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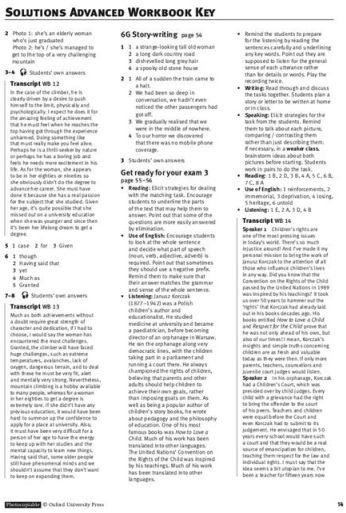

SOLUTIONS ADVANCED WORKBOOK KEY

2 Photo 1: she's an elderly woman who's just graduated
Photo 2: he's / she's managed to get to the top of a very challenging mountain

3–4 Students' own answers

Transcript WB 12

In the case of the climber, he is clearly driven by a desire to push himself to the limit, physically and psychologically. I expect he does it for the amazing feeling of achievement he must get when he reaches the top having got through the experience unharmed. Doing something like that must really make you feel alive. Perhaps he is a thrill-seeker by nature or perhaps he has a boring job and feels he needs more excitement in his life. As for the woman, she appears to be in her eighties or nineties so she obviously didn't do the degree to advance her career. She must have done it because she has a real passion for it. Although she is obviously quite old for age, it's quite possible that she missed out on a university education when she was younger and since then it's been her lifelong dream to get a degree.

5 1 case 2 for 3 Given

6 1 though
2 Having said that
3 yet
4 Much as
5 Granted

7–8 Students' own answers

Transcript WB 13

Much as both achievements without a doubt require great strength of character and dedication, I'd have to say that the woman has encountered the most challenges. Granted, the climber will have faced huge challenges, such as extreme temperatures, avalanches, lack of oxygen, dangerous terrain, and to deal with these he must be very fit, alert and mentally very strong. Nevertheless, mountain climbing is a hobby available to many people, whereas for a woman in her eighties to get a degree is extremely rare. If she didn't have any formal education, she would have had to summon up the confidence to apply for a place at university. Also, it must have been very difficult for a person of her age to have the energy to keep up with her studies and the mental capacity to learn new things. Having said that, some older people still have phenomenal minds and we shouldn't assume that they don't want to keep on expanding them.

6G Story-writing page 56

1 1 a strange-looking tall old woman
2 a long dark country road
3 dishevelled long grey hair
4 a spooky old stone house

2 1 All of a sudden the train came to a halt.
2 We had been so deep in conversation, we hadn't even noticed the other passengers had got off.
3 We gradually realised that we were in the middle of nowhere.
4 To our horror we discovered that there was no mobile phone coverage.

3 Students' own answers

Get ready for your exam 3
page 55–56

- **Reading:** Elicit strategies for dealing with the matching task. Encourage students to underline the parts of the text that might help them find the answer. Point out that some of the questions are more easily answered by elimination.
- **Use of English:** Encourage students to look at the whole sentence and decide what part of speech (noun, verb, adjective, adverb) is required. Point out that sometimes they should use a negative prefix. Remind them to make sure that their answer matches the grammar and sense of the whole sentence.
- **Listening:** Janusz Korczak (1877–1942) was a Polish children's author and educationalist. He studied medicine at university and became a paediatrician, before becoming director of an orphanage in Warsaw. He ran the orphanage along very democratic lines, with the children taking part in a parliament and running a court there. He always championed the rights of children, believing that parents and other adults should help children to achieve their own goals, rather than imposing goals on them. As well as being a popular author of children's story books, he wrote about pedagogy and the philosophy of education. One of his most famous books was *How to Love a Child*. Much of his work has been translated into other languages. The United Nations' Convention on the Rights of the Child was inspired by his teachings. Much of his work has been translated into other languages.
- Remind the students to prepare for the listening by reading the sentences carefully and underlining any key words. Point out they are supposed to listen for the general sense of each utterance rather than for details or words. Play the recording twice.
- **Writing:** Read through and discuss the tasks together. Students plan a story or letter to be written at home or in class.
- **Speaking:** Elicit strategies for the task from the students. Remind them to talk about each picture, comparing / contrasting them rather than just describing them. If necessary, in a **weaker class**, brainstorm ideas about both pictures before starting. Students work in pairs to do the task.
- **Reading:** 1 B, 2 D, 3 E, 4 A, 5 C, 6 B, 7 C, 8 A
- **Use of English:** 1 reinforcements, 2 immemorial, 3 deprivation, 4 losing, 5 heritage, 6 untold
- **Listening:** 1 E, 2 A, 3 D, 4 B

Transcript WB 14

Speaker 1 Children's rights are one of the most pressing issues in today's world. There's so much injustice around! And I've made it my personal mission to bring the work of Janusz Korczak to the attention of all those who influence children's lives in any way. Did you know that the Convention on the Rights of the Child passed by the United Nations in 1989 was inspired by his teachings? It took us over 50 years to hammer out the 'rights' that Korczak had already laid down in his wonderful books, his books entitled *How to Love a Child* and *Respect for the Child* prove that he was not only ahead of his own, but also of our times! I mean, Korczak's insights and simple truth concerning children are as fresh and valuable today as they were then. If only more parents, teachers, counsellors and juvenile court judges would listen.

Speaker 2 In his orphanage, Korczak had a Children's Court, which was presided over by child judges. Every child in the orphanage had the right to bring the offender to the court of his peers. Teachers and children were equal before the Court and even Korczak had to submit to its judgement. He envisaged that in 50 years every school would have such a court and that they would be a real source of emancipation for children, teaching them respect for the law and individual rights. I must say that the idea seems a bit utopian to me. I've been a teacher for fifteen years now

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