

Ages and stages

3

Reading

Cross-text multiple matching (Part 6) ► CB page 28

- 1** Read four reviews of a book about child psychology. For questions 1–4, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Which reviewer

- 1 has a different view to Reviewer A regarding Barnes' claims about how well babies interpret the world?
- 2 shares Reviewer D's concern about some rather obvious conclusions drawn by psychologists?
- 3 has a similar opinion to Reviewer B about the way the book compares the baby and adult mind?
- 4 has a different view to the others about whether the book is comprehensive enough?

- 2** Choose the correct meaning (A or B) for each word from the texts.

Text A

- 1 *underrated* A not well explained B not appreciated enough
- 2 *innate* A that you are born with B complicated

Text B

- 3 *conversely* A on the other hand B additionally
- 4 *crammed with* A full of B experimenting on

Text C

- 5 *acute* A unusual B sharp
- 6 *insights* A overview B clear understanding

Text D

- 7 *sympathetic to* A feeling pity for B approving of
- 8 *innovative* A original B logical

About the exam:

In Reading and Use of English Part 6, you read four short texts and then answer four questions. The questions focus on opinions expressed in the texts and you may be asked to identify opinions that are the same or different across the texts.

Strategy:

- Read the instructions and the title to get an idea of the overall topic of the four texts.
- Read the texts quickly to get a clear idea of what they are about. Then read the questions.
- For each question, look through the texts to identify the opinion expressed by the writers.
- Underline the evidence for your idea in the texts, as this will help you to see the different opinions more clearly. Remember that you are looking for opinions, not facts.

Learning how children think

Four reviewers comment on scientist Annie Barnes' book, called *Learning how children think*.

A

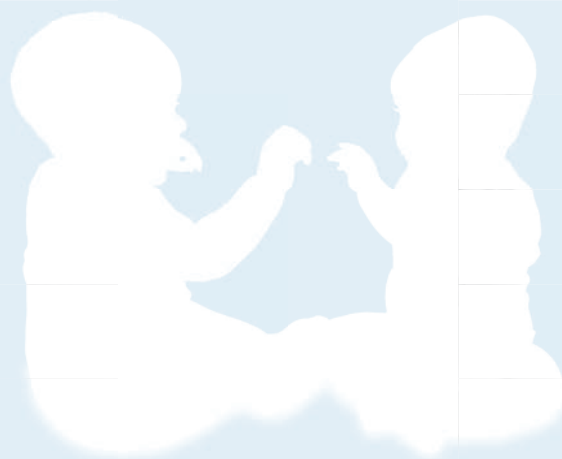
In her latest book, Annie Barnes covers all of the theories related to the development of human consciousness and concludes that the minds of babies have been significantly underrated. She suggests that, far from being simple, babies' brains have a special kind of consciousness; they have an innate ability to develop theories about how the world works. She claims a baby's mind can evaluate theories about everyday happenings and not just simply live through them. One of the book's most intriguing suggestions is that, while it's important for adults to be able to imagine unfulfilled or potential outcomes in different situations, it is actually in such so-called 'thought experiments' that babies excel.

B

Barnes' clear and readable style is aimed at the general reader and she makes a useful comparison to help understand the difference between the consciousness of a baby and that of an adult: the lantern and the spotlight. A baby has a 'lantern' consciousness which is wider and more diffuse than an adult's; this is because it is set to absorb as much as possible from new experiences. Conversely, adults learn to 'spot', or focus, in order to function efficiently in the world. Barnes' descriptions of her working life hint at labs crammed with infants pulling levers and pushing buttons while white-coated scientists follow their eye movements and scan their brains. Yet she also thinks of babies as scientists; she describes them as 'learning machines', constantly experimenting on the world and analysing their results with enthusiasm. The basis of child learning seems to be no different from the more conscious and deliberate approach of adults, and this well-informed book provides detailed examples.

C

One fascinating chapter in Barnes' book concerns morality. Children seem to have an acute sense of fairness; they know how others feel and can act on that knowledge. In one experiment concerning food described in the book, babies were left with researchers who indicated clearly that they loved the vegetable broccoli but hated crackers. Whatever their own preferences, the toddlers gave the broccoli lovers their 'preferred' food rather than the crackers. It seems we are born with a sense of otherness, which experience later knocks out of us; this is something



most parents of teenagers are well aware of. One issue Barnes could have addressed is the potential downside to the willingness of young minds to imagine and believe. She only sees this as an advantage. If people in authority say fire hurts, the child believes. However, this does not negate Barnes' other findings. Her aim is to describe how infant mentality develops and what we can learn from it; this she does,

and in analysing how a child's mind grows, she provides insights into the human mind in general.

D

Barnes clearly enjoys being around small children and is sympathetic to the deeper philosophical implications of their way of thinking. Her book is absorbing and educative, despite sometimes feeling as if she is spending too much time simply confirming what parents and pre-school teachers have long known. There is a well-founded fear that developmental psychologists risk 'reading-in', that is, thinking that small children interpret the world intentionally and consciously, as adults do. The experiments reported by Barnes are generally well-designed and sensitive to the danger of misinterpretation. Nevertheless, she sometimes seems to go too far, as when claiming that babies recognise the actions they copy and reproduce. Barnes helpfully says children are like the research and development department of a company; what she means is that they are creative and innovative, though not always correct. She suggests that adults are more like the production and marketing section, focusing on a project and following it through to its logical conclusion. It's a neat comparison in what is an in-depth volume. ●

Vocabulary

stages of life ► CB page 26

1 Complete the sentences with the correct form of the words in brackets.

- 1 It's the (*innocent*) of children that is so appealing.
- 2 Teenagers develop (*mature*) through experience and guidance.
- 3 Even adults can exhibit (*infant*) behaviour sometimes!
- 4 It's sad when an old person develops (*senile*) and loses their mental faculties.
- 5 Many older people manage to retain their (*youth*) looks nowadays.
- 6 The elderly man had a twinkle in his eye and a (*boy*) charm that was appealing.

2 Complete the sentences with the correct form of verbs formed from the verbs in the box and the prefix *out-*.

grow live play
shine smart weigh

- 1 The benefits of nursery education the disadvantages.
- 2 He was simply in the chess game by his younger brother.
- 3 My grandmother all her siblings by more than ten years.
- 4 My son the others with his brilliant performance in the school play last night.
- 5 The child tried to the teachers by getting her mother to do her homework!
- 6 She kept her old clothes until she was twenty, when she realised she had them.

Grammar

Countable and uncountable nouns

► CB page 27

1 Complete the sentences with the words in the box. Add an article if necessary.

attraction	confidence	difficulty	excellent Spanish	freedom
great success	good understanding	luck	situation	

- 1 Many teenagers have in getting on with adults, and this causes problems.
- 2 The teacher had of the problems many teenagers face.
- 3 I speak, so I have no fear of travelling to Madrid on my own.
- 4 I am not afraid of taking risks when demands it.
- 5 Young people often lack and that can cause them to be uncertain.
- 6 for teenagers of being rebellious is often misunderstood by adults.
- 7 It was that I decided to join the course, but it turned out to be
- 8 I find having to go where I like is important to me in any relationship.

introductory *it* ► CB page 30

2 Match the first half of the sentences (1–6) with the second (A–F). Add *it* in the correct place.

- 1 I get pretty mad
 - 2 The politician made it clear
 - 3 Most teenagers think
 - 4 I can't stand
 - 5 I find exciting
 - 6 Don't worry if you don't get on at first;
- A is the older generation that doesn't understand them!
B that was important to look after older people.
C will be better later.
D when I meet new friends.
E when families have big arguments.
F when you leave all up to me to make up after a fight!

3 Find and correct the mistakes with the use or omission of *it* in the sentences.

- 1 He made obvious to everyone that he didn't like her.
- 2 I cannot bear it to see children unhappy.
- 3 Children owe to their parents to look after them in their old age.
- 4 Was great to meet his sister last week.
- 5 One day may be you who needs help from other people.
- 6 Is amazing how many relationships break up these days.
- 7 I think is important for all generations to get along with each other.
- 8 To have a good relationship with your grandparents it is important.

4 Rewrite the sentences using the introductory *it*.

Example:

That relationships often break down is sad.

It's sad that relationships often break down.

- 1 To think how different generations could help each other is heartwarming.
- 2 Experiencing good relationships is so important in life.
- 3 To understand another person can be very difficult.
- 4 Getting on with siblings can sometimes be tough.
- 5 Having a role model is important for teenagers.
- 6 Making up with a friend after a quarrel can be emotional.

Speaking

Collaborative task and discussion
(Parts 3 and 4) ► CB page 31

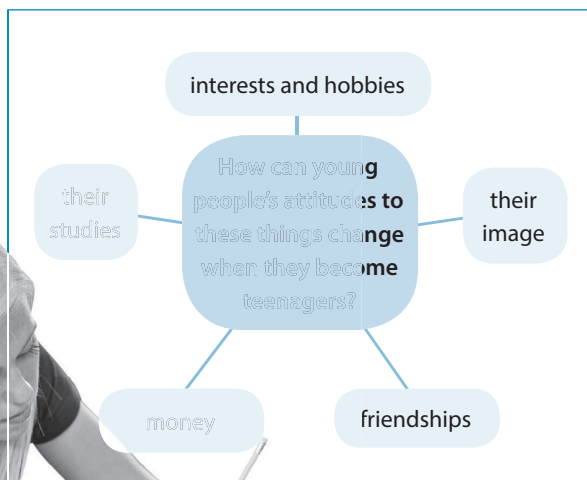
About the exam:

In Speaking Part 3, you discuss a question with your partner for two minutes. You have several points to consider during your discussion, which are related to the question. The question and related points will be given to you as a mind map. After two minutes, the examiner will stop your discussion and ask a question where you need to make some kind of decision. You have another minute to discuss this.

Strategy:

- Spend time discussing each point. Spend more time on those you know more about or are interested in. You do not need to discuss all the points.
- Make sure you share the speaking time and that it is a discussion and not a series of long turns. Involve your partner and react to what he or she says.
- You do not need to agree on your decision.

- 1 Look at the exam task and the extracts from a discussion between two candidates. Which points are they talking about? Do you agree with them?



Extract 1

- A:** Well, if we look at studies, I think this is something where teens' attitudes can be very different to children's, don't you think?
- B:** Oh, yes. When you're younger, learning is often a lot of fun but when you're older, it gets a load more serious.
- A:** That is so true! We're under much more pressure to succeed and I think the enjoyment factor can disappear sometimes.

Extract 2

- A:** It's true that your attitude changes but it's hard to nail down how.
- B:** I agree but I think it's to do with different levels and types of relationships.
- A:** You mean, like, you have a wide social circle but there are people who are important to you for different reasons?
- B:** Exactly. For support, for advice, because they're cool, sometimes simply because you want your social network to be bigger than someone else's!

Extract 3

- A:** That's an interesting one. I don't think kids think about it a lot – unless it's just to buy snacks and stuff.
- B:** You've got a point but I think that's only part of it. Kids are getting much more into clothes, accessories, gadgets and so on, aren't they?
- A:** Yeah, but who usually buys them?
- B:** I see what you mean!

- 2 Read the extracts in Activity 1 again. Underline phrases the candidates use to expand on what the other candidate says.

- 3 05 Read the decision question for this task. Which of the prompts from Part 3 do you think the candidates will choose? Listen and see if you were right.

Now you have about a minute to decide which of these things you think will become the most important to young people when they leave full time education.

- 4 Listen again and complete the phrases.

- 1 I don't like to it but ...
- 2 I think it's to be money.
- 3 Yes, there's but ...
- 4 I think it's money.
- 5 We'll have to here, then.
- 6 say both money *and* friendships.

Use of English

Multiple-choice cloze (Part 1) ► CB page 32

- 1** Read the blog post. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

I wish I'd known that before!

I've always tried to be a supportive friend, (0) *A. keeping* my own counsel on my true opinions. I've lied to (1) a friend's face and gone to parties with people I couldn't stand (2) upset them. But now I'm older I have realised that being permanently sympathetic is not the way to hold on to your integrity and well-being. Armed with this understanding, I planned to (3) on a policy of being totally honest at all times. I came across research that (4) me up, claiming that often people don't actually want the truth and that being honest reduces the stress that inevitably accompanies (5) so-called white lies. So I decided to (6) ahead. Some people hated me, others were angry, but my real friends valued my honesty. (7) I was aware of the damage bluntness can do but I've learned that true friendship survives on sincerity and a few (8) truths won't ruin it. I wish I'd known that before!

- | | | | | |
|---|--------------|---------------|--------------------|---------------|
| 0 | A keeping | B holding | C clutching | D grabbing |
| 1 | A rescue | B save | C recover | D retain |
| 2 | A instead of | B in place of | C in preference to | D rather than |
| 3 | A begin | B embark | C commence | D engage |
| 4 | A backed | B supported | C held | D took |
| 5 | A saying | B speaking | C recounting | D telling |
| 6 | A go | B move | C got | D push |
| 7 | A Although | B Obviously | C Conversely | D At last |
| 8 | A house | B home | C base | D foundation |

Listening

Multiple choice (Part 3) ► CB page 33

About the exam:

In Listening Part 3, you hear an interview involving two or more people. There are six multiple-choice questions, each with four options. You hear the interview twice.

Strategy:

- Read the questions to get an idea of the topic.
- The first time you listen, underline key words and mark possible answers.
- Make sure the option you choose actually answers the question.

- 1** **06** You will hear an interview with a man called Jon Simmons and a woman called Clare Harries, who both work as life coaches. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Jon feels that the job of a life coach is
 - similar to being a therapist.
 - focused on future possibilities.
 - based on individual experiences.
 - more complex than people realise.
- Clare says she became a life coach because
 - it involved something she enjoyed doing.
 - it enabled her to re-evaluate her own issues.
 - it was a logical extension of her other interests.
 - it was necessary to replace the lack of family support.
- What surprises Clare about the kind of people who seek her expertise?
 - They are open to informal advice.
 - They are only looking for better jobs.
 - They are upset by rapid changes in society.
 - They are often working within a large organisation.
- What does Jon think is most important to understand about relationships?
 - They should be developed slowly and carefully.
 - They have to reflect an individual's moral attitude.
 - They start with the individual's attitude to him- or herself.
 - They fail if people around an individual are critical of them.
- Jon and Clare both think the most important message to get over to clients is
 - control negative thinking.
 - take positive action at all times.
 - decide what really makes you really happy.
 - make good use of your particular skills.
- What do Jon and Clare both feel is the most rewarding part of their job?
 - understanding more about themselves
 - improving the lives of large numbers of people
 - developing a relationship with another person
 - watching another person develop their confidence

Writing

Report (Part 2) ► CB page 34

About the exam:

In Writing Part 2 you may have the choice of writing a report. The purpose of a report is to give information and make recommendations using an impersonal style.

Strategy:

- Use headings for the different sections of your report. This makes it easier for the target reader and also ensures that you organise and present your information clearly.
- Use an impersonal style. The use of the passive is quite common in report writing.
- Make sure you give both an introduction where you outline the aim of the report and a conclusion where you summarise the main points.

1 Look at the exam task and the two plans. Which plan do you think is best?

Your college wants to give more assistance to new students who are coming here to study. You have agreed to write a report describing the problems that new students at the college often encounter and recommending ways to help them.

Write your **report** in **220–260 words** in an appropriate style.

Plan A

- **Paragraph 1:** Say how the problems new students face can affect how well they do at college and describe these problems.
- **Paragraph 2:** Give examples from your own experience and say how they affected you.
- **Paragraph 3:** Summarise the opinions of a teacher you interviewed.
- **Paragraph 4:** Give a conclusion about what is the best thing to do to avoid the problems.

Plan B

- **Paragraph 1:** Say why you're writing the report.
- **Paragraph 2:** Give examples of some difficulties for new students: finding their way around, who to go to for information, socialising, etc.
- **Paragraph 3:** Make some suggestions to help: an information leaflet, a buddy system, a day visit, etc.
- **Paragraph 4:** Give a short summary of how your ideas might help.

2 Look at another exam task and tick (✓) the things you have to do in the report.

The education authorities in your area want to assess how useful the provisions at schools and colleges are for equipping students with skills for dealing with a working life after they leave full time education. You have agreed to write a report describing and evaluating the current programmes and recommending improvements.

Write your **report** in **220–260 words** in an appropriate style.

- 1 Give clear examples of what you were taught and how you profited from this.
- 2 Give an overview of what schools in your area do to help their students prepare for working life.
- 3 Explain how and why this preparation benefits or does not benefit the students.
- 4 Say whose fault this is and explain your criticisms.
- 5 Make some suggestions about how the preparation could be improved.
- 6 Give a detailed programme of sessions that you think would be good.

3 Read the sentences and put a cross (✗) next to the ones that would *not* be appropriate to include in the report.

- 1 In this report I am planning to describe what schools do at the moment to prepare their students for when they leave.
- 2 Having said that, there are disadvantages to allocating a significant amount of time to life skills classes like these. Here are a few of them.
- 3 There is currently little focus on teaching students how to deal with their finances effectively.
- 4 My recommendations would include providing more opportunities for students at school to visit different work places.
- 5 I think you've got to get more trained staff in to give extra classes in finance and cookery and things like that.
- 6 Should these recommendations be implemented, students will be better able to deal with a range of problems they may encounter after leaving school.

4 Do one of the exam tasks on this page. Make notes and write your report. Remember to

- use an impersonal style.
- use clear headings.
- address all the points in the task.