teaching style.
- Creation of new online exercises: a perfect way to provide students with further practice or homework is to create or adapt exercises online. In this way, your students can practice at home what they have learnt in class, and you do not have to worry about printing out worksheets and marking, as online exercises of this kind provide students with immediate feedback. You can easily and intuitively create online activities using the website www.learningapps.org. It is fast and effective, cost-efficient and environmentally friendly. Besides, designing or adapting activities for online practice is no more time-consuming than doing it for class practice in paper format.
- Listening and writing: listening and writing are two skills not explicitly featured in this kit. However, there are many possibilities to exploit them in relation to this kit. For instance, you could ask students to write an article on some useful gadget that they could not live without; or a report on technological improvements that need to be made in their college. It is easy to include these writing tasks within the unit, thus resembling an *Advanced* exam writing task. As for listening activities, you could adapt some videos from YouTube® to use during your lessons or as online practice, as you see fit. There are many videos online which have also a transcript. This could be used to create gap-filling exercises and multiple choice questions, which are two of the types of listening activities in the *Advanced* exam.
- Possible resources: as the writer of this kit, I recommend that you use some resources with your students so as to complement this kit of materials. Firstly, you ought to familiarise your students with the use of online dictionaries. They might find useful some particular websites, such as www.oxforddictionaries.com, www.wordreference.com, www.ozdic.com or www.thesaurus.com. They all have excellent features which will undoubtedly improve your students self-studying

skills. Besides, you could also use certain textbooks. Personally, I recommend using *English Collocations in Use Advanced*, by O'Dell and McCarthy (2008, Cambridge University Press). Given the difficulty students find in the section of Use of English, a book that deals with advanced collocations is perfect to improve students' lexical skills. As for some online reading or listening, websites like www.iflscience.com or the YouTube channel *ASAPScience* are endless sources of scientific reading and listening material. This can be adapted to suit students' requirements and be used in class or as homework.

8.2 Kit of Materials

Technology and Communication

1. Science Fiction Literature

1. **Which of the following terms do you associate with science, which with science fiction and which with both?**

time travel / telepathy / alien / android / X-ray / metaphysics / parallel universe / robot / spaceship / teleportation / moonbase / black hole / speed of light / galaxy / three-dimensional / zero gravity

Science	BOTH	Science Fiction

(a) Compare your table with a partner and discuss where you might have heard those expressions for the first time. Did you have similar ideas?

2. **Read the following synopsis of a sci-fi story and match it with the name and picture of the author.**

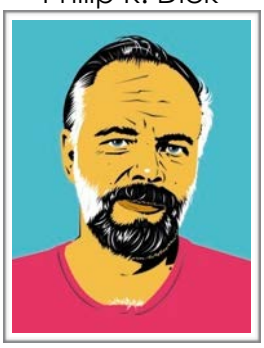
"The Minority Report" is a 1956 science fiction short story, first published in Fantastic Universe. The story is about a future society where murders are prevented through the efforts of three mutants who can see the future. Paradoxes and alternate realities are created by the precognition of crimes when the chief of police intercepts a precognition that he is about to murder a man he has never met. The story also touches upon the dangers of a powerful post-war military during peacetime. Like many stories dealing with knowledge of future events, "The Minority Report" questions the existence of free will.

Adapted from Wikipedia's article on "The Minority Report" (http://en.wikipedia.org/wiki/The_Minority_Report)

Isaac Asimov

(1920 - 1992)

Philip K. Dick



(1928 - 1982)

Carol Emshwiller

(1921 - present)

(a) Read the synopsis again. Do you think that any of it could become real in the future? Discuss it with a partner.

3. <u>Read</u> the following extract on one of *Asimov*'s most renowned novels and <u>complete</u> the gaps with the words from the box.

statistics - collapse - mathematical - barbarism - persons - psychohistory - developments

According to Asimov's novels, Hari Seldon devised the Seldon Plan using a (1)_____ analysis which he originally developed and called (2)_____. This is a fictional science which combines history, sociology, etc., and mathematical (3)_____ to make general predictions about the future behaviour of very large groups of people, such as the Galactic Empire. His analysis worked only for large numbers of (4)_____, at least 50 billion, pursuing their idiosyncratic life interests, uninterested in shaping future history, and gave probable paths for historical (5)_____. Using this technique, Seldon deduced that it was certain the Galactic Empire was about to (6)_____, and usher in 30,000 years of (7)_____.

Adapted from Wikipedia's article on the "Seldon Plan"
(http://en.wikipedia.org/wiki/Seldon_Plan)

(a) Do you think that science allows us, in a way, to predict the future? If so, how? <u>Discuss</u> it with your partner.

4. You are going to read an extract from the novel *The Foundation* by *Isaac Asimov*. <u>Look</u> at the following six terms. Then, <u>read</u> the text on the following page and <u>match</u> each term to paragraphs 1 - 6.

FIRST SPEAKER - PURE SCIENCE - HUMAN SUFFERING
PREDECESSOR - SPEECH - SUCCESSOR

Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____
Paragraph 5: _____
Paragraph 6: _____

5. EXAM PRACTICE. <u>Read</u> the text again. For questions **1-6**, <u>choose</u> the correct answer (**A, B, C or D**) which you think fits best according to the text.

The Foundation. Chapter 8: Seldon's Plan

Isaac Asimov

The location of the room is not in question at the moment. It is merely sufficient to say that in that room, more than anywhere, the Second Foundation existed. It was a room which, through the centuries, had been the abode of pure science - yet it had none of the gadgets with which, through millennia of association, science has come to be considered equivalent. It was a science, instead, which dealt with mathematical concepts only, in a manner similar to the speculation of ancient, ancient races in the primitive, prehistoric days before technology had come to be; before Man had spread beyond a single, now-unknown world.

For one thing, there was in that room - protected by a mental science as yet unassailable by the combined physical might of the rest of the Galaxy - the Prime Radiant, which held in its vitals the Seldon Plan - complete. For another, there was a man, too, in that room - The First Speaker. He was the twelfth in the line of chief guardians of the Plan, and his title bore no deeper significance than the fact that at the gatherings of the leaders of the Second Foundation, he spoke first.

His predecessor had beaten the Mule, but the wreckage of that gigantic struggle still littered the path of the Plan. For twenty-five years, he, and his administration, had been trying to force a Galaxy of stubborn and stupid human beings back to the path. ***It*** was a terrible task. (***line 15***)

The First Speaker looked up at the opening door. Even while, in the loneliness of the room, he considered his quarter century of effort, which now so slowly and inevitably approached its climax; even while he had been so engaged, his mind had been considering the newcomer with a gentle expectation. A youth, a student, one of those who might take over, eventually. The young man stood uncertainly at the door, so that the First Speaker had to walk to him and lead him in, with a friendly hand upon the shoulder. The Student smiled shyly, and the First Speaker responded by saying, "First, I must tell you why you are here." They faced each other now, across the desk. Neither was speaking in any way that could be recognised as such by any man in the Galaxy who was not himself a member of the Second Foundation.

Speech, originally, was the device whereby Man learned, imperfectly, to transmit the thoughts and emotions of his mind. By setting up arbitrary sounds and combinations of sounds to represent certain mental nuances, be developed a method of communication - but one which in its clumsiness and thick-thumbed inadequacy degenerated all the delicacy of the mind into gross and guttural signalling.

Down- down- the results can be followed; and all the suffering that humanity ever knew can be traced to the one fact that no man in the history of the Galaxy, until Hari Seldon, and very few men thereafter, could really understand one another. Every human being lived behind an impenetrable wall of choking mist within which no other but he existed. Occasionally there were the dim signals from deep within the cavern in which another man was located so that each might grope toward the other. Yet because they did not know one another, and could not understand one another, and dared not trust one another, and felt from infancy the terrors and insecurity of that ultimate isolation - there was the hunted fear of man for man, the savage rapacity of man toward man.

1. **According to the writer, pure science**
   A. dealt mainly with technological gadgets for whose creation it was responsible.
   B. had mistakenly come to be regarded as technology.
   C. had been affected by gadgetry throughout millions of years.
   D. remained the same despite the mathematical concepts that affect it.

2. **The significance of holding the First Speaker's title lies in**
   A. the responsibility for mediating between human disputes.
   B. securing the Seldon Plan held by the Prime Radiant..
   C. interceding on behalf of the other leaders of the Second Foundation.
   D. the right to intervene before any other Second Foundation leader.

3. **What does '*it*' in line 15 refer to?**
   A. struggling with the difficult nature of the human race.
   B. finding a solution to what some predecessors had not been able to solve.
   C. making sure that humans do not leave the path they are meant to be on.
   D. obliging humans to cease their particularly annoying behaviour.

4. **In the fourth paragraph we learn that**
   A. the First Speaker had eagerly been searching for his successor.
   B. the First Speaker was not fond of his most likely successor.
   C. the First Speaker and the Student spoke a language that no one else understood.
   D. the First Speaker's career is reaching an inexorable end.

5. **According to the fifth paragraph, speech**
   A. was devised carefully so as to convey feelings and ideas.
   B. failed to convey the subtle nuances of the mind.
   C. was an innate yet imperfect ability that men used to communicate.
   D. altered the otherwise blunt ideas held by men.

6. **According to the writer, the reason behind human suffering is that**
   A. only a handful of men succeeded in attaining wholesome understanding abilities.
   B. the vast majority of humans were unwilling to understand one another.
   C. every human being's efforts to trust others were unfruitful.
   D. fear discouraged every man from becoming isolated.

6. **Find words in the text which have the following meanings. Each number represents the paragraph where you can find the word.**

(a) _____ ***(1)*:** a place of residence; a house or home.

(b) _____ ***(1)*:** the forming of a theory or conjecture without firm evidence.

(c) _____ **(2):** unable to be attacked, questioned, or defeated.

(d) _____ **(2):** great and impressive power or strength, especially of a nation, large organisation, or natural force.

(e) _____ **(2):** assemblies or meetings, especially held for a specific purpose.

(f) _____ ***(3)*:** the remains of something that has been badly damaged or destroyed.

(g) _____ ***(4)*:** a novice in a particular activity or situation.

(h) _____ ***(5)*:** subtle differences in or shade of meaning, expression, or sound.

(i) _____ ***(5)*:** lack of quantity or quality required.

(j) _____ ***(5)*:** fineness or intricacy of texture or structure.

(k) _____ **(6):** not giving cause for hope or optimism.

(l) _____ **(6):** search blindly or uncertainly by feeling with the hands.

(m)_____ **(6):** the process or fact of having minimal contact with others.

(n) _____ **(6):** aggressive greed.

Definitions retrieved and adapted from www.oxforddictionaries.com

SELF-STUDY TIP

When doing ***Reading Part 1***, it is advisable **not to read the possible answers** (A, B, C, D) before reading the text. Doing this may confuse you. It is a good idea to **read the question only** and then **underline the answer** in the text. Then, you can read the options and contrast them to what you have underlined.

FURTHER PRACTICE

For further practice, please visit: http://LearningApps.org/watch?v=pwasnogct01

2. Smartphones Nowadays

1. Look at these pictures and discuss in pairs what do they show about the uses of smartphones.

2. Discuss with a partner what you can do with your smartphone. Then, make up a list of ten uses of smartphones you discussed, where number 1 is the most important to you and number 10 the least.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(a) Now compare your list with another couple of students. Are they similar? What differences did you find?

3. Now look at the following sentences about some of the drawbacks that mobile phones might have nowadays. Complete the sentences with the words from the box.

addiction	involved	striking	store	isolation

'It is relatively pricey to own a smartphone as there are many costs (1)_____.'

'A smartphone can (2)_____ so much personal information that if stolen, it could compromise your security.'

'Distraction and (3)_____ occur with ease, as there are so many possibilities to exploit smartphones.'

'It is common to see that (4)_____ increases despite smartphones' facilities to keep in touch with others.'

'(5)_____ a work-life balance is not always easy if you are readily available and accessible 24/7 with a smartphone.'

(a) How much do you agree with these statements? Do these things happen to you? Would you add any more? Discuss it with your partner.

4. You are going to read a text on some of the disadvantages of owning a smartphone. Before you read, match these expressions from the reading on the left column with their meanings on the right one

1. encroachment	a.	to be the responsibility of a particular person.
2. to come by	b.	an investigation of the opinions or experience of a group of people, based on a series of questions.
3. survey	c.	a small mechanical device or tool, especially an ingenious one.
4. burned-out	d.	to produce or generate a large number of something.
5. pattern	e.	intrusion on a person's territory, rights, etc.
6. to be down to s.o.	f.	to support or confirm a theory.
7. poll	g.	to encounter or to manage to acquire or obtain.
8. to spawn	h.	something that has been achieved successfully
9. gadget	i.	to deal with more than one activity at the moment.
10. reliance	j.	a regular form or sequence in which something happens.
11. to back up	k.	exhausted due to overwork.
12. to multitask	l.	dependence on someone or something.
13. accomplishment	m.	an assessment of public opinion by questioning a sample of the population.

Definitions adapted from www.oxforddictionaries.com

(a) Now complete the following sentences with some of the expressions above.

1. *Joey is always held up at work. I'm afraid he'll eventually become _____.*
2. *Excessive _____ on mobile phones to communicate can sometimes lead to lack of social and interpersonal skills.*
3. *Some of the laws and acts approved by the government are regarded by the public as minor _____ on our individual liberties.*
4. *Obtaining a PhD is one of his many _____ throughout his academic and professional career.*
5. *A _____ carried out by an external company has proven that the use of text messages has suffered a sharp decrease during the last five years.*
6. *I sometimes feel that _____ can have a downside, as I notice that despite doing more things at once, I make more mistakes in each.*
7. *Good and entertaining apps are not very common. They are usually quite hard _____.*
8. *It _____ you whether or not to include this article in the next issue of the journal. You decide.*

5. EXAM PRACTICE. You are going to read an article about some disadvantages of smartphones. Six paragraphs have been removed from the article. Choose from paragraphs **A - G** the one which fits each gap (**1- 6**). There is one extra paragraph which you do not need to use.

Are smartphones making our working lives more stressful?

Some evidence suggests the encroachment of work on home life is creating more exhausted, cynical and burned out workers.

Are smartphones really so bad for us? Hard science on the matter is hard to come by. In the absence of solid evidence, debates on their effects are driven more by conjecture, anecdotes and surveys. Some studies, however, are starting to provide a few answers.

1 _____

In 2012, he showed that heavy smartphone use caused more "work-home interference" – that is, work encroached badly on home life. So far, so unsurprising, but he went on to show that this led to more burned-out employees, which manifested itself as exhaustion and cynicism. The smartphone had become a Trojan horse through which work infiltrated the home. "It seems difficult, if not impossible, for mobile users to maintain a satisfactory balance between their work and personal life," he wrote in a 2012 report published in Applied Psychology.

2 _____

The fatigue came from their being mentally engaged late at night, and blue light from the screens might also affect their normal sleep patterns.

"Smartphones are almost perfectly designed to disrupt sleep," Russell Johnson said when the work was published in January.

Christine Grant at Coventry University surveyed remote e-workers at 11 major UK companies. She found that the impact of mobile technology was very much down to the individual. Many found the technology helpful and that it allowed them to work more flexibly.

3 _____

A Gallup poll in May found that stress levels in US workers were higher the more often they checked work emails on their smartphones out of normal hours. Nearly half who checked their emails frequently reported high stress levels, compared with around a third who never bothered. There was more to the data than that.

4 _____

The rise of social media and its use through smartphones has spawned concerns that the gadgets are destroying our attention levels. That is an open question, which Imperial College researchers hope to answer in a three-year research project launched this year.

5 _____

Is there any evidence that smartphones are harming our brains? The science is still in its infancy here. An Australian study of mobile phone users found that working memory was poorer, while reaction times improved. Whether the effects are real and arise from smartphone use might also be answered by the Imperial College study.

Other studies suggest that a reliance on mobile technology might change how our brains work.

6 _____

A

In 2010, researchers at McGill University in Montreal showed that a dependence on GPS might reduce activity in the hippocampus, a part of the brain we use to get from A to B. Another study, from Columbia University in New York, investigated the "Google effect" and found that people used computers as a substitute for their own memories.

B

The study is the largest in the world to investigate whether mobile devices affect children's cognitive development. It will look for the effects of electromagnetic radiation, but also of "brain training" through social media, gaming and the rest.

C

Others suffered from the "always-on" culture, particularly frequent fliers who were contacted at all hours by colleagues in different time zones.

D

The work was backed up by studies from Michigan State University. Researchers surveyed US workers and found that those who checked their smartphones for work reasons after 9pm were more tired and less engaged the next day.

E

When companies hand out smartphones to their employees there is an implicit agreement that those staff are on call any time, any place. Once the workers are used to being connected to the office at all hours, it can be hard for them to detach and relax, says Arnold Bakker, a professor of work and organisational psychology at Erasmus University in Rotterdam.

F

However, other people are simply unable to part with their smartphones, whether it be during a family reunion or a casual dinner out with some colleagues. In this regard, recent studies suggest that people’s ability to multitask is improving greatly. This is probably owed to the fact that social interaction is occurring while performing other non-related tasks on their devices, such as reading some news, checking their friends’ news feed, and so on.

G

Workers who emailed most outside work hours rated their lives better than those who did not. Though more stressed out, the emailers saw their behaviour as proof of professional success and accomplishment, Gallup speculated. In other words, emailing outside work hours gave people a sense of importance and status.

6. USE OF ENGLISH. In the text there are some useful collocations (e.g.: *hard science*). Look at the words below. Then, <u>scan</u> the text in search of words or expressions which collocate with them. There may be more than one possible answer.

a. evidence: _____
b. heavy: _____
c. balance: _____
d. sleep: _____
e. mobile: _____
f. company: _____
g. level: _____
h. e-mail: _____
i. launch: _____
j. development: _____
k. time: _____
l. reunion: _____
m. dinner: _____
n. professional: _____

(a) <u>Complete</u> the following questions with some collocations. <u>Discuss</u> the questions with a partner.

1. How often do you have a _____ reunion?
2. How often do you _____ your e-mails?
3. Do you find it hard to strike a _____ between life and work? Why (not)?
4. Do you consider yourself a _____ smartphone user? Why (not)?
5. Do you ever feel that you have high _____ levels? Why (not)?

7. USE OF ENGLISH. <u>Complete</u> the following sentences from the article with a suitable word. Then <u>scan</u> the article to check your answers.

(a) Are smartphones really so bad _____ us?

(b) So _____, so unsurprising, but he went on to show that this led to more burned-out employees

(c) The fatigue came _____ their being mentally engaged late at night.

(d) It seems difficult, if not impossible, for mobile users to maintain a satisfactory balance _____ their work and personal life

(e) A Gallup poll in May found that stress levels in US workers were higher the _____ often they checked work emails on their smartphones out of normal hours.

(f) An Australian study of mobile phone users found that working memory was poorer, _____ reaction times improved.

(g) In 2010, researchers at McGill University in Montreal showed that a dependence _____ GPS might reduce activity in the hippocampus

(h) When companies hand out smartphones to their employees there is an implicit agreement that those staff are _____ call any time, any place.

(i) The work was backed _____ by studies from Michigan State University.

(j) Though more stressed out, the emailers saw their behaviour as proof _____ professional success and accomplishment.

SELF-STUDY TIP

When doing *Reading Part 2* you should:

- Read the **whole text** before filling the gaps. You will get a general idea.
- Pay attention to the **meaning** of the paragraphs surrounding each gap. (e.g. what they talk about)
- Read carefully **the ending** of the preceding paragraph and **the beginning** of the following.
- Note the **pronouns** used (e.g. them, it, etc.)
- Note **who** is 'talking' (i.e. is it the narrator or is it someone else?)
- Look at the **punctuation** (e.g. inverted commas will tell you that someone else is talking).
- Note the **connectors** . These will tell you, for example, if they are 'adding' to an idea or 'disagreeing' with it.
- **Re-read** the whole text when you have completed all the gaps. Make sure it makes sense

3. Modern-Day Technology

1. Read the following text.

*Scientists and technologists are (1)**pushing back the frontiers** of knowledge every day. Scientists (2)**publish** their **findings** and those findings are developed into commercial applications. We have become very skilled at (3)**harnessing technology** in all sorts of creative ways. New (4)**cutting-edge design** is transforming our daily lives and our businesses. But even with technology we are already familiar with, things do not always (5)**run smoothly**. There can be difficulties (6)**installing equipment** and hardware can suffer from (7)**wear and tear**. More serious are viruses, which can cause (8)**systems** to **crash** and lead to the loss of important data. A (9)**power cut** may cause machinery to lose power and (10)**production may be halted** until (11)**power is restored**. If (12)**computers** have to be **shut down** for even a short period of time, it can cause a variety of problems, all of them costly.*

English Collocations in Use Advanced (O'Dell & McCarthy, 2008:80. Cambridge University Press)

(a) Match six of the words in bold from the text with the following synonyms.

( ) the most innovative design
( ) results
( ) making use of
( ) damage caused by ordinary use
( ) switched off completely
( ) work without problems
( ) extending the limits

2. Look at the expressions in bold in the sentences. Use the words from the box to improve them.

definition - delete - flat - synced - stored - log - online - enter - checked - hotspots

(a) I'd better not switch off my mobile phone, otherwise I'll have to **put in my PIN**, and I just can't remember what it was!
(b) Would you like to come by my house to watch the match? I've got a brand new **plane-screen TV**.
(c) I've got about 3GB of music **saved on my iPod®**. That's more than five hundred songs!
(d) The mayor has promised to install a network of free **Wi-Fi points** throughout the entire city. It's going to be awesome.
(e) Would it be okay if I **watched my e-mails** for a second on your computer?
(f) Playing video games on your **high-quality TV** is fantastic! The picture is so neat.
(g) In order to **go into your account**, simply type in your username and password and hit 'enter'.
(h) If you **eliminate your old files** from your computer, you'll get a lot more space in your hard-drive.
(i) One of the best things of the cloud is that you can have all **your files identically** across all your mobile devices.
(j) If you don't want your PC running slow, you can always **store them on the web**.

3. Match some of the collocations from exercise (2) with the pictures below.

4. Discuss the following questions with a partner.

(a) Do you have your your devices synced? Why (not)?
(b) Does your city have any Wi-Fi hotspots? Would you like to? Why (not)?
(c) How often do you check your e-mails? Why?
(d) Have you ever deleted any important files by mistake? What happened?
(e) Have you ever forgotten your PIN code? What happened?
(f) Do you think that online storage is a good idea? Why (not)?
(g) Does your laptop ever shut down unexpectedly? How often does it crash?
(h) Do you find that some devices run more smoothly than others?
(i) Are power cuts common in the area where you live?
(j) Do you have a voice assistant on your smartphone? If so, do you use it much?

5. Read the following paragraph about one of the most renowned voice assistants. Match words from the text with definitions on the right.

Siri is an intelligence personal assistant and knowledge navigator which works as an application for Apple Inc.'s iOS.

The application uses a natural language user interface to answer questions, make recommendations, and perform actions by delegating requests to a set of Web services. Apple claims that the software adapts to the user's individual preferences over time and personalizes results.

The name Siri is Norwegian, meaning "beautiful woman who leads you to victory", and comes from the intended name for the original developer's first child.

Siri was originally introduced as an iOS application available in the App Store by Siri, Inc., which was acquired by Apple on April 28, 2010.

The company had announced that their software would be available for BlackBerry and for phones running Android, but all development efforts for non-Apple platforms were cancelled after the acquisition by Apple.

Siri has been an integral part of iOS since iOS 5 and was introduced as a feature of the iPhone 4S on October 14, 2011.

Siri was added to the third generation iPad with the release of iOS 6 in September 2012, and has been included on all iOS devices released during or after October 2012.

(a)_____: a device or programme enabling a user to communicate with a computer.

(b)_____: a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.

(c)_____: a person or thing that creates something.

(d)_____: bought or obtained.

(e)_____: the action of making something available to the public.

(f)_____: instructions to a system to perform some function.

(g)_____: a standard for the hardware of a computer system, which determines what software it can run.

(h)_____: a distinctive attribute or aspect of something.

Extract from Wikipedia article on '*Siri*' (http://en.wikipedia.org/wiki/Siri)

6. EXAM PRACTICE. For questions **1-10**, read the text on the next page and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Talk To Your Android Phone To Get Things Done

by Saad Sadiq - September 27, 2010
www.addictivetips.com

With the modern-day **(0)<u>mobile</u>** devices and gadgets becoming our **(1)____** companions that we can carry around anywhere with us, it is somewhat **(2)____** on users to dream of an app that can transform your device into a virtual speaking **(3)____** that can read aloud your personal content to you. Imagine you're driving on the highway and of course, you don't want to take risk of typing a message, going through the contact list or finding a location on the maps. How about you just speak to your Android phone and it will do the rest for you? *Vlingo*, a famous app which I have been using for quite a **(4)____** now, comes in **(5)____** in all such situations. A free and simple app which can listen to your voice **(6)____** as well as read all your **(7)____** messages and emails.

Vlingo allows you to call, text message, search phone and maps, open apps, social networking and email. It **(8)____** users with more voice control with excellent voice recognition capability. The user **(9)____** design is slick and simple. The main screen has a big 'Tap & Speak' button, with some examples in the middle box, a share thread and three buttons including *Info*, *What can I say?*, and *Safe Reader* at the bottom. To talk to the app, you simply tap the big *Tap & Speak* button and *Vlingo* will start **(10)____** to you.

0	**A**	mobile	**B**	automatic	**C**	electronic	**D**	hi-tech
1	**A**	devoted	**B**	faithful	**C**	obedient	**D**	dutiful
2	**A**	unavoidable	**B**	incumbent	**C**	compelling	**D**	necessary
3	**A**	friend	**B**	colleague	**C**	partner	**D**	assistant
4	**A**	moment	**B**	time	**C**	while	**D**	period
5	**A**	convenient	**B**	useful	**C**	handy	**D**	utile
6	**A**	orders	**B**	commands	**C**	requests	**D**	demands
7	**A**	receiving	**B**	entering	**C**	accepting	**D**	incoming
8	**A**	provides	**B**	gives	**C**	administers	**D**	grants
9	**A**	look	**B**	interface	**C**	screen	**D**	façade
10	**A**	listening	**B**	attending	**C**	hearing	**D**	minding

7. Work with a partner. Complete the gaps with other words to form collocations.

(a) mobile devices / _____ /_____

(b) virtual / _____ / _____ assistant

(c) type / _____ / _____ a message

(d) delete / _____ / _____ a file

(e) run a programme / _____ / _____

(f) personal content / _____ / _____

(g) user interface / _____ / _____

(h) voice recognition / _____ / _____

SELF-STUDY TIP

Remember that the best way to **learn collocations** is to see them and use them **in context**. Therefore, when you write them down in your vocabulary notebook, always include a sentence in which its meaning is clear and stands out. For example:

Wi-Fi Hotspots

*'You really don't need 3G connection while you're in London, there are **Wi-Fi Hotspots** all over the city.'*

FURTHER PRACTICE

For further practice, please visit: http://LearningApps.org/watch?v=ptauu9zh101

4. Technological Advancements

1. **Look at the following inventions. Rank them 1 - 5, where 1 is the most influential and 5 the least, in your view.**

(a) Compare your answers with your partner. Justify your choice and reach an agreement.

2. **In *Use of English Part 2* they test you on a number of lexical and grammatical concepts. Read the following examples and match each sentence with what is being tested.**

(a) *You will be tired in the morning **unless** you sleep on the plane.*
*(b) The Internet is an invention **that** has changed completely our daily lives.*
*(c) Time-measuring devices have **provided** humans **with** an invaluable tool.*
*(d) Please, do not **push my buttons** with your stupid remarks.*
*(e) My computer takes forever to **boot up**! It drives me nuts!*
*(f) Please, **do** not restart your computer before, during or after the test.*

( ) Idiomatic Expressions
( ) Dependent prepositions
( ) Phrasal verbs
( ) Linkers
( ) Auxiliary verbs
( ) Relative Pronouns

(a) Now, complete these sentences with a suitable word. The brackets at the end give you a hint about the word you need.

(a) They blamed me _____ the power cut at the office, but it wasn't my fault. (dependent preposition)

(b) Okay. Listen to me, you need to do exactly _____ I tell you to do. (relative pronoun)

(c) One of the worst things about surfing the web is when ads pup _____ on my screen. (phrasal verb)

(d) When _____ you let me know if you're coming to the conference? I need to know. (auxiliary verb)

(e) My flatmate and I get along just fine. We're usually on the _____ wavelength. (idiomatic expression)

3. Correct the following questions. Use a dictionary if necessary.

(a) How long do you spend talking in the phone with friends?
(b) Do new technologies appeal for you? Why (not)?
(c) Are you very interested about technological advancements? Why (not)?
(d) What kind of impact has the Internet had in your life? Why?
(e) In your view, which is the greatest invention in all time? Why?
(f) Are you looking forward for any particular event in the future? Why?

(a) Discuss the questions with your partner.

4. Read the following extract of Steve Job's biography, *'The man who thought different'*, and discuss with your partner what type of words you need in each gap (e.g.: preposition, pronoun, etc.)

By autumn 2006, just a (1)_____ months before the iPhone was to be announced (2)_____ the Macworld convention, it (3)_____ was not working. Calls dropped, applications (4)_____ not work, and the battery would not fully charge. 'We don't have a product (5)_____,' Jobs told the team coldly, sending (6)_____ back to work furiously to get it right.

('The man who thought different', 2012:240, by Karen Blumenthal. Bloomsbury Publishing)

(a) Now complete the gaps above with the following words.

did - at - yet - few - them - still

(b) Now match each word with its linguistic function.

(a) quantifier: _____
(b) object pronoun: _____
(c) adverb: _____, _____
(d) preposition: _____
(e) auxiliary verb: _____

5. EXAM PRACTICE. For questions **1-13**, read the text on the next page and think of the word which best fits each gap. Use only one word for each gap. There is an example at the beginning (**0**).

Hologram Projectors For Your Smartphone Could Be Close

by Stephen Luntz - June 7, 2014
www.iflsciencie.com

Just in time for the new Star Wars film, it seems the technology from the originals is starting to come true. First it was lightsabers, then prosthetic arms like Luke Skywalker's, and now we're being promised hologram projectors like R2D2 - although maybe **(0)not** as cute.

At the moment, **(1)_____** you want to project three dimensional holograms into space, you need to use mirrors or multiple sources placed around where the hologram is formed, so that light can interact from different directions.

Ostendo Technologies, a California start-up are dreaming much smaller. They have already demonstrated a prototype chip less **(2)_____** a centimetre long and a lens that fits on the palm of your hand. This tiny apparatus can, they say, control the colour and brightness of enough LED beams to light up a million pixels **(3)_____** a screen with a 1.2m diagonal. Their short term goal is to put these into smart phones in the next year so that people can project videos on any handy surface. Having already created a 5000dpi projector, 20 times **(4)_____** is used in iPads, this part of Ostendo's plan looks well under way.

However, the more ambitious goal, which Ostendo's founder Hussein El-Ghoroury hopes to achieve as soon as 2016, is to create three dimensional displays projected **(5)_____** a single phone. Ostendo has wowed journalists **(6)_____** a demonstration of 3-D spinning dice that allow the viewer to move their position while the dice continue to look consistent. “Imagine if everything coming back to you was in 3D—all of your shopping, all of your gaming, every way you retrieve data,” El-Ghoroury said.

What Ostendo are not revealing is how they manage to project these images onto the air from a single direction. Traditional holograms work **(7)_____** having laser light from different directions interfere with each other. The idea was an unexpected side effect **(8)_____** the quest to improve X-Ray microscopy.

However, unless Ostendo are going to require people to use two smartphones placed well away from each other, they will need something quite different if they're going to produce three dimensional Princess Leias. What that might be, **(9)_____** one knows, although rumours are circulating that bigger players are **(10)_____** board with the idea, or a competing version. Given the failure **(11)_____** past 3-D technologies, some people are skeptical that this is more than hype.

Meanwhile, a Polish company promising holograms on tablets are even more explicitly appealing **(12)_____** Star War enthusiasts, calling itself Leia Display Systems. **(13)_____**, they are being a little more forthcoming with how they plan to achieve their goal, saying they will use a field of water vapour as a screen.

6. <u>Discuss</u> with your partner. Which of the following sci-fi inventions or advancements do you think will become available to the public at some point?

7. <u>Classify</u> the verbs in the box in the the prepositions columns.

blame s.o. - persuade s.o. - depend - blame sth. - arrest s.o. - convince s.o. - bother s.o. - congratulate s.o. - criticise s.o. - provide s.o. - accuse s.o. - supply s.o. - present s.o.

of	on	with	for

(a) <u>Complete</u> the following sentences with the correct form of some of the verbs above.

(a) Please, stop _____ me with your problems. I've got enough on my plate already.

(b) I don't know what we'll do tomorrow. It all _____ on the weather.

(c) I don't want anything to do with Tom anymore. He _____ me of stealing his money without any proof.

(d) My brother just called to _____ me on my excellent score in the test.

(e) You've got to give up _____ yourself for what happened. You must move on and get on with your life.

(f) This course will _____ you with all the necessary resources to carry out the different tasks.

SELF-STUDY TIP

Apart from storing prepositions in context, like collocations, you can **create flashcards**. On one side you can write the prepositions and on the other the words that go with it. Then you can **test yourself** by looking at the specific word and trying to remember the preposition. Use one flashcard per combination of word+preposition.

Find more dependent prepositions at:

- *http://yourenglishlessons.files.wordpress.com/2010/03/dependent-prepositions.pdf*
- *http://www.lps.canterbury.ac.nz/lsc/documents/handouts/DPP.pdf*

FURTHER PRACTICE

For further practice, please visit: http://LearningApps.org/watch?v=pdsusxcs501

5. Texting and Chatting

1. Work in pairs. Can you figure out what these texting acronyms and abbreviations mean?

(a) *BRB*: _____.
(b) *CU L8R*: _____.
(c) *LU2*: _____.
(d) *BTW*: _____.
(e) *AKA*: _____.
(f) *IDK*:_____.
(g) *BBQ*: _____.
(h) *H8*: _____.
(i) *HAND*: _____.
(j) *BDAY*: _____.
(k) *BCOZ*: _____.
(l) *SUP*: _____.
(m) *TU*: _____.
(n) *TTG*: _____.

(a) Do you have similar abbreviations/acronyms in your language? What are they?

2. Read the following extract from an article entitled '*Calling vs. Texting*'.

*'Dating has been rebooted. **Technology** and social media have had an enormous effect on the way people meet, date and start a relationship. As someone who helps singles find love online every day, I know this first hand! But just because courtship has evolved doesn't mean that all the **traditional** rules should be deleted.*
*Based on a recent study conducted by Ooma, the majority of people **prefer** to receive a phone call post-date, as opposed to a text message. And this is definitely a trend I see with my clients. But the sexes operate **differently** – women tell me that they want their dates to call, but the survey shows that a quarter of men send a text message after a date. So guys, pick up the phone! You can still be a gentleman in the digital age.'*

(Extract from *Calling vs. Texting*, www.ooma.com)

(a) Which of the words in bold…
(a) describes a thing? _____.
(b) expresses an action/state? _____.
(c) describes an action? _____.
(d) names something? _____.

(b) Which of the definitions above refers to…
(a) adjectives: ____
(b) nouns: ____
(c) adverbs: ____ (**adverbs also describe adjectives and other adverbs*)
(d) verbs: ____

(c) Complete the table below. Pay attention to your spelling.

noun	verb	adjective	adverb
technology	-		
	-	*traditional*	
			differently
	prefer		

3. **Change the words in brackets to complete each gap by adding a prefix. Remember that you may have to change the spelling in some cases.**
   (a) I´m sorry about getting angry the other day. It was only a _____. (UNDERSTANDING)
   (b) Can you _____ my mobile phone? It's been charging enough already. (PLUG)
   (c) Is it okay if I _____ this USB cable from the computer? (CONNECT)
   (d) Most people regard their phones as _____ tools in their daily lives. (VALUABLE)
   (e) This screen is fully _____ from the keyboard, so it can be both a laptop and a tablet. (ATTACHABLE)
   (f) When people get used to texting, they can start lacking face-to-face _____. (ACTION)

4. **Change the words in brackets to complete each gap by adding a suffix. Remember that you may have to change the spelling in some cases.**
   (a) One of the main issues concerning social networking sites is the lack of _____. (PRIVATE)
   (b) Joanne's boyfriend is an extremely successful website _____. (DEVELOP)
   (c) We are glad to inform you that you have been selected for the _____ at our Google headquarters. (INTERN)
   (d) Some people say that it is not _____ to buy things online. (SENSE)
   (e) Travelling _____ the mind, or so they say! (BROAD)
   (f) The main problem with these new smart watches is that they are not _____. (WATER)

5. **Discuss the following questions in pairs.**
   (a) How has texting changed our daily lives and the way we communicate?
   (b) Are you more or less in touch with your friends since online texting was introduced?
   (c) How many texting apps do you use regularly?
   (d) Do you think texting has affected your language significantly? If so, how?

6. **Look at the text on the next page covering the column of words on the right. Read the text and decide the word class (noun, verb, adjective or adverb) you need to complete each gap. Compare your answers with a partner.**

7. **EXAM PRACTICE.** For questions **1-10**, read the text on the next page. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Do You Text More Than You Talk?

by Elisabeth Narins - February 2013
www.prevention.com

If you interact with your **(0)<u>inbox</u>** as often as you socialise with real people, join the crowd. Most people communicate via social networks or email about as often as they speak face-to-face, according to a study conducted by the **(1)_____** University of Michigan.

In a survey of 3,000 Generation X-ers involved in the Longitudinal Study of American Youth, the average person reported about 75 face-to-face conversations a month, compared to 74 electronic **(2)_____** on Facebook, Twitter, email, and Skype.

When you grow up with technology, using it is a **(3)_____** developed skill, says study author Jon Miller, PhD, a researcher at the Institute for Social Research for Political Studies. “Busy people do what works, whether it’s keeping in touch with your cell phone, texting, tweeting, or emailing,” he says.

The thing is, you’re more likely to be **(4)_____** and perceived as unsociable – even ill tempered – when you rely on electronic communication, says communication **(5)_____** Miti Ampoma, author of The Innovative Communicator. (Just think about that coworker who returns your call with an email, or **(6)_____** rejects your meeting requests.) Worse yet: If you let Facebook replace face time, your confidence suffers when you actually interact in the flesh, Ampoma says.

Want to keep your social skills up to snuff? Schedule regular face time. When you communicate **(7)_____**, you can see and read a person’s face, you don’t **(8)_____** their expressions, and better understand their moods and behaviours. “As long as personal communication remains, electronic communication is OK,” Miller says. “But the quality of your relationship can deteriorate if you rely **(9)_____** on electronic communication — especially in serious **(10)_____**.”

BOX

PRESTIGE

ACTION

NATURE

UNDERSTAND

SPECIAL

DELIBERATE

LINE

INTERPRET

SOLE

RELATION

8. **Discuss the following questions with your partner.**
   (a) How do you communicate with your closest friends?
   (b) How many social networks do you belong to? How often do you log in?
   (c) Discuss the following statement: '*social networks are an extremely useful tool that most people misuse.*'
   (d) Does texting and chatting online improve or deteriorate friendships and relationships?
   (e) What have been the main changes that texting has suffered since the first SMS?
   (f) How do you think texting will develop in the near future? What will be the next big change?

9. **Read the following tips on texting. Do agree with them? Discuss with a partner.**

Texting tips

Here are some tips to keep texting from ruining your relationship from marriage therapist Dr. Vondie Lozano:

- Don't over text in a new relationship. Relationships that start out fast also burn out fast, so keep texting to a minimum.
- Don't text him more than he texts you. Keep things in balance or you'll overwhelm him.
- Don't over share. It's easy to get carried away in a text and say more than you would face to face.
- Never text when you're upset. Give yourself time to settle down before you text him.
- Save emotional or important conversations for face to face. There's too great a risk of having a misunderstanding in a text.

(Extract from '*How texting can ruin your relationship*', *by Zlata Faerman. www.sheknows.com*)

SELF-STUDY TIP

In order to learn new word forms, it is useful to **use a table**. When you come across a new word form that you didn't now, you can **complete a table** with its different word forms. For example: ***integrative* (adj.)**

ADJECTIVE	ADVERB	NOUN	VERB	NEGATIVE PREFIX
integrative	integratively	integration	integrate	disintegrate

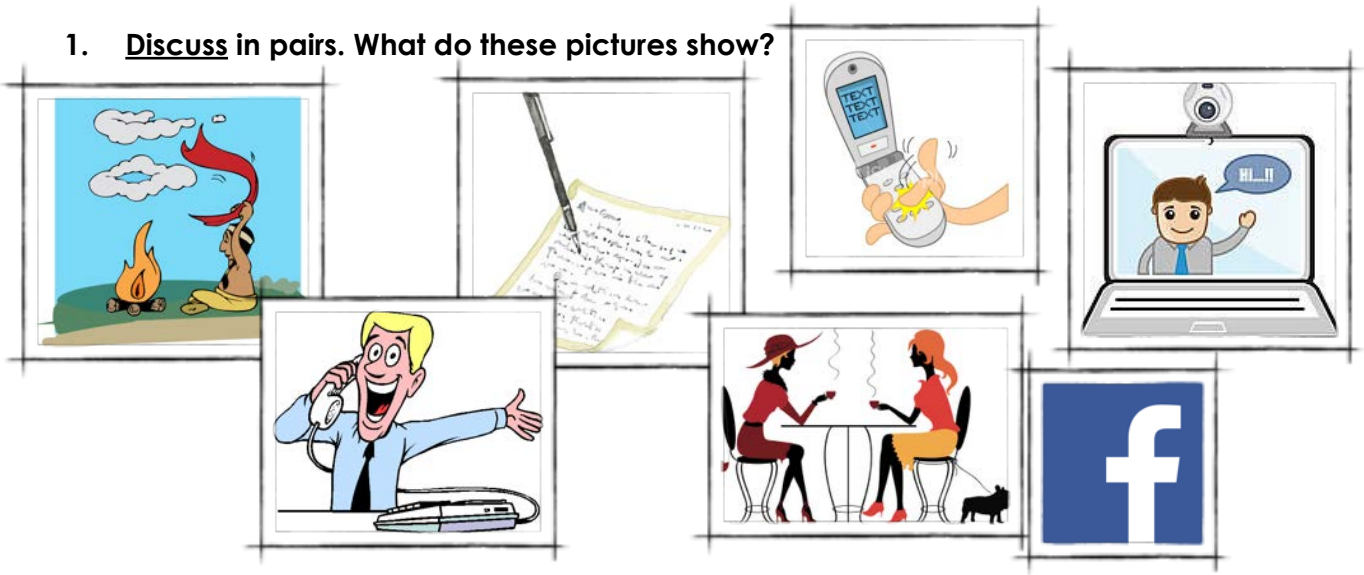
Reviewing this table from time to time will help you keep in touch with the different forms of a particular vocabulary item so you don't forget what you have learnt!

FURTHER PRACTICE

For further practice, please visit: http://LearningApps.org/watch?v=pdsusxcs501

6. Talking about Communication

1. Discuss in pairs. What do these pictures show?



(e) Which of these means of communication do you use on a daily basis?
(f) How do you normally communicate with your friends and family?
(g) If you lived abroad, how would you prefer to communicate with your friends?
(h) When was the last time you wrote a letter to a friend? What about an e-mail?
(i) Some people say that online communication is very impersonal. Do you agree?

2. In the *Advanced* speaking exam you have to discuss some ideas with your partner and reach an agreement. It is important that you use a range of phrases. Complete the following phrases with a word from the boxes.

ask - necessarily - way - entirely - couldn't - view - course

In my _____,…
I _____ agree more.
I don't think that's _____ true.
The _____ I see it,…

If you _____ me,…
Of _____.
I don't think that is _____ true.

may - point - mind - along - right - think

You're absolutely _____.
You _____ be right, but…
I agree with you up to a _____.

To my _____,…
What I _____ is that…
I'd go _____ with that.

concerned - afraid - speaking - valid - personally - way

I´m _____ I can't agree with you on that.
As far as I'm _____,…
_____, I think that…

That's a very _____ point.
I´m sorry, but I don't see it that _____.
_____ for myself…

(a) Classify the expressions above, according to their use.

Agreeing	Disagreeing	Expressing opinion

3. Read the following statements. If you completely agree, write a tick (✓); if you disagree (✗), write a cross; and if you both agree and disagree, write *B*.

- *Technological breakthroughs don't always have positive consequences.*
  - *Talking on the phone is always better than chatting or texting.*
- *Owning a smartphone nowadays is almost compulsory.*
  - *If you want to be in touch with your loved ones, you ought to have a social network account.*
- *It should be completely free and legal to download music and movies from the Internet.*
  - *Governments should invest a lot more money in scientific research and development.*
- *Buying online has more advantages than drawbacks.*

(a) Discuss your opinions in pairs. Make an effort to use some of the expressions from the table above.

4. Read the following extract about mobile devices and teenagers.

Mobile devices can be damaging to a young person's psyche and it's easy to get hooked. A recent South Korean report found that the smartphone addiction rate was 18% among teenagers. Dr. Jonghun Lee, a professor of psychiatry and the study's lead researcher, presented the findings at the American Psychiatric Association's annual meeting this summer. He stressed that the more smartphones are overused, the greater the risk for severe psycho-pathologies in adolescents. Those who are dependent on them experience anxiety, insomnia and depression. Some self-aware teens are realising the toll that checking their smartphones is taking on them. An 18-year old girl told The Wall Street Journal recently, "I hate doing it, but I can't help it... Why did I buy a smartphone? Sometimes I stay up all night using Facebook and Twitter. I quickly became addicted."

(Extract from the article '*Call Me Mean (Maybe): Why I Won't Get a Smartphone for My Teen*', by Lisa Rinkus on www.huffintonpost.com)

(a) The previous extract gives the impression that teenagers are more likely to develop a smartphone addiction than adults. Why do you think that is? <u>List</u> several reasons.

e.g.: "Teenagers are more easily influenced."

- _____.
- _____.
- _____.
- _____.
- _____.

(b) Now <u>look</u> at these questions and <u>complete</u> with a suitable word.

(a) …, wouldn't _____ say so?

(b) …, don't you think _____?

(c) …, isn't _____ true?

(d) …, _____ you agree?

(c) Now, <u>discuss</u> your opinions in (a) with your partner. <u>Follow</u> the instructions below:

(a) Have a discussion, not two monologues.

(b) Time yourselves. Do not take turns longer that 20 seconds.

(c) Use expressions to agree and disagree politely. (Exercise 2(a))

(d) End your sentences with a question from (b).

5. EXAM PRACTICE. On the next page there are some pictures showing different ways in which computers affect our lives.

First, talk to each other about <u>how these pictures show the role of computers nowadays</u>.

Then decide <u>which picture best reflects the difference computers have made to our lives</u>.

- How do these pictures show the role of computers nowadays?
- Which picture best reflects the difference computers have made to our lives?

6. **You are going to <u>give a one-minute speech</u> to your partner on *the difference computers have made to our lives*, from the previous task. You have a few minutes to <u>take some notes</u> and organise your speech. Make sure you use some connectors from the checklist in 6(a) below.**

NOTES

- buying online
- ...
-
-
-
-
-
-

(a) <u>Use</u> the following *phrases checklist* to build-up your speech. You can <u>add</u> more if you want. Then, use it to <u>assess</u> your partner's speech by ticking (✓) the ones he/she uses.

Listing	Adding	Contrasting	Concluding
Firstly,	Moreover,	However,	In conclusion…
Secondly,	Furthermore,	Although…	To conclude…
Thirdly,	In addition (to…)	Despite…	To sum up,
In the first place,	What's more,	In spite of…	In sum,
In the second place,	Besides (…),	Nevertheless,	On the whole,
		Notwithstanding…	All things considered,

SELF-STUDY TIP

To improve they way you speak, it is useful to create a **phrases checklist**, i.e., a list with expressions that you would like to use in your speech. You can record yourself (and your partner) and check the recording using your list. By doing so, you will realise which expressions <u>*you have used*</u>, the ones <u>*you should have used*</u>, and the ones <u>*you shouldn't have used*</u>. Becoming aware of your **strengths** and **weaknesses** helps you improve more quickly and efficiently!

8.3 Kit of Materials: Answer Key

1. Science Fiction Literature

1 *(Students' own answers)*

2

Philip K. Dick

3

(1) mathematical
(2) phsycohistory
(3) statistics
(4) persons
(5) developments
(6) colapse
(7) barbarism

4

Paragraph 1: PURE SCIENCE
Paragraph 2: FIRST SPEAKER
Paragraph 3: PREDECESSOR
Paragraph 4: SUCCESSOR
Paragraph 5: SPEECH
Paragraph 6: HUMAN SUFFERING

5 (Exam Practice)

(1) D
(2) B
(3) A
(4) B
(5) D
(6) A

6

(a) abode (1st paragraph)
(b) speculation (1st paragraph)
(c) unassailable (2nd paragraph)
(d) might (2nd paragraph)
(e) gatherings (2nd paragraph)
(f) wreckage (3rd paragraph)
(g) newcomer (4th paragraph)
(h) nuances (5th paragraph)
(i) inadequacy (5th paragraph)
(j) delicacy (5th paragraph)
(k) dim (6th paragraph)
(l) grope (6th paragraph)
(m) isolation (6th paragraph)
(n) rapacity (6th paragraph)

2. Smartphones Nowadays

1 *(Students' own answers)*

2 *(Students' own answers)*

3

(1) involved
(2) store
(3) addiction
(4) isolation
(5) Striking

4

(1) e
(2) g
(3) b
(4) k
(5) j
(6) a
(7) m
(8) d
(9) c
(10)l
(11)f
(12)i
(13)h

4 (a)

(1) burned-out
(2) reliance
(3) encroachments
(4) acomplishments
(5) survey
(6) multitasking
(7) to come by
(8) is down to

5 (Exam Practice)

(1) E
(2) D
(3) C
(4) G
(5) B
(6) A

6

(a) solid evidence
(b) heavy (smartphone) use(r)
(c) maintain balance
(d) sleep patterns
(e) mobile user, mobile phone, mobile technology
(f) major company
(g) stress levels
(h) work e-mail, check your e-mails
(i) launch a (research) project
(j) children's/cognitive development
(k) reaction time
(l) family reunion
(m)(a) casual dinner (out)
(n) professional success

6(a)

(1) family
(2) check
(3) balance
(4) heavy
(5) stress

7

(a) for
(b) far
(c) from
(d) between
(e) more
(f) while
(g) on
(h) at/on
(i) up
(j) of

3. Modern-Day Technology

1

(1) extending the limits
(2) results
(3) making use of
(4) the most innovative design
(5) work without problems
(12) switched off completely

2

(a) enter my PIN
(b) flat-screen TV
(c) stored on my iPod®
(d) Wi-Fi hotspots
(e) checked my e-mails
(f) high-definition TV
(g) log into your account
(h) delete your old files
(i) your files synced
(j) store them online

3 *(i), (d), (e), (h), (b)*

4 *(Students' own answers)*

5

(a) interface
(b) device
(c) developer
(d) acquired
(e) release
(f) requests
(g) platform
(h) feature

6 (Exam Practice)

(1) faithful
(2) incumbent
(3) assistant
(4) while
(5) handy
(6) commands
(7) incoming

(8) *provides*
(9) *interface*
(10) *listening*

7 *(suggested answers)*

(a) user / technology / phone
(b) personal / legal
(c) write / send / receive
(d) create / send / open / close
(e) a business / a show / smoothly
(f) assistant / issue / problem / contact
(g) name / password / rights
(h) assistant / recognition / message

4. Technological Advancements

1 *(Students' own answers)*

2

(a) linkers
(b) relative pronouns
(c) dependent prepositions
(d) idiomatic expressions
(e) phrasal verbs
(f) auxiliary verbs

2(a)

(a) for
(b) what
(c) up
(d) will
(e) same

3

*(a) talking **on** the phone*
*(b) appeal **to** you*
*(c) interested **in** technological*
*(d) **upon / on** your life*
*(e) invention **of** all time*
*(f) looking forward **to***

4(a)

(1) few
(2) at
(3) still
(4) did
(5) yet
(6) them

4(b)

(a) quantifier: few
(b) object pronoun: them
(c) adverb: yet, still
(d) preposition: at
(e) auxiliary verb: did

5 (Exam Practice)

(1) if
(2) than
(3) on
(4) what
(5) from
(6) with
(7) by
(8) of
(9) no
(10) on
(11) of
(12) to
(13) However

6 *(Students' own answers)*

7

- *OF: persuade s.o., convince s.o., accuse s.o.,*
- *ON: depend, blame sth., congratulate s.o.,*
- *WITH: bother s.o., provide s.o., supply s.o., present s.o.*
- *FOR: blame s.o., arrest s.o., congratulate so.o., criticise s.o.,*

7(a)

(a) bothering
(b) depends
(c) accused

(d) congratulate
(e) blaming
(f) provide / supply

5. Texting and Chatting

1

(a) be right back
(b) see you later
(c) love you too
(d) by the way
(e) also known as
(f) I don't know
(g) barbecue
(h) hate
(i) have a nice day
(j) birthday
(k) because
(l) what's up
(m) thank you
(n) time to go

2(a)

(a) traditional
(b) prefer
(c) differently
(d) technology

2(b)

(a) a
(b) d
(c) c
(d) b

2(c)

technological(adj.) - technologically(adv.)
tradition/ traditionalism(n.) - traditionally(adv.)
difference(n.) - differentiate(v.) - different(adj.)
preference(n.) - preferable(adj.) - preferably(adv.)

3

(a) misunderstanding
(b) unplug
(c) disconnect
(d) invaluable
(e) detachable
(f) interaction

4

(a) privacy
(b) developer
(c) internship
(d) sensible
(e) broadens
(f) waterproof

5 *(Students' own answers)*

6

(1) adjective
(2) noun (plural)
(3) adverb
(4) verb (past participle)
(5) noun (singular)
(6) adverb
(7) adverb
(8) verb (base form)
(9) adverb
(10) noun (plural)

7 (Exam Practice)

(1) prestigious
(2) interactions
(3) naturally
(4) misunderstood
(5) specialist
(6) deliberately
(7) offline
(8) misinterpret
(9) solely
(10) relationships

8 *(Students' own answers)*

9 *(Students' own answers)*

6. Talking about Communication

1 *(Students' own answers)*

2

In my view
I couldn't agree more
I don't think that's entirely/necessarily true
The way I see it
If you ask me
Of course
I don't think that's entirely/necessarily true

You're absolutely right
You may be right, but
I agree with you up to a point
To my mind
What I think is that
I'd go along with that

I´m afraid I can't agree with you on that
As far as I'm concerned
Personally, I think that
That's a very valid point
I´m sorry, but I don't see it that way
Speaking for myself

2(a)

AGREEING
I couldn't agree more
Of course
You're absolutely right
I'd go along with that
That's a very valid point

DISAGREEING
I don't think that's entirely/necessarily true
You may be right, but
I agree with you up to a point
I´m afraid I can't agree with you on that
I´m sorry, but I don't see it that way

OPINION
In my view
The way I see it
If you ask me
To my mind
What I think is that
I'd go along with that
As far as I'm concerned
Personally, I think that
Speaking for myself

3 *(Students' own answers)*

4 *(Students' own answers)*

4(b)

(a) wouldn't you say so?
(b) don't you think so?
(c) isn't it/that true?
(d) don't you agree?

5 (Exam Practice)

(Students' own answers)

6 *(Students' own answers)*