

EXAM ACTIVATOR

Classroom and self-study
exam preparation

Teacher's Book

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STUDENT'S BOOK



REFERENCE PART

- The structure of the Reference Part **reflects the structure of a typical exam** – a separate section is devoted to each part of the exam.
- The Reference Part includes:
 - **information about the structure of a typical exam** and an explanation of **exam strategies**
 - a **functions bank** with useful phrases and relevant functional language
 - a set of exercises and a **typical exam task** which can help students put the vocabulary and exam tips into practice
 - a set of **sample writing tasks, text models** and extensive lists of **useful expressions**
- The Reference Part is primarily **intended for self-study**. However, as it is closely linked to the Thematic Part, it **can also be used in class**. The teacher can refer to it while discussing particular topics from the Thematic Part.



THEMATIC PART

- The Thematic Part consists of twelve units covering typical **exam topics**, which allows for **organised revision** of the material and offers **extensive practice** of all types of most common exam tasks in a relevant context.
- It has a definite lesson-like feel to it, offering **complete and logical lessons**.
- It is geared towards **practical use of the language**, avoiding unnecessary repetition of the same exam information in each unit of the book.
- Every unit includes a **Wordbank** (a list of vocabulary phrases with phonetic transcription) which can be a very useful revision tool before the exam.
- **examworkout** tasks help students **apply and activate proper exam strategies** to solve specific exam tasks, or provide them with the necessary language to do so.
- **examtask** exercises allow students to **solve typical exam tasks in an exam-like context**.
- The **examworkout** and **examtask** exercises are clearly linked to the strategies from the Reference Part.



GRAMMAR

- The Grammar part includes reference sections devoted to **the most important grammar points** and a set of **grammar review exercises** for each of them.
- The last exercise in most sections is an **Exam Practice** task, which sums up a particular grammar area and shows how a given grammar structure could be used to complete various types of exam tasks.

KEY

The Key section of the Student's Book contains the answers to the exercises from the Reference Part and the Grammar part.

TAPESCRIPT

The Tapescript contains the scripts of the recordings from the Student's Book.

CD

The CD contains the recordings from the Student's Book.

TEACHER'S BOOK

The Teacher's Book contains references to sections of the Reference Part that can be used in class while working on the material from the Thematic Part.

THEMATIC PART

- The Teacher's Book contains **teaching notes for every unit** of the Thematic Part, including:
 - **advice** on how to set up particular exercises
 - ideas for **warm-up tasks**
 - **additional speaking and vocabulary exercises** and **revision activities**
 - **Culture Notes** related to topics from the Student's Book
 - the **Key** to all the exercises from the Thematic Part of the Student's Book

PHOTOCOPIABLE MATERIAL

- This section of the Teacher's Book contains **twelve photocopiable activities** (for each unit of the Thematic Part) with **detailed teaching notes**.
The photocopiable exercises are related to the Vocabulary section of each unit.

VOCABULARY TESTS

- This section of the Teacher's Book contains **twelve vocabulary tests** with **answer keys**.
Each test is related to one unit from the Thematic Part.

GRAMMAR TESTS

- This section of the Teacher's Book contains **eighteen grammar tests** with **answer keys**.
Each test is related to one grammar point from the Grammar part.

This part of the book focuses on the examination itself. It consists of a systematic presentation of each part of a typical exam which includes requirements, strategies and advice for candidates as well as sets of practical exercises and sample examination tasks. As the title suggests, it is primarily intended for self-study, providing the candidates and their teachers with relevant reference material whenever they may need it. The colour coding system used throughout the book will make this cross-referencing even easier and more effective. On the other hand, the Reference Part can also be used in the classroom: both strategies and exercises provide the teacher with a lot of useful material which can form part of a lesson or be set as homework.

WRITTEN EXAM

READING COMPREHENSION

LISTENING COMPREHENSION

The sections of the book dedicated to listening and reading are structured in a similar way. They both start with a brief presentation of the listening and reading parts of a typical exam. This is followed by a set of exam strategies which tackle a range of typical problems such as ways of dealing with unknown vocabulary or answering various types of exam tasks. The strategies are accompanied by exercises designed to provide the candidates with opportunities to immediately put into practice some aspects of the 'theory' and advice they have just been offered.

The listening and reading sections then proceed to the presentation of the most common kinds of examination tasks. After a brief introduction to each task type, the candidate is provided with a set of exam strategies referring to the given type of task, exercises which include typical examination tasks and exercises focusing on strategies needed to deal with specific parts of the task. This kind of awareness-raising activity is particularly recommended for classroom use as it can help students build their skills and confidence for the exam.

USE OF ENGLISH

This section of the Reference Part offers overview of the most common types of exercises which are found in the Use of English part of the exam. There is a separate sub-section devoted to each type of exam task, offering a set of exam tips and strategies as well as a selection of exercises that help the students to apply the strategies in practice. The last exercise in each section is a typical exam task.

WRITING

Starting with a general brief introduction to the writing part of the examination, this section of the book is then divided into two sub-sections. The first of them offers advice and exercise practice focused on writing a short text. Following a range of strategies which address the main challenges in writing this type of text, there is a selection of exercises aiming to gradually build the candidate's writing skills. In its final part, the sub-section also includes models for various types of short texts (postcard, announcement, invitation, note) accompanied by a typical exam task and lists of useful words, phrases and structures.

The other sub-section offers advice and exercise practice focused on writing a long informative text. Similarly to the former, it also includes a set of strategies followed by a selection of exercises. At the end of the sub-section there are models for various types of long informative texts (informal letter, letter of enquiry, letter of complaint and letter of application) including a typical exam task and lists of useful words, phrases and structures.

SPOKEN EXAM

The most common speaking tasks that the candidates may deal with in the spoken part of the exam include:

- 1 General Conversation/Individual Long Turn
- 2 Discussion
- 3 Situational Roleplay
- 4 Photo Description

Reflecting this sequence, the part of the book dealing with oral examination is divided into four sub-sections dedicated to each of the speaking tasks respectively. Each of the sub-sections begins by introducing a set of exam strategies and functions of particular relevance to the task under consideration. This is followed by exercise practice which aims to target as many of these functions as possible, and thus encourage the candidate to use them in a variety of contexts.

THEMATIC PART

This part of the book is intended mainly as classroom material, although there are parts which are best set as homework.

VOCABULARY

All the Vocabulary sections can be covered in class or set as homework (with the possible exception of listening and speaking exercises). A mixture of the two will probably work best. If you want to do the Vocabulary section **in class**, you may wish to start your lessons with short vocabulary brainstorming exercises. They should help you establish what vocabulary your students already know.

If you wish to set the Vocabulary section **as homework**, you can still ask students to brainstorm vocabulary from the different categories at the end of the lesson. Remember to point out that they have got the **WORDBANK** to help them with the homework.

examworkout

The *Workout* tasks are designed to provide guided step-by-step preparation for all types of typical exam tasks. Their role is to offer practice related to specific strategies or exam tips, or to help analyse the exam task and revise the language needed to successfully complete it.

The *Workout* tasks contain cross-references to other sections of the book: the Reference Part, the Grammar part and the Vocabulary sections in the Thematic Part. To achieve best results, it is strongly recommended that students use resources from all parts of the book when working on exam tasks.

examtask

These are typical exam tasks. They are not preceded by other exercises referring to the same text or recording, which allows the students to solve the exam tasks in an exam-like context and offers exam practice of each part of the exam in every unit. They are clearly linked to the strategies from the Reference Part, so if any problems arise in class, the teacher can easily refer to the theoretical section of the book.

READING AND LISTENING

The sections devoted to receptive skills are designed as lesson material. 'Pure' exam listening or reading tasks (**examtask**) are accompanied by a variety of lead-in and follow-up exercises (the latter usually involving speaking practice and vocabulary work). If you are short of time, the reading can be set as homework. If a reading or listening task is preceded by an **examworkout**, the strategy or tip practised in the *Workout* is then used to answer questions in the main task (**examtask**).

USE OF ENGLISH

This section of every unit offers a typical exam task. The exam tasks are introduced either by **examworkout** tasks, or by lead-in speaking exercises. It is suggested that the sections with the **examworkout** tasks could be done in class, as they offer a step-by-step guidance on how to apply selected exam strategies when tackling this part of the exam. The remaining sections can be set as homework or done in class, depending on students' and teacher's needs.

SPEAKING

All the units contain a **SPEAKING** section devoted to one of the exam parts. There are also numerous speaking exercises interspersed throughout the book (in Reading, Listening and Use of English sections) which can be used to practice conversations similar to the first part of the exam. Additionally, there are six clearly referenced Photo Description sections to be found at the back of the book. Each section includes a typical exam task (**examtask**) and an **examworkout** exercise, the aims of which include analysing the exam task and preparing the language and structures necessary to deal with the exam task using the Reference Part, Grammar part and Vocabulary sections. In some cases, one of the students is supposed to take on the role of the examiner, so the students are encouraged to do the task twice, swapping roles so that both of them can do the exam task. All speaking sections are definitely classroom material.

PHOTO DESCRIPTION

All Photo Description sections contain **examworkout** tasks, focusing on such skills as finding things to say about a photo, speculating about the picture, predicting the examiner's questions, applying appropriate exam strategies and providing students with relevant vocabulary and functional language. The Photo Description sections also include **examtask** exercises which are typical exam tasks.

WRITING

All writing sections contain **examworkout** tasks, the purpose of which is to analyse the exam task and 'collect' all the language necessary to deal with it. The **examworkout** should be done in class and the writing itself set as homework. After covering a few units, and when students are therefore familiar with the structure and purpose of **examworkout**, it is possible to set the whole writing section as homework if you are short of time.

LANGUAGE & CULTURE

Throughout all the units, little *Language and culture* boxes provide bits of information which lie somewhere on the border between language and culture.

While it is true that grammar is tested directly only in the Use of English part of the exam, students should understand that knowledge of grammar contributes to achieving good grades in all parts of both the spoken and written exam. It is definitely important to make students aware that grammatical accuracy is not the major focus of assessment in the exam, but, at the same time, they should realize how grammar impacts on their final grade.

The book provides both a grammar reference in English (with examples) and exercises that allow for the practice of the eighteen most important grammatical points. This section of the book can be used very flexibly – either as guided work in class or individual work at home. It is also suitable for mixed-ability/level classes, where some students might need more theoretical background and practice than others. Students' individual strengths and weaknesses in the area of grammar can be quickly assessed while they are doing the *Workout* tasks. If any difficulties arise, students are directed to the grammar point in question since all tasks contain cross-references to other sections of the book. It is also possible to concentrate on a particular grammar point and make it a focus of one separate grammar revision lesson. Students could be asked to do some or all practice exercises in the book and then be assessed on how they have mastered the content of the lesson through a short test (provided in the Teacher's Book).

In most sections of this part of the book there is an **EXAM PRACTICE** task, which shows how a particular grammar point should be used to complete a typical exam task set in either oral or written part of the exam. This exercise is probably the best illustration of how grammar is interwoven with other language elements and skills.

Longman Exam Activator, page 189

EXAM PRACTICE

- 5 The letter below is a sample answer to an exam task. Read it and complete the gaps with the verbs in brackets in the passive or active voice, or use the structure *have sth done*.

Dear Bethany,

The worst trip of my life seemed like an excellent idea at first and I thought I would have a great time. Last week I ¹ was invited (invite) by one of the girls from my school to go on a short trip. We ² _____ (want) to go to Prague to visit the Prague castle and Charles bridge. So we ³ _____ (rent) a car very cheaply but we ⁴ _____ (tell) that it was not in a very good condition.

About an hour after we ⁵ _____ (leave) Karlovy Vary, the car ⁶ _____ (break down) in the middle of the highway. In the end, it ⁷ _____ (take away) to the nearest garage. We ⁸ _____ (our car/repair) at the garage but it ⁹ _____ (take) over three hours and we ¹⁰ _____ (must) pay a lot of money. And the worst thing of all is that the money ¹¹ _____ (refund) to us by the car hire company! Can you believe it? The worst trip you can imagine!

And how are things with you? On holidays already?

Take care and write back soon,

Eva

- 6 Look at the instructions for the exam task below. Match the bulleted points to the appropriate parts of the email above.

You saw this post on an internet forum, posted by Bethany:

Everyone is talking about great holiday trips and wonderful destinations! How about a trip that went wrong? What has been the worst trip of your life? Take part in the competition and send me an email, prizes will include...

Write a letter describing the worst trip you have ever been on.

- give details of where you went
- give details of what went wrong

ALL SECTIONS OF THE BOOK ARE COMPLEMENTARY AND OFFER PREPARATION FOR EACH PART OF A TYPICAL EXAM:

READING: TRUE/FALSE

WRITTEN EXAM - READING COMPREHENSION

EXAM STRATEGIES

TRUE/FALSE

THE YOUNGER, THE BETTER?

EXAM STRATEGIES

EXAM STRATEGIES

SPEAKING: PHOTO DESCRIPTION

SPEAKING: PHOTO DESCRIPTION

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

REFERENCE PART

READING: TRUE/FALSE

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

SPEAKING: PHOTO DESCRIPTION

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

EXAM STRATEGIES

THEMATIC PART

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR: GRAMMAR

GRAMMAR

- REFERENCE PART**
- information about the exam and explanation of exam strategies
 - a set of language functions and useful expressions
 - practice exercises and typical exam tasks
 - models for various types of writing tasks

- THEMATIC PART**
- **examworkout** tasks offer a step-by-step preparation for the actual exam tasks
 - **examtask** exercises provide exam practice in an exam-like context
 - **VOCABULARY** and **WORDBANK** sections in every unit offer a useful vocabulary revision tool

- GRAMMAR**
- grammar structures useful for all parts of the exam
 - grammar theory explained in an approachable way and presented with memorable examples
 - **EXAM PRACTICE** tasks show how a particular grammar structure can be used to complete various types of exam tasks

1 PEOPLE, FAMILY AND SOCIAL LIFE

WARM-UP

This is a lead-in to the unit. Write on the board: *I am human because...* / *Humans are wonderful because...* / *Humans are dreadful because...* Ask the students to complete the sentences. Ask for a few responses to be read aloud. If there are quite a few interesting or funny responses, you can display them in your room.

VOCABULARY

The whole section can be set as homework. To check exercises 2 and 7, play the recorded dialogues.

ANSWERS

- 2 1 socks 2 sandals 3 underpants 4 shorts 5 jumpers
6 hat 7 scarf 8 gloves 9 trunks
- 3 1 head 2 cheek 3 nose 4 chin 5 mouth/lips 6 eye
7 ear 8 neck 9 shoulder 10 hand 11 fingers 12 chest
13 stomach 14 arm 15 knee 16 hip 17 thigh 18 ankle
19 wrist 20 foot
- 4 2 wavy 3 ponytail 4 moustache 5 jeans 6 sweater
7 anorak 8 boots
- 5 1 sensible 2 bossy 3 relaxed 4 sensitive 5 ambitious
6 friendly 7 reliable 8 rebellious 9 cheerful 10 selfish
- 6 1f 2h 3a 4b 5g 6c 7d 8e
- 7 1 clubbing 2 play 3 entertainment 4 watching 5 go out
6 listen 7 dance
- 8 1 get 2 have 3 go 4 play 5 take

READING 1

After doing Exercise 1, you can ask students to read the text quickly to find out if any of their ideas appear in it. Apart from including vocabulary for family life and everyday activities, the text touches on important social issues. The aim of Exercise 4 is for students to reflect on children's standard of living in their country. When they have written the profiles, they should compare them in small groups.

ANSWERS

- 2 1F 2F 3F 4F 5T 6T
- 3 1 an only child 2 cousins 3 orphan 4 elderly
5 pocket money 6 lie in

LISTENING 1

If students have difficulty thinking of ideas in the pre-listening task, you can write the following prompts on the board or read them aloud: *height / build / proportions of the body / strength and fitness / skin colour / hair / intellect / personality.*

ADDITIONAL ACTIVITIES

1 Exploring ideas

When discussing Exercise 3, ask students to recall some of the predictions the speaker makes about future humans. Ask if they think these ideas might be true.

2 Exploring language

Play the recording from *Look around you... What do you see?* to *We're all so different!* again and ask students to write down as many words describing appearance as they can. Students compare lists in pairs or groups and choose 4–5 words to describe themselves.

ANSWERS

- 2 1a 2b 3b 4a 5c 6c

USE OF ENGLISH – OPEN CLOZE

The aims of the *Workout* are to make students aware that it is useful to read the text first ignoring the gaps, to get the general idea of what it is about, and that considering grammar of the text and the words that come before and after the gaps are both equally important when doing this type of task. As a follow-up task, you can ask the students if they have ever felt „test anxiety“ and ask them to share their own ideas about how to beat it.

ANSWERS

1a

- Test anxiety is a type of performance anxiety.
- When performance is important.
- Use stress to your advantage, learn to accept mistakes, try to relax.

1b 1a 2c 3h 4e 5f 6b 7g 8d

1c and 1d Students' own answers.

- 2 1 have 2 so 3 of 4 an 5 out 6 that 7 if 8 them
9 feel/are 10 takes

READING 2

examworkout

The aim of the *Workout* is to demonstrate the process of selecting the right answer in a multiple choice exercise, by first eliminating the obviously wrong one(s), then analysing the remaining ones and identifying the elements that make all but one of them not quite correct.

examtask

The same strategy as in the *Workout* can be used especially in answering questions 2,3 and 5.

ANSWERS

- 2 1 Option C
2 Option A: You present women as object that are nice to look at.
Option B: She had to go to hospital to be treated for anorexia.
Option D: Why don't you print articles about women who are brave or intelligent, or who have done something special for other people?
3 Suggested answers: ...the consequences for other people./...what might happen as a result.
4 Option B.
- 3 1B 2C 3D 4C 5D 6C
- 4 Not very important: appearance, perfect teeth, a sexy body, looking like a skinny model.
Important: a lively personality, being friendly, being generous, a sense of humour.

LISTENING 2

The quiz is intended for men. If you have about the same number of boys and girls in your class, girls interview boys in pairs. If you have more girls, in some groups two girls question the same boy.

ANSWERS

2 1T 2F 3T 4T 5F 6T

SPEAKING 1

examworkout

.....

The aim of the *Workout* is to provide students with some useful language that they could use when doing the exam task in Exercise 2.

ANSWERS

- 1 1 What do you like doing in your free time?
2 What are some of your good and bad qualities?
3 Could you please describe one of your friends?
4 Have you got any brothers or sisters?
5 How do you spend time with your friends?
6 Can you tell me something about your family?
- 2 1c 2d 3f 4b 5a 6e

SPEAKING 2

examworkout

.....

In the oral exam, many students do less well than they could because they do not know what to say about the picture. The *Workout* introduces an effective strategy to prevent that from happening: the candidate should ask herself/himself a series of set questions about the picture.

ANSWERS

- 1 The student can't think of much to say about the picture.

WRITING – INFORMAL LETTER

examworkout

.....

The *Workout* should be done in class and the writing itself set as homework. Its aims are to provide the students with some natural-sounding phrases they can include in their letter and to revise opening and closing phrases for personal letters. Encourage students to use the **WORDBANK** and the texts in the unit to choose words and phrases to describe appearance and personality.

ANSWERS

- 1a Positive: 3, 4, 6, 7
Negative: 1, 2, 5, 8
- 1b Openings: Dear Kitty, Hi Ricky.
Endings: Love, All the best, Best wishes, Yours,

REVISION ACTIVITY

Distribute blank slips of paper. Students write their names on them and put them in a hat or a box. Everyone then draws a slip and has to write a description of the person they drew without mentioning the name. Write the following prompts on the board: *Appearance / Clothes today / Personality / Likes and dislikes / Mood today*. The descriptions are all placed on the board and everyone has to find the description of themselves. Use your judgement to decide if there is any risk of nastiness towards any individuals!

2 HOME

WARM-UP

This activity works at any stage in the unit.

Prepare a lot of slips of paper approximately A6 in size, sticky tape, drawing pins and blu tack. Ask students to label all the parts of the room (e.g. walls, windows) and all the furniture and furnishings (desks, radiators etc.)

VOCABULARY

The whole section can be set as homework except Exercise 3 (pair work, speaking). Exercise 6 is checked by listening to the recording of the dialogue. Afterwards, you may ask students to read the dialogue in pairs, trying to imitate the intonation of the recording.

ANSWERS

- 1 fence 2 gate 3 drive 4 garage 5 balcony 6 roof
7 chimney 8 window 9 door 10 sofa 11 rug 12 TV
13 floor 14 cooker / oven 15 bath / bathtub 16 curtains
17 washbasin 18 bed 19 wardrobe 20 desk 21 chair
22 lamp / light
- 2 1 garage 2 garden 3 balcony 4 drive 5 gate 6 fence
7 roof
- 4 1 fridge 2 cupboard 3 sink 4 freezer 5 microwave
6 cooker 7 dishwasher
- 5 1g 2h 3e 4b 5c 6a 7d 8f
- 6 1 renting 2 details 3 located 4 views 5 public
6 underground 7 bedrooms 8 living room 9 furnished
10 rent 11 per 12 advance
- 7 Do: do the dishes / the washing up, do the housework,
do the ironing, do the shopping, do the washing
OTHER VERBS: cook dinner, vacuum the floors, clean the
bathroom, put away your clothes, clear up the mess
- 8 **A** move house / in / out; pay the rent; go home; feel
homesick; stay at home / in
B pay the bills; see someone home; lock the door;
get home; share a flat / a room
- 9 **A** 1 pay the rent 2 moving out / moving house
3 felt homesick 4 stay in / stay home 5 go home
B 1 pay the bills 2 see you home 3 got home
4 share a room 5 lock the door

READING 1

In Exercise 1, as in all speaking exercises, encourage students to *prepare* what they are going to say before they start talking. They should look at WORDBANK (p. 85), especially at the sections 'Types of houses and flats' and 'Condition and size'.

In Exercise 5, encourage students to use the property ads from the reading material as models. If there is time, the activity can be extended: display all the ads on a notice board, ask students to come up and read them and to talk to someone whose flat they would like to buy. Use your judgment as to whether this might result in any unkindness to students who are not well off.

ANSWERS

- 2 1C 2G 3A 4E 5D 6F
House B doesn't match any of the questions.
- 4 *types of houses and flats*: studio flat, terraced house, semi-detached house, residential building, bedsit, tower block
adjectives and phrases to describe houses and flats: in very good condition, bright, modern, spacious, roomy, recently renovated, extended, modernised, stylish, furnished, unfurnished
furniture and furnishings: shower, fitted kitchen, fitted wardrobe, leather sofa, coffee table, bookcase

LISTENING 1

ADDITIONAL ACTIVITY

If there's time, you can hand out copies of the tapescript and ask students to underline all the words connected with the topic of housing. If students have got the spidergrams they made in Reading 1, Exercise 4, they can add more types of houses to them: *cottage, bungalow, chalet, penthouse, skyscraper*.

ANSWERS

- 2 1C 2A 3A 4C 5B

USE OF ENGLISH – SENTENCE TRANSFORMATIONS

examworkout

The aim of the *Workout* is to encourage the students to predict what grammar structures they are supposed to use in the given set of transformations before they actually start doing the exam task. In this way the students will find it easier to complete the second sentence according to the exam task requirements, as well as to double check their answers at the end of the exam. It could be useful to remind students to keep the meaning of the new sentence as close as possible to the original sentence (for example, by making sure that they use the same tense.)

ANSWERS

- 1 1B 2D 3C 4A 5E
- 2 1 Jenny asked me how on earth I had known that.
2 I should have my car repaired.
3 If John were rich, he would go for a trip around the world.
4 I have been living here for more than ten years.
5 It's not warm enough to go swimming.
- 3 1 This room is too small for me.
2 I need to have/get the living room painted.
3 I asked the landlord how much the rent was.
4 I have been living here for years.
5 If I could afford a house with a big garden, I would buy it immediately.

READING 2

examworkout

The purpose of the *Workout* is to make students aware of how quantifiers change the meaning of sentences, and the implications for answering True/False questions. People often fail to notice that 'most people' does not mean the same as 'all the people', or that 'almost nobody' is not synonymous with 'nobody'. You may wish to do the grammar section on quantifiers (p.194) before starting the *Workout*. You can also tell students to read or re-read exam strategies for true/false tasks on page 23.

examtask

In the exam task, the answers to points 2 and 4 rely on the idea presented in the *Workout*. It is worth pointing that out when checking answers.

ANSWERS

- 1 1C 2F 3A 4E 5B 6D
2 1 X 2 ✓ 3 ✓ 4 X 5 X
3 1T 2F 3F
4 1T 2F 3F 4T 5F 6T

LISTENING 2

Exercises 4 and 5 aim at rounding up all the vocabulary from the unit. Encourage students to look through the unit and use **WORDBANK** when preparing to talk.

ANSWERS

- 2 1T 2F 3F 4T 5F 6T
3 *in their bedroom*: under the beds, in the chest of drawers, in the wardrobe, on top of the wardrobe, on the bookshelf;
in the kitchen: in the oven, in all the cupboards, under the sink, in the microwave, in the fridge;
in the bathroom: behind the mirror, in the shower, behind the toilet;
in the living room: behind the curtain, under the coffee table, on the sofa where their mother is sitting

SPEAKING

examworkout

The aim of the *Workout* is to provide students with some functional language and ideas they could use when doing the exam task.

ANSWERS

1A

- public transport: 3, 6
- access to cultural events: 1
- shopping opportunities: 2, 4
- education and employment opportunities: 5

WRITING – LETTER OF ENQUIRY

examworkout

The aim of the *Workout* is to prepare useful language: vocabulary related to the topic, opening and closing phrases appropriate in formal letters and indirect questions. It is recommended to do the section on indirect questions from the Grammar part (p. 203) before starting the *Workout*. There is a model letter of enquiry in the Reference Part (p. 50). After all the preparation work, the writing itself is best set as homework.

ANSWERS

- 1b 1 Dear Sir or Madam,
2 I am writing to enquire / to ask about the house / flat advertised...
3 I look forward to hearing from you. Yours faithfully, / Yours sincerely,
c 2 How far is it to the nearest post office?
3 Are there any sports facilities in the area?
4 Has the house been redecorated recently?
d 2 Could you please let me know how far it is to the nearest post office?
3 Do you happen to know if there are any sports facilities in the area?
4 I would also like to ask if the house has been redecorated recently.

REVISION ACTIVITY

Students work in pairs. Distribute large (A3–A4) sheets of paper and ask students to do the following activity:

- 1 Ss open their books to the **WORDBANK** (p.85) and draw a picture containing as many of the things and ideas listed there as they can – at least 12. Encourage them to include not only objects, e.g. 'coffee table', but also phrases, e.g. 'do the dishes' or 'share a room'.
- 2 Pairs get together in groups of four or more and show one another their pictures. First they try to name as many things as they can in each other's pictures/ describe each other's pictures. Then the pair who drew the picture point out the elements the others didn't notice.

WARM-UP

This activity works best before starting the Vocabulary section.

Write the title *SCHOOL* on the board, and underneath write the headings: *types of schools, places in a school, people in a school, subjects, things used at school*. All students come to the board (in groups of 3–5, depending on how much chalk or how many whiteboard pens you have got) and write 2 words each, each one in a different category.

VOCABULARY

The whole section can be set as homework except Exercises 3 and 9. These can be done while checking those done at home. It is important to communicate to students that not all school concepts can easily be translated into your language, as school reality differs from one country to the next.

ADDITIONAL VOCABULARY INFORMATION

The British have *A-levels*, but the term might be unfamiliar to anyone who's not from Britain. The most confusing word of all, however, is *college*. Here is a note on its different meanings and usage:

The meaning of college

Most generally, a college is a place where students go to study after they've finished school. More specifically...

- It can be an institution of higher education with a lower status than a university.
- A *college of further education* (especially in Britain) is a place where students are trained for a specific job, e.g. a secretarial or agricultural college.
- In old universities, such as Oxford and Cambridge, colleges are independent parts of the university, located in separate (often historic) buildings. They are not like departments in that the division is not related to the subjects studied – a college offers many different subjects, and the same subject can be studied at different colleges. Students may also live at their college.
- *Sixth-form college* is an upper secondary school for students over the age of 16, preparing to take A-levels.
- *Community colleges* are local, state-owned educational institutions which run courses for adults (for example computing, dancing or flower arrangement).

ANSWERS

- 1 1 b 2 c 3 a 4 f 5 d 6 e
 4 1 f 2 e 3 a 4 g 5 h 6 b 7 c 8 d
 5 1 students 2 examiner 3 lecturer 4 head teacher, deputy head 5 classmate 6 staff
 6 1 c 2 i 3 f 4 h 5 g 6 d 7 a 8 b 9 e
 7 1 board / blackboard, chalk 2 notebooks 3 files / folders 4 textbook 5 rubber, pencil case 6 locker
 8 prepared for – took – failed – retook – passed OR, as one student pointed out: took – failed – prepared for – retook – passed
 10 1 form 2 fees 3 competition 4 certificate 5 mark 6 staff 7 results
 11 1 make 2 do 3 do 4 made 5 do 6 making 7 doing 8 make 9 doing 10 do

READING 1

In Exercise 1, let the students walk around the classroom and interview others about their ideas. You may set a limit on the number of people they talk to: *Ask five people*. Next, you may ask students to read the texts quickly to find out if they contain any of their ideas.

ANSWERS

- 2 1B 2C 3B 4B 5A
 4 study hard; revise for exams; learn things by heart; do your homework; take notes; hand in homework

LISTENING 1

In Exercise 3, ask a few pairs to perform their dialogues in front of the class.

ANSWERS

- 2 1F 2N 3F 4F 5T 6N

USE OF ENGLISH – WORD BUILDING

examworkout

The aim of the *Workout* is to make students aware that various words might be made from the same root word, including antonyms made with prefixes and suffixes.

ANSWERS

1a	ADJECTIVE	ADVERB	VERB	NOUN
	<i>different</i>	<i>differently</i>	<i>differ</i>	<i>difference</i>
	happy	happily	————	happiness
	able	————	be able	ability
	low	————	lower	low
	fair	fairly	————	fairness
	educated	educationally	educate	education
	easy	easily	————	ease
	powerful	powerfully	power	power

- 1b indifferent, unhappy, unable, unfair, uneducated, powerless
 2 1 different 2 happily 3 ability 4 lower 5 unfair 6 education 7 easily 8 powerful

READING 2

CULTURE NOTE – The Bronx

The Bronx is one of the five boroughs (districts) of New York. The other four are Brooklyn, Manhattan, Queens and Staten Island. President John F. Kennedy as well as actors Al Pacino and Jennifer Lopez were born in the Bronx.

Hip-hop music and breakdancing originated there. The Bronx has experienced serious social problems in the 1970s and 1980s. Since the 1990s efforts have been made to improve the quality of life in the borough, and these have begun to show positive results.

ANSWERS

1 There aren't really correct and wrong answers here, since the question is *what might be true about a school in an area with social problems*. You can ask students to compare their ideas in groups. Then, you can ask them to read the text quickly to find out the correct answers for the place described in the text.

Suggested answers:

1 a lot 2 high 3 good 4 poor 5 regardless of 6 more
7 quite a lot of

2 1F 2T 3T 4T 5F 6F

3 Suggested answers:

1 more lessons (from 7.25 a.m. to 5.00 p.m. on weekdays, plus Saturdays and 3 weeks in the summer)

2 weekly tests and quizzes

3 lots of support

4 students can phone teachers for homework help

5 constant communication with parents

6 hard-working, creative, motivating teachers

7 singing, chanting and movement

8 the orchestra

9 extra-curricular activities: art., PE, business studies

10 field trips

5 academic results; academic skills; academic record

LISTENING 2

examworkout

The purpose of the *Workout* is to make students realise that work on a listening task starts *before* the recording is played: while reading the questions, they should be making predictions about what they might hear. Another point worth emphasizing is that when the same word appears in one of the recordings and one of the sentences, it does not necessarily mean the two go together. The use of the word *strict* is an example.

ANSWERS

2 1D 2A 3B

3 strict

4 1G 2B 3H 4D 5A 6E

5 1d 2e 3a 4b 5c

SPEAKING 1

examworkout

The *Workout* focuses on functional language: suggesting and disagreeing. Encourage students to consult pages 58–61 of the Reference Part.

ANSWERS

1a 1 organising 2 go 3 going 4 doing 5 to behave

1b Polite: *I see your point, but..., I see what you mean but..., I'm afraid I can't agree with you about that., I am not sure it's very educational.*

SPEAKING 2

examworkout

The focus of the *Workout* is the use of present tenses in photo description: present continuous prevails, as it is used to say what people are doing; state verbs appear in the present simple. You may wish to do the section on present tenses in the Grammar part (p.174) before starting the *Workout*.

ANSWERS

1 1 is painting 2 is concentrating 3 is enjoying 4 is helping
5 is showing 6 are sitting 7 are preparing 8 likes 9 seems

WRITING – FORMAL LETTER (A LETTER OF ENQUIRY)

examworkout

The aim of the *Workout* is to emphasise the importance of including all the information required by the rubrics in the writing task and to present ways in which students can develop their answers.

ANSWERS

1a: The writer has included all the bullet points but the letter is not properly developed – it is too short and does not include a proper closing line.

1b: Dear Sir or Madam, *I have read your advertisement and I am interested in taking a course. However I would like to know some more details.* Could you please tell me something about the school's facilities? *For example, is there a computer room and a library?* I also wonder about the social activities *that you mentioned in the advertisement. What are they exactly?* Finally, may I ask you to let me know the price *of a one month General English course?* *Yours sincerely,*

REVISION ACTIVITY

Ask students to think of some memorable school experiences. Students then look through the Vocabulary section (pp.86–87) and WORDBANK (p.93) and choose at least 15 words/phrases to use in describing one particular experience. If there is time, ask students to first tell a partner about the experience, and then write about it, using the selected vocabulary. If time is short, do either the speaking or the writing, depending on the needs of your class.

WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. It's best if students sit in a semi-circle for this activity. The first student says the name of a job. The second student has to say a word they associate with that job (for example, *doctor – hospital*). Then the second student names a job and the third one has to give an association, and so on. The same jobs must not be repeated.

VOCABULARY

The whole section can be set as homework except Exercise 4, which can be done after checking Exercises 1–3. It is also worth listening to the dialogue in Exercise 9. You may then wish to ask students to read it in pairs.

ANSWERS

- 1 1 accountant 2 director 3 electrician 4 librarian
5 musician 6 politician 7 computer programmer
8 postman / postwoman 9 psychologist
10 photographer 11 scientist
- 2 1 d 2 e 3 f 4 g 5 c 6 b 7 a
- 3 1 d 2 g 3 a 4 f 5 b 6 c 7 e
- 5 1 nurse 2 plumber 3 doctor 4 vet 5 waiter 6 mechanic 7 lawyer 8 hairdresser
The vertical word is SERVICES
- 6 1 badly-paid 2 temporary 3 part-time
- 7 1 apply 2 advertisement 3 CV 4 qualifications
5 experience 6 responsible 7 skills 8 interview
- 8 1 c 2 e 3 f 4 g 5 a 6 d 7 b
- 9 1 c 2 c 3 a 4 b 5 a 6 c 7 b
- 10 1 for 2 as 3 on 4 of 5 for 6 for 7 for 8 on

READING 1

examtask

Students may ask why title D is not appropriate for part 1. There are two reasons:

- the ad states that candidates with musical or sports ability are *preferred*, so an interest in music is not a requirement;
- 'artistic' in English describes a person good at *visual* arts, not at any art form, e.g. music.

ADDITIONAL WRITING ACTIVITY

Ask students to imagine they are doing one of the jobs described in the text and to write a postcard to a friend describing their day. In groups, students swap and read each other's postcards.

ANSWERS

- 3 1 C 2 F 3 E 4 G 5 A 6 B
Headings D and H are extra.
- 5 1 post 2 vacancy 3 Overtime 4 reference 5 shift
6 Odd jobs
- 6 1 d 2 a 3 e 4 b 5 c

LISTENING 1

ADDITIONAL ACTIVITY

After finishing the section, you may ask students to work in pairs and make their own conversations, choosing one of the situations listed in Exercise 1 (job interview etc.)

ANSWERS

- 1 1 d 2 e 3 a 4 f 5 b 6 c
- 2 1 B 2 A 3 C 4 F 5 D
'E' doesn't match any of the conversations
- 3 1 salary 2 benefits 3 paid holiday 4 sick pay 5 day care
- 4 bus driver, driving instructor, factory worker, cook, postman, sales rep (representative)

USE OF ENGLISH – MULTIPLE CHOICE

examworkout

The aim of the *Workout* is to present how one of the exam strategies could be applied while doing a multiple choice exercise. Students are provided with a set of questions they should consider before making their final choice.

ANSWERS

- 2 1 B 2 C 3 A 4 D 5 A 6 B 7 D 8 A

READING 2

Pre-teach *perks, germs, drawer, famine, manual labour*. You can use this matching exercise if you like, or just the definitions from it:

- | | |
|-----------------|--|
| 1 perks | a work done with your hands |
| 2 germs | b a situation when many people have little or no food and many die |
| 3 drawer | c additional benefits at work, for example a company car |
| 4 famine | d a part of a desk that can be pulled out |
| 5 manual labour | e bacteria |

(Answers: 1c 2e 3d 4b 5a)

ANSWERS

- 2 1 A 2 D 3 C 4 A 5 C
- 3 1 long 2 working 3 from 4 applying 5 strike

LISTENING 2

Some of the terms in the survey may need explaining, for example like this:

varied – not the same all the time

worthwhile – important, interesting and worth doing

recognise someone's achievements – to notice and appreciate them

supportive colleagues – colleagues who support you

ANSWERS

- 2 1 Friendly supportive colleagues 2 Enjoyable work
3 Good boss or manager 10 High salary
- 3 1 F 2 T 3 T 4 F 5 F
- 4 1 staff 2 profits 3 off 4 charge 5 hand

SPEAKING

examworkout

This *Workout* focuses on questions that the examiner might ask during the first part of the exam. It also reviews some vocabulary related to *Work* and phrases that the students can use to play for time and express their uncertainty.

ANSWERS

- 1 1 do 2 job 3 for, company 4 salary, work 5 team
6 well-paid
2 1e 2f 3a 4b 5c 6d

WRITING – LETTER OF APPLICATION

examworkout

The aims of the *Workout* are:

- Exercises a–c: To point out a common mistake candidates make in the exam: not including some of the information required by the rubric. You may want to refer to the Reference Part, pp. 46–48 and p. 52.
- Exercise d–f: To prepare language which will help students do the exam task: vocabulary, linking words, and a first sentence.

ANSWERS

- 1
- a Include (1) details of the position you are applying for, (2) describe your professional experience, (3) say why you would like to get the job and (4) why you think you are a suitable candidate, (5) describe your level of English and (6) your experience in using it in practical situations.
- b Items 3, 4, 6 are missing.
- c 2, 4, 5
- d 1 e 2 c 3 d 4 f 5 a 6 b
- e 1 I am very patient and I also like working with children.
2 I am very patient and I like working with children as well.
3 As well as being very patient, I like working with children.
- f I would like to apply for the position of waiter advertised in the Guardian on May 28.

REVISION ACTIVITY

Ss open their books to the **WORDBANK** (p.101). Students read through the section 'jobs' and choose the job they would **least** like to do. In pairs, they tell each other their choices. The partner's role is to write at least 4–5 arguments why that job is in fact *perfect* for their partner. They have to use at least 6 words or expressions from the word list. They then read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

WARM-UP

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. Write on the board: *Are you hungry? What would you like to eat and drink right now?* Students ask and answer these questions in small groups. (Alternatively: students stand up and ask the questions of at least five classmates.)

VOCABULARY

The whole section can be set for homework. When checking Exercise 3, you can ask a few students about their preferences: *How do you like your tea, weak or strong? What kind of water do you prefer?* etc.

ADDITIONAL VOCABULARY INFORMATION**The meaning of pudding**

Pudding means so many different sweet and savoury things that you can't help wondering why English speakers don't fall into total confusion. Here are the main meanings:

SWEET

- In Britain, *pudding* can be synonymous with *dessert*, as in: *What's for pudding?*
- It can also be one of several types of sweet dish, a sort of cake with fruit or jam in or on it, often served hot, e.g. *treacle pudding*, *Christmas pudding*, *sponge pudding*, *summer pudding*.

SAVOURY

In Britain, *pudding* can be a hot dish similar to a pie, made of pastry filled with meat and/or vegetables and/or gravy: *Yorkshire pudding*, *steak and kidney pudding*.

ANSWERS

- 1 1 g 2 d 3 a 4 b 5 f 6 c 7 e
- 2 (*The words in italics are sample answers.*)
Cereal products: breakfast cereal, pasta, rice, rolls, *bread*, *cornflakes*
Vegetables: cabbage, cauliflower, cucumber, green peas, lettuce, radish, red pepper, sweetcorn, *potato*, *tomato*, *carrot*
Fruit: apricot, cherry, grapes, peach, pear, plum, strawberry, watermelon, *apple*, *banana*, *orange*
Meat: bacon, beef, pork, sausage, steak, turkey, *ham*, *chicken*
Fish and seafood: cod, herring, tuna, *salmon*, *prawns*
Dairy products: cottage cheese, eggs, milkshake, yoghurt, *milk*, *cheese*
Fats and sweets: chocolate, margarine, olive oil, *butter*, *cakes*, *ice cream*
- 3 1 d 2 e 3 f 4 a 5 c 6 b
- 4 1 g 2 e 3 f 4 a 5 b 6 d 7 c
- 5 1 h 2 g 3 c 4 i 5 e 6 f 7 a 8 b 9 d
- 6 1 breakfast 2 barbecue 3 packed lunch 4 dinner 5 snack 6 picnic
- 7 1 e 2 f 3 d 4 a 5 c 6 b
- 8 1 Cook a meal 2 Lay the table 3 Have a meal 4 Clear the table 5 Do the washing up
- 9 1 lose 2 go 3 put on 4 junk 5 low 6 high 7 vegetarian

READING 1

School lunches are a pet hate in many schools. If that's the case in yours, you can give students the opportunity to complain and say what they think should be changed, as long as they do it in English.

ADDITIONAL VOCABULARY INFORMATION

English names of meals can be confusing. The most common situation nowadays is as follows: Most people have *breakfast* in the morning, *lunch* some time between noon and 1.30 (the size of this can vary greatly depending on the person), and *dinner* – the largest meal of the day – in the evening. Fewer and fewer people have *tea* (a small afternoon meal) or *supper* (a late-evening meal), as most people nowadays try to avoid overeating.

ANSWERS

- 2 1 C 2 A 3 E 4 B 5 D
- 4 a Noodles b veg c buffet d soft drinks e Pasta

LISTENING 1**ADDITIONAL ACTIVITY**

After completing the section, put these questions on the board. Students ask and answer in pairs.
Have you seen any TV advertisements for food recently? What sorts of foods were advertised? Did you buy any of them?

ANSWERS

- 3 1 eat 2 food 3 crisps 4 burgers 5 apples 6 ten 7 aggressive 8 fell 9 80%

USE OF ENGLISH – MULTIPLE CHOICE**examworkout**

The aim of the *Workout* is to remind students that even though it is not a reading exercise, they should first read the text ignoring the gaps, to get the general idea of what it is about. Only then should they start to complete the gaps using the given options. Exercise 2 uses the same options as the exam task, which shows how the same words might be used in a different context. You might want to have the students explain their choices before they proceed to doing Exercise 3 to make it easier for them to complete the actual exam task correctly.

ANSWERS

- 1 1 T 2 F 3 T
- 2 a since b isn't c on d enough
- 3 1D 2B 3D 4C 5B 6A 7A 8A

READING 2

We hope students will enjoy some of the zany humour of the story. You can ask a few additional questions:
What does the sentence 'We haven't eaten in five hundred and seventy-six thousand million years' suggest? (That the characters have jumped in time.)
What do the last two lines tell us about Zaphod? (That he's got two heads.)

ANSWERS

- 2 1 c 2 e 3 g 4 b 5 f 6 d 7 a
3 1F 2T 3T 4T 5F 6F
5 1 order 2 interest 3 don't you 4 have 5 glass, please
6 1 boiled 2 fried 3 grilled 4 mashed 5 roast

LISTENING 2

If you find out from responses to Exercise 1 that many of your students do eat out and enjoy it, you can introduce further questions for discussion in pairs/small groups:

- *How important are these things to you in a restaurant:*
 - *tasty food,*
 - *how much food you get,*
 - *what the place looks like,*
 - *quick service,*
 - *polite service,*
 - *the cost?*
- *Which restaurant(s) do you like best?*
- *What was the most unusual restaurant you've ever been to and why?*

ANSWERS

- 2 1 Find a table 2 Read the menu 3 Order
4 Have a starter 5 Have a main course 6 Have a dessert
7 Ask for the bill 8 Leave a tip
3 1C 2B 3A 4B 5B

SPEAKING 1

examworkout

The *Workout* focuses on two areas: functional language for negotiating and building an extended response.

ANSWERS

- 1 1 think 2 good 3 sure 4 better 5 about 6 What

SPEAKING 2

examworkout

The *Workout* here encourages students to prepare the language they are going to use in their descriptions (remind them that this is something they should always do.)

ANSWERS

- 1a Suggested answers: a group of *young* people, *fresh/healthy/delicious* vegetables, *sunny* weather, *tasty* sandwiches, *vegetable* salad, a *plastic/large* bowl, *paper* plates, *slim* girls, a bottle of *red* wine.
1b have a snack, unpack the basket, slice a tomato, pour a glass of wine
1c A: fresh/healthy/delicious vegetables, vegetable salad, a plastic/large bowl, slim girl, slice a tomato.
B: a group of young people, sunny weather, tasty sandwiches, paper plates, a bottle of red wine, have a snack, unpack the basket, pour a glass of wine.
1d Suggested answers: A – mix, prepare; chop. B – sit, eat, relax.

WRITING – NOTE

examworkout

The *Workout* illustrates how following the bullet points one by one, perhaps writing one paragraph for each, is a simple but effective way of structuring a text and at the same time making sure that you do not leave out any information required by the rubric.

ANSWERS

- 1
1 Donny,
2 Help! I've got a problem. Jim hurt his leg playing football today and I have to take him to the clinic.
3 It's nothing serious, but I can't prepare the Greek salad I promised to bring to the party. Could you please do it for me?
4 The tomatoes and peppers are on the kitchen table, and the onions, olives and cheese are in the fridge. Just chop everything and put it in a bowl with some olive oil!
5 I'm really sorry to bother you; I hope it's not too much trouble. Thank you very much and see you in the evening.
6 Adam

REVISION ACTIVITY

Ss open their books to the WORDBANK (p.109).

- 1 Each student makes a shopping list of about 10–12 items. Encourage them to include some quantities and packaging (a carton of juice etc.).
- 2 Students have a minute to memorize their lists.
- 3 Students work in pairs. Each of them goes shopping, but has left his/her shopping list at home. First student A is the shopper and student B the shop assistant. A asks for all the items from his/her list he/she remembers, then checks the list to see what he/she has forgotten. Then they switch roles.

6 SHOPPING AND SERVICES

WARM-UP

This is a whole class activity. It works best if students are sitting in a circle or semi-circle. The teacher starts off by saying: *I went shopping yesterday and I bought some apples...* [or anything else that starts with an 'a']. The first student has to say: *I went shopping yesterday and I bought some apples and a/some b_____* [something that starts with a 'b']. Each next student has to repeat the whole list (which gradually becomes longer) and add one item starting with the next letter of the alphabet. Stop when everyone's added an item or when you've reached the end of the alphabet. Ideas for items starting with 'y' and 'x': some *yoghurt* or a *yacht*, and a *xerox machine* or a *xylophone*. At the end of the activity, you may ask the class to name some of the shops they must have been to in order to buy the items they named.

VOCABULARY

The whole section can be set for homework except Exercise 3. Exercises 5 and 9 should be checked with the recording, and it is worth asking students to read the dialogue from Exercise 5 in pairs, as it is an exam-type conversation.

ANSWERS

- 1 1 greengrocer's 2 off-licence 3 fishmonger's 4 bookshop
5 stationer's 6 newsagent's 7 furniture shop 8 DIY store
9 flower shop 10 petrol station
- 2 1 greengrocer's 2 chemist's 3 stationer's 4 flower shop
5 newsagent's 6 bookshop
- 3 A 5 B 4 C 6 D 2 E 1 F 3
- 4 1 shop assistant 2 queue 3 trolley 4 size 5 changing
room 6 checkout
- 5 1 complaint 2 return 3 receipt 4 exchange 5 back
6 refunds 7 manager
- 6 1 c 2 b 3 a 4 e 5 d
- 7 1 e 2 d 3 a 4 f 5 h 6 c 7 g 8 b
- 8 1 price 2 off 3 offer; free 4 sale 5 discount 6 reduced
- 9 1 by 2 take / accept 3 in 4 on 5 by 6 machine

LISTENING 1

ADDITIONAL ACTIVITY

Directly after Exercise 2, read out these statements from the dialogue and ask students to shout and correct you if they hear one that's impossible.

- 1 *I got your wine at the off-licence.* ✓
- 2 *I got some sausages at the greengrocer's.* (at the butcher's)
- 3 *I went to the baker's and got some rolls for breakfast.* ✓
- 4 *I got a new handbag... at the DIY store.* (at a leather goods shop)
- 5 *I got some lovely fresh fish at that big furniture shop in Camden.* (at the fishmonger's)

ANSWERS

- 2 1 B 2 C 3 B 4 A 5 C 6 B

READING 1

examtask

You may wish to give your students these additional explanations:

Statement 3 is false because it says ... *depending only on the price*, and 'psrus' also mentions another criterion he/she uses when shopping: *If an advert irritates me, I make sure I never buy the product it's advertising.*

Statement 4 is false because 'Niall878' writes about car advertisements encouraging people to *drive too fast*, not to buy the cars.

ANSWERS

- 2 1T 2T 3F 4F 5T 6T

4

TYPES OF ADVERTISEMENTS	WHERE CAN YOU SEE / HEAR THEM?
hoardings	in the street
leaflets	in your letter box
jingles	on the radio
commercials	on the TV
brochures	in shops
glossy ads	in magazines

- 5 1 slogan 2 logo 3 brand name

USE OF ENGLISH – OPEN CLOZE

As a follow-up exercise you might want to encourage students to talk about places where they like and dislike shopping.

ANSWERS

- 2 1 in 2 the 3 had 4 be 5 many 6 were 7 it 8 most
9 too

READING 2

examworkout

The aim of the *Workout* is to practise interpreting pronouns, i.e. identifying the nouns they refer to in the text (Exercise 1), and then to use that knowledge to put removed sentences in the correct places in a text (Exercise 2). This skill can then be applied to the exam task.

examtask

Point out to students that interpreting pronouns will help them do the task. Pronouns referring back to nouns appear in the following sentences:

A – 5 (they – *your kids*)

B – 1 (he, his, him – *my nine-year-old son*)

D – 3 (their – *these kids*)

F – 2 (they – *his old trainers*)

While checking you may ask students who or what the pronouns refer to.

ANSWERS

- 1 she – my mother / her – my mother / ones – jeans
- 2 gap 1 – C; gap 2 – A
- 3 1B 2F 3D 4C 5A
- 5 1d 2c 3e 4a 5b
- 6 fashion labels / fashion boutiques / fashion accessories

LISTENING 2

Some students may need help with the *Language and Culture* note. You may wish to explain the meaning of *developing countries* (=Third World countries) and/or *are getting a better deal* (=are getting a better price for their products and better wages for their work, are not exploited).

ANSWERS

- 2 1F 2D 3C 4E 5A

SPEAKING

examworkout

The aim of the *Workout* is to help students prepare the language they could use while doing the exam task.

ANSWERS

- 1 Arguments for: *It's useful./It shows we like him./Everyone likes.../It's a good present from an international group of students./If he doesn't like it, he can give it away./It's connected with his work.*
Arguments against: *We don't know if he likes.../I think he has probably got one already./It's too expensive/too cheap./We don't know his size./It's not very original. Everyone gives... as a gift./I don't think it's appropriate to give...*

WRITING – LETTER OF COMPLAINT

examworkout

The aim of the *Workout* is to help students prepare all the language they will need to write the letter: stating what's wrong with the product and what action they expect from the seller, plus an appropriate first and last sentence. There is a model letter of complaint in the Reference Part (p.51).

ANSWERS

- 1a Sentences that could be used to complain about an mp3 player: 1, 3, 4, 5, 7, 8, 10.
b 1 replace / exchange 2 refund / back 3 refund
c First sentence: 2, last sentence: 3

REVISION EXERCISE

Encourage students to use the Vocabulary section and WORDBANK (p.117) while working on this activity. Every student writes a list of 6–8 things to buy and do in the coming week. Each of them should involve going to a different shop. You can put this example on the board:

buy flowers for mother

get a new haircut

While students are working on their lists, put the following phrases on the board:

I need to...

There's a... just around the corner/next to the...

Students should work in pairs and use their lists and the prompts on the board to have conversations like this:

– *I need to buy flowers for my mother.*

– *There's a flower shop just around the corner.*

7 TRAVELLING AND TOURISM

WARM-UP

This warm-up works best before starting the Vocabulary section. Write on the board: 'Travel and Tourism'. Ask everyone to write down 10 words they associate with this topic. Allow 1 minute to 90 seconds. Students get together in small groups and compare their lists. Ask them to think of some categories into which the words could be divided. You may wish to write some of the suggested categories on the board.

VOCABULARY

The whole section can be set as homework except Exercise 2. To add variety, you may wish to do the quiz (Exercise 12) in class as a competition (in pairs or small groups).

ANSWERS

- 1 air travel: plane, flight, terminal, runway
rail travel: sleeping car, dining car, platform, compartment
road travel: coach, motorbike, motorway, traffic jam
sea travel: ferry, yacht, harbour, cruise, voyage
- 2 A 4 B 5 C 2 D 1 E 3
- 3 1 flat tyre 2 petrol station 3 fined 4 speeding 5 braked
- 4 1 I 2 J 3 A 4 C 5 F 6 H 7 G 8 E 9 B 10 D
- 5 1 guest house 2 tent 3 youth hostel 4 caravan
5 campsite
- 6 1 F 2 T 3 T 4 F 5 T 6 F
- 7 1 e 2 c 3 d 4 b 5 a
- 8 1 take 2 book 3 travel 4 go 5 miss
- 9 way
- 10 1 find my way 2 ask the way 3 are on our way
4 show me the way
- 11 1 see 2 set 3 meet 4 get
- 12 1 A, B 2 B, C 3 A, B 4 A, C 5 A, C 6 B, C 7 A, B

READING 1

With a weak class, you might choose to pre-teach the highlighted words *before* reading (definitions can be found in Exercise 4), or ask students to look them up. Possible introductory reading activity: before starting the exam task, ask students to read the text quickly and find three bits of information that might be useful to them.

ANSWERS

- 2 1 month 2 cheaper 3 more 4 299 5 book 6 dangerous
7 member
- 3 30 – An Inter-rail pass is valid for 30 European countries.
€399 – the price of an Inter-rail pass (second class)
26 – the age up to which you can use Inter-rail and
Eurolines passes for young people
€439 – the price of an under-26 Eurolines bus pass in
high season
€1 – cheap air fares start from €1
€30 – airport taxes which are added to the price of your
plane ticket.
€15 – annual YHA membership fee / price per night in
a youth hostel
- 4 1 pass 2 rucksack 3 border 4 fare 5 high season

LISTENING 1

If your students are tired of doing exam tasks, you can do Exercise 4 as a first listening task, before Exercise 3.

ADDITIONAL ACTIVITY

If students seem interested, you may ask them to look up Alastair Humphreys' website at home and find out, for example, the route of his journey, or what he is doing now.

ANSWERS

- 3 1 B 2 A 3 C 4 C 5 C 6 B
- 4 • any four out of: Egypt, Japan, South Africa, Sudan, Russia, Colombia. (Patagonia, Alaska and Siberia are not countries, but praise students for catching the names)
• any four out of: 46,000 miles, 5 continents, 60 countries. 4 years and 3 months, 45°C, minus 40°C, 4,200 km (without a break), 4,900 metres (the height of the mountain he cycled up), 15 (punctures in one day), £13,000 (the sum he raised for charity).
• any four out of: getting visas for some countries, difficult customs officers at some borders, getting lost, crashes, extreme weather (hot and cold), 15 punctures in one day

READING 2

After doing Exercise 1, you can ask students to read the text quickly and find out if the people in the story had any of the problems they listed.

ADDITIONAL ACTIVITY

At the end of the lesson, if there is time left, ask students to write a short list of 'dos and don'ts' for people travelling abroad, to help them avoid such problems. You can put the following sentence openings on the board:

You should...

Make sure you...

[Whatever you do,] don't...

ANSWERS

- 2 1 B 2 A 3 D 4 C 5 C 6 C
- 3 Verb phrases: board a train, catch a train, (also possible: put someone on a train)
Nouns: express train, ticket, platform

USE OF ENGLISH – SENTENCE TRANSFORMATIONS

examworkout

The aim of the *Workout* is to focus the students' attention on typical mistakes that are made in this part of the exam. After the students correct the mistakes in Exercise 1, you can ask them to name the structures tested in the sentences 1–5 (1 – wrong verb pattern, 2 – not using the given word in the sentence, 3 and 4 – using a wrong tense, 5 – inappropriate comparative form, conveying meaning different from the original sentence.) Encourage the students to make sure they avoid such typical mistakes when doing the exam task in Exercise 2.

ANSWERS

1

- 1 The guide *told the tourists not to leave* the luggage unattended.
- 2 You won't know *how the camcorder works unless* you read the manual carefully.
- 3 I *haven't seen Jackie since* Sunday.
- 4 My car *is still being* repaired.
- 5 Mike *is not as tall as* John.

2

- 1 It *took us a long time* to decide where to go.
- 2 We *haven't been* to Egypt for ages.
- 3 It *was sunny* every day.
- 4 It was *hotter than I* expected!
- 5 We *were not able to swim* in some parts of the sea.
- 6 The hotel *had a* nice spa centre.
- 7 The water in the swimming pool *was not warm enough*.
- 8 There *were (only) few* diving centres around.
- 9 Our guide *told us to take* sun lotion with us.
- 10 You *won't see the Pyramids unless* you go to Egypt.

LISTENING 2

Make sure students notice the information that the dialogue takes place in the future. After doing the exam task, you may elicit and discuss details of the future situation portrayed in the recording (Exercise 3). Play the recording again if it helps.

ANSWERS

- 2 1T 2F 3T 4N 5T
- 3 1 Planes 2 cars 3 transport 4 trains 5 Bikes
- 5 1 take 2 budget 3 flight 4 fares 5 off 6 airport 7 check 8 check-in 9 departure 10 boarding

SPEAKING 1

examworkout

The *Workout* here aims to generate some ideas that the students can use in Exercise 2 and to review vocabulary connected with the topic of the unit.

ANSWERS

- 1 1g 2h 3e 4f 5d 6a 7c 8b

SPEAKING 2

examworkout

The *Workout* focuses on structuring a photo description. Play the bad model (Exercise 1) and ask students what is wrong with the description. Then play the good model (Exercise 2) and explain why this one is better.

ANSWERS

- 1 The first description is not very good. It's chaotic. The student wastes time discussing the question of whether the person in the photo is a man or woman, focuses on details (jeans, a grey shirt with blue sleeves), and doesn't say what the main theme of the photo is.
- 2 The second description is much better. The student starts with a general statement, like a title: 'The photo shows a young man (or woman) camping alone in the mountains.' Then he discusses the most relevant details – the scenery, what the character is doing, how he may be feeling.

WRITING – POSTCARD

examworkout

The *Workout* focuses on using richer and more varied language and avoiding repetition. Make sure students consult the Reference Part on writing postcards (p.42).

ANSWERS

- 1 The response is monotonous, because the candidate uses only one adjective: 'nice.' She uses it 6 times in 3 sentences!
- 2 1 d 2 f 3 e 4 a 5 c 6 b
- 3 fantastic wonderful lovely brilliant excellent dreadful awful hopeless horrible

REVISION ACTIVITY

- 1 Ss open their books to the Vocabulary section on p. 119. Tell students they have 60 seconds to read through Exercise 8 and memorize as many of the phrases as they can.
- 2 After 60 seconds, students close their books and write down all the phrases they can remember (reassure them this is *not* a test!) They can then open their books and check what they have forgotten.
- 3 Everyone composes three sentences using three different collocations from Exercise 8. Ask for some sentences to be read aloud.

8 CULTURE AND FREE TIME

WARM-UP

This activity works best as a lead-in to the unit.

Write the following on the board:

What would you like to do tonight?

go to the cinema, go to the theatre, go to a concert (what kind of music?), see a film on video, stay at home and read (what?), stay at home and watch TV, go to an art gallery or museum

Ask everyone to decide what they would like to do. Then ask students to stand up and find one or two people who'd like to do the same thing. Students can sit down together in the groups they have formed and start working on the Vocabulary section, beginning with the topic that interests them most (music, film etc.)

VOCABULARY

The whole section can be set for homework. Remind students to use the **WORDBANK** (p.133) to help them.

ANSWERS

- 1 1 band 2 songwriter 3 guitarist 4 singer 5 drums
6 single 7 hit 8 album 9 charts 10 lyrics 11 release
12 awards 13 concert 14 musicians 15 tour
- 3 1 novel, plot, chapter 2 character 3 volumes 4 novelist
5 plays 6 poet, Nobel prize, poetry / poems 7 short
stories 8 detective stories 9 fairy tales 10 bestseller
- 4 1 Phone the box office to book tickets. 2 Go to the
theatre. 3 Buy a programme. 4 Find your seats and look
at the audience to see if there are any friends. 5 Watch
the first act. 6 Discuss the performance during the
interval. 7 Watch the rest of the play. 8 Clap as the
actors come on stage again at the end of the show.
- 5 1 e 2 g 3 c 4 b 5 d 6 h 7 a 8 f
- 6 1 stars 2 shooting 3 directed 4 released 5 dubbed
- 7 1 g 2 f 3 a 4 h 5 b 6 d 7 c 8 e
- 8 1 the news 2 serials / soap operas (in any order)
3 sitcoms 4 quiz shows 5 cartoons 6 talk shows 7 live
broadcasts of football matches 8 reality shows
- 9 1 article 2 headlines 3 editor 4 copy 5 reporter
6 magazines 7 newspapers 8 newsagent
The vertical word is what links all the words in the
crossword – 'the press'.
- 10 1 exhibition 2 Gallery 3 painter 4 sculptor 5 paintings
6 drawings 7 sculptures 8 masterpiece 9 studio
- 11 1 tells 2 made 3 set 4 based 5 takes 6 worth 7 on
8 played

LISTENING 1

ADDITIONAL ACTIVITY

Make photocopies of the tapescript for all the students and ask everyone to highlight words related to the area of culture they are most interested in: art, music, TV, literature or the performing arts (film and theatre). Alternatively, ask everyone to highlight words from all five areas.

ANSWERS

- 2 1E 2C 3B 4F 5A

READING 1

After Exercise 4, ask students which types of paintings they prefer: *landscapes, portraits, still lifes*? Or perhaps abstract paintings, which don't represent anything specific? Who can name a painting which they consider to be a *masterpiece*? Has anyone in the class ever painted a picture?

ANSWERS

- 2 1F 2T 3F 4T 5F 6T
- 4 subjects: self-portrait(s), landscapes(s), still life(s);
techniques: drawing, collage, oil painting;
opinion: masterpiece

USE OF ENGLISH – WORD BUILDING

As a follow-up exercise, you might want to hold a class discussion where half of the students are supposed to be in favour of the experiment and the other half against it.

ANSWERS

- 2 1 rushing 2 crowded 3 different 4 beautiful 5 musician
6 interested 7 violinist 8 unusual 9 unexpected

LISTENING 2

examworkout

The *Workout* focuses on answering questions about speakers' attitudes and opinions. Before doing the *Workout*, ask students to read Strategy 2 (p.10 of the Reference Part). You may also choose to do Exercise 5 (p.12) at this point.

examtask

The strategy practised in the *Workout* is relevant to questions 3 and 6.

ANSWERS

- 1 1C 2B
- 3 2B 3A 4B 5C 6A

READING 2

CULTURE NOTE

Apart from directors, there are also famous New York actors. The Actors Studio drama school, started by Elia Kazan and led for many years by Lee Strasberg, educated some of America's best-known stars, including Marlon Brando, Robert de Niro, Al Pacino, Dustin Hoffman, Harvey Keitel and Jane Fonda, and for some time also Marilyn Monroe. Lee Strasberg taught what is known as 'the Method,' in which the actor considers the background and psychology of the character in great depth and identifies with him or her to an extent which makes it possible to reproduce the character's emotional states.

ADDITIONAL ACTIVITY

If you feel your students need some more vocabulary before doing Exercise 4, write the following on the board:

What makes a film bad?

- *too much violence*
- *not enough action*
- *a boring plot*
- *sentimental scenes*
- *bad acting*
- *you can guess the ending*
- *you can see it's commercial*
- *the dialogues were meant to be funny but aren't*

Ask students to choose the points they agree with and think of examples of films they disliked for these reasons.

Ask them to discuss their ideas in pairs.

ANSWERS

2 1 D 2 A 3 C 4 B 5 C 6 A

SPEAKING 1

After students have read the exam task in Exercise 1, encourage them to brainstorm ideas. List ideas on the board and help with vocabulary.

examworkout

The aim of the *Workout* is to prepare language and generate ideas to use in the exam task.

ANSWERS

- 1a 1 believe that 2 That's why/For that reason
3 seems to me that it 4 All in all/To sum it up 5 in fact
6 for example 7 What I mean is that
- 1b A: social role B: education C: relaxation

SPEAKING 2

examworkout

The *Workout* here is aimed at helping the students prepare their descriptions. Exercise 1 reminds students to start by answering basic questions about the pictures and helps them to develop the description.

ANSWERS

- 1 Suggested answers – Picture A:
- a The photo shows a young woman in a room full of books. She's sitting on the back of a sofa and reading a book.
 - b The woman is quite pretty, slim, with long brown hair tied in a ponytail and a sensitive, thoughtful face.
 - c There are shelves full of books in the room, from the floor to the ceiling, and a sofa to sit on and read.
 - d She is probably interested in literature, perhaps also in theatre. Or perhaps in psychology?
 - e I think she might be a quiet, thoughtful person, who likes being alone. Perhaps she's a bit shy.

WRITING – INVITATION

examworkout

The *Workout* draws students' attention to the content and organization of invitations, and to the differences in style between the two sample texts. It is not intended that students should study the differences between formal and informal style in depth at this point, this is just to signal that such differences exist. It is expected that in the exam task students will instinctively go for the more relaxed and easier style of the second model. The relevant section of the Reference Part is on page 44.

ANSWERS

1 THE FIRST INVITATION:

- 1 Everyone in the school / The headmaster, staff and students
- 2 All parents
- 3 An exhibition of paintings by Year 12 students
- 4 Date, time, place guest of honour
- 5 Quite formal
- 6 ...request the pleasure of your company

THE SECOND INVITATION:

- 1 A Year 12 student called Sally
 - 2 Sally's grandma
 - 3 An exhibition of paintings by Year 12 students
 - 4 Date, place, Sally's pictures are going to be there, there will be snacks and drinks
 - 5 Friendly and informal
 - 6 *I would be very happy if you could come*
- 2 concert festival performance exhibition

REVISION EXERCISE

You will need Scrabble tiles or just pieces of paper with all the letters from *a* to *w* on them, one of each.

- 1 Ask students to write out the letters of the alphabet in a column. As they work on it, write the alphabet on the board. Ask everyone to check if they have got all the letters (including *q*). Cross out *x*, *y* and *z* – they will not be used.
- 2 Individually or in pairs, students have to write one word related to the theme of Culture for each letter, for example: *acting, band, chapter...* Allow them to look through Unit 8, but *not* to use the WORDBANK at first. They can start using the WORDBANK (p.133) when they run out of ideas.
- 3 Work with the whole class to make a list on the board.
- 4 Students draw 1–2 Scrabble tiles or pieces of paper each. Everyone has to write a sentence using culture-related words beginning with the letters they draw.

WARM-UP

Bring a ball (any kind, but not too heavy) to class. Students stand in a circle. Explain that you want them to name all the sports they can think of that are played using a ball. Throw the ball to a student and say the name of a sport (e.g. *table tennis*). He or she then throws the ball to a classmate and says another name. Allow students to help each other. When they run out of ideas, introduce the next category: sports in which you move from place to place, for example *running*, *swimming*. (Other ideas: *cycling*, *rollerblading*, *skiing*, *sailing*, *horse riding*, *skating*.) The third category can be *combat sports* (e.g. *boxing*).

VOCABULARY

The whole section except Exercise 8 (speaking) can be set for homework.

ANSWERS

1 1 football 2 skiing 3 tennis 4 swimming 5 volleyball
6 fencing 7 running / athletics 8 yoga

2 (Sample answers)

individual sports: marathon, *cycling*, *athletics*, *snowboarding*, *skateboarding*

team sports: basketball, *volleyball*, *football*, *hockey*

indoor sports: table tennis, *volleyball*, *basketball*, *gymnastics*

outdoor sports: rollerblading, *cycling*, *sailing*, *snowboarding*

water sports: sailing, *swimming*, *windsurfing*, *diving*

winter sports: skating, *snowboarding*, *skiing*

combat sports: fencing, *karate*, *judo*, *boxing*

3 1 ski 2 swimming 3 tennis 4 football

4 1 court 2 (skating) rink 3 track 4 gym 5 stadium

5

SPORT	SPORTSPERSON
<i>running</i>	runner
<i>skiing</i>	skier
<i>ski jump</i>	ski jumper
<i>sailing</i>	sailor
<i>tennis</i>	tennis player
<i>hockey</i>	hockey player
<i>football</i>	football player / footballer
<i>basketball</i>	basketball player / basketballer
<i>cycling</i>	cyclist
<i>athletics</i>	athlete

6 1 g 2 h 3 a 4 b 5 d 6 c 7 e 8 f

7

GO	PLAY	DO
swimming	football	yoga
rollerblading	tennis	aerobics
skateboarding	badminton	karate
cycling	squash	aikido
skiing	basketball	

9 1c 2d 3a 4b

10 1 set, record 2 won, match 3 does, sports
4 scored, goals

LISTENING 1

The listening introduces the topic of the unit by mentioning various sports and asking the question: *What is a sport?* In Exercises 3 and 4 students are encouraged to formulate their own opinions.

ANSWERS

2 1G 2F 3E 4D 5A 6C

READING 1

examworkout

The aim of the *Workout* is to show that an appropriate heading should summarize the meaning/gist of the *whole* paragraph, not just of one part of it. Heading A is wrong, because sporting events are just one of the things mentioned in the paragraph. Heading C is wrong for the same reason. Heading B is good because it encompasses both big events and sports done by 'the average Brit'.

examtask

If some students, especially those not interested in sports, find the text difficult to tackle, you can help them with the following clues:

- Start by identifying the kind of sport in each paragraph.
- Find out what the critical situation was in each case.
- Match titles to paragraphs 1, 2, 4 first, and after that 6.
- To choose a heading for paragraph 3, find out *when* the dramatic situation happened.
- To choose a heading for paragraph 5, find out *how difficult* the penalty was.

ANSWERS

1

a (sample answer) Sports in Britain

b B, the most general answer. Answer A includes only events, and answer C – only sports people take part in, but the text is about both what they play and what they watch.

2 1E 2H 3D 4F 5G 6B

(Title C does not match any of the texts because neither of the penalties mentioned in either 3 or 5 is described as difficult.)

3 1 World Cup 2 world championships 3 semi-final
4 score a goal 5 won the race

LISTENING 2

As students prepare to do Exercise 4, you can write this opening line on the board:

A: *So, you'd like to take up a sport. Do you have any special reason for it?*

ANSWERS

2 1T 2F 3T 4N 5T 6N

USE OF ENGLISH – MULTIPLE CHOICE

The lead-in exercise can be expanded in a class discussion with students voting for the sports they find the most exciting to watch and do.

ANSWERS

2 1A 2D 3B 4C 5A 6D 7A 8B

READING 2

ADDITIONAL ACTIVITY

After Exercise 2, ask students to go through the text again and underline or highlight words and phrases related to chess and to boxing.

Chess: round, [chess/black/white] pieces, checkmate, stalemate, board

Boxing: round, boxing gloves, to knock sb out, ring

ANSWERS

2 1 B 2 B 3 A 4 C 5 D

SPEAKING

examworkout

.....

The *Workout* focuses on preparing functional language and useful vocabulary.

ANSWERS

1 A: 3, 6, 10; B: 2, 4, 5, 8; C: 1, 7, 9.

WRITING – INFORMAL LETTER

examworkout

.....

The aim of the *Workout* is to prepare both ideas and language, including sports terminology and functional language.

Encourage students to consult the relevant section of the Reference Part on page 49.

ANSWERS

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

The sentences that could be used in the exam task: 1, 3, 4, 5, 6, 8, 11, 12.

1b • thank her for writing you: 1, 4, 11

- explain why you don't want to take part in the marathon: 6, 5
- suggest a different sports event you could both take part in: 3, 8, 12

REVISION ACTIVITY

In groups of two-three, students choose and prepare to mime at least 8 names of sports, sports equipment and other related vocabulary from the unit. Groups take turns to mime the words/phrases, without repeating any that have already appeared. The rest of the class guess.

WARM-UP

This activity works best at the very beginning of the unit. Write on the board two titles: *BEING ILL* and *BEING WELL*. You may add examples if you wish, e.g. *flu* (or any other disease) and *in good shape*. Ask students to come up to the board (they can do it in groups of 3–5, depending how much chalk or how many whiteboard pens you have) and add one word each to either category.

VOCABULARY

The whole section can be set for homework.

ANSWERS

- 1 1 f 2 b 3 c 4 e 5 d 6 a
 2 Illnesses: cancer, heart disease, pneumonia, stroke, flu
 Injuries: broken ribs, sprained wrist
 3 1 cold 2 sneezing 3 coughing 4 fever
 4 1 e 2 d 3 a 4 b 5 c
 5 1 e 2 f 3 d 4 a 5 c 6 b 7 g
 6 1 bones 2 muscles 3 heart 4 lungs 5 liver 6 spine
 7 stomach
 7 1 examined 2 treated 3 cured
 8 1 pills 2 injections 3 X-ray 4 surgery 5 vaccine 6 herbs
 9 People: 1 c 2 d 3 e 4 a 5 b
 Places: 1 c 2 d 3 a 4 b
 10 1 from 2 of 3 to 4 to 5 from 6 on 7 in 8 out 9 in
 11 1 see 2 make 3 take 4 take 5 keep

READING 1**ALTERNATIVE TASK**

If your students are tired of doing exam tasks, you can approach this one differently. Students work in groups of 3–6. Give each student one or two paragraphs to read (possible differentiation: one for weaker students, two for stronger ones), so that each group has all six paragraphs. After two or three minutes, students tell their group what they've read. They may discuss their reactions to each item. (You might write some questions on the board: *Do you believe this? Do you think it is useful?*) Students then return to their books and do the exam task.

ANSWERS

- 1 1c 2d 3e 4f 5b 6a
 2 1B 2C 3G 4F 5E 6A
 4 1 illness 2 disease 3 condition

LISTENING 1**ADDITIONAL ACTIVITY**

If students have enjoyed the recording, you can give them photocopies of the tapescript and ask them to act it out in groups of three.

ANSWERS

- 2 1 C 2 B 3 A 4 C 5 A 6 B

USE OF ENGLISH – OPEN CLOZE**ADDITIONAL ACTIVITY**

As a follow-up task, you can ask students to work in groups and write one more piece of advice about how to avoid stress. When they have finished writing, ask them to prepare an open cloze exercise for their paragraphs. They should find a grammar structure or a vocabulary item they would like to test and insert a gap in the sentence. Next, they can swap their paragraphs with another group and do each other's exercises.

ANSWERS

- 2 1 for 2 the 3 more 4 have 5 can 6 is 7 your 8 If
 9 other

READING 2**examworkout**

The purpose of the *Workout* is to draw students' attention to a well-known exam trap: the same words appear in a reading or listening text and in some of the answers to questions, but the answers containing those words are wrong, since the meaning of the whole sentence is different. Take time to analyse the wrong answers with your students. (There is a brief analysis in the answer key.)

After finishing the *Workout*, remind students that correct answers in both reading and listening tasks usually express an idea from the text using *other words*, often synonyms or antonyms. You may ask the class to re-read exam strategies on pp.20–21.

examtask

Start by asking your students if they've read *Catch 22*. Ask them to read the *Language and Culture* note about the book.

In the multiple choice task, there are several questions which follow up the idea of the *Workout*. The answers which are wrong despite containing words which also appear in the text are: option C in question 1 ('impatiently'), D in question 5 ('comfortable') and B in question 6 ('volunteer'). It is worth pointing that out especially if any students fall into the trap.

LANGUAGE NOTES ON THE TEXT

You may wish to point out to your students some or all of the following:

- The first sentence, *Yossarian was in the hospital*, is American. In British English it would read *Yossarian was in hospital*, without the article, similarly to *at school* or *in prison*.
- The idiomatic *fell just short of being jaundice* means 'it was almost jaundice but not quite'.
- *Still no movement?* refers to *bowel movement*. (Use your judgment to decide if this bit of vocabulary information will make you class laugh uncontrollably for half an hour.)

CULTURE NOTE

This is how you convert temperatures between the Fahrenheit and Celsius scales:

To convert temperatures expressed in Fahrenheit to Celsius, subtract 32, multiply the result by 5 and divide by 9. For example, Yossarian's temperature was: $(101^{\circ}\text{F} - 32) \cdot 5 : 9 = 38.3^{\circ}\text{C}$

To go from Celsius to Fahrenheit, work the other way: multiply by 9, divide by 5 and add 32. For example, normal body temperature is: $36.6^{\circ}\text{C} \cdot 9 : 5 + 32 = 97.9^{\circ}\text{F}$

ANSWERS

- 1 1 C 2 D
- 2 1 C ('His behaviour encourages the other patients, previously too frightened to be themselves...')
Analysis:
'disturb' – he disturbs the routine, not the other patients
'frightened' – they were frightened *previously* (by the nurse, we can guess).
'conflict' – the conflict is between McMurphy and the Nurse, as he 'challenges her authority' and 'encourages others to do the same'.
2 D ('they did not fit the conventional ideas of how they should behave')
Analysis:
'conventional ideas' – mentally ill people 'don't fit them', so they can't have them, but the text does not suggest anything nearly as strong as their hating them.
'pushed' – the text says they are 'pushed out' (of society), not 'pushed around' (ordered to do things and treated without respect)
- 3 1 A 2 B 3 B 4 A 5 C 6 C

LISTENING 2

If the students find the recording amusing, you may ask them if they ever had anyone speaking to them about health issues at school and what they thought of the talk.

ANSWERS

- 2 1 you eat 2 five 3 low-fat 4 give-up 5 exercise 6 gym
7 stress 8 enough sleep

SPEAKING 1

examworkout

The aim of the *Workout* is to give students some functional language which they could use to complete the exam task in Exercise 2.

ANSWERS

- 1 1 just like to say that 2 understand your point of view
3 considered, ... 4 important I'd like to add 5 I don't think that 6 all up, ... 7 to say is that 8 agree with me?
- 2 A: 5, 7 B: 3, 6 C: 1, 4 D: 2, 8

SPEAKING 2

examworkout

The *Workout* here aims at giving students some vocabulary they could use to prepare their descriptions. It also encourages the students to answer some basic questions about the pictures, which could help to generate ideas for things to say – not only about what is happening in the photo, but also what has happened or what they think is going to happen next. It also helps practice appropriate tenses: Present Continuous, Present Perfect, *will*, *going to* – all are possible.

ANSWERS

- 1a Picture A: In the picture, there is a football stadium. Two paramedics are carrying an injured footballer on a stretcher. Another player must have fouled him. He is going to be taken to hospital.
Picture B: There is an ambulance standing in the street. Three paramedics are putting an injured person on a stretcher. There has probably been an accident. They're going to take the victim to hospital.
- 1b Picture A: sport injury, foul, paramedics, stretcher, opposite team, red card, hospital, play fair, football pitch.
Picture B: car accident, paramedics, stretcher, hospital, ambulance, traffic, victim, first aid.

WRITING – NOTE

This is the second text of this type that students have to write. They can consult the Reference Part (p.45) and the previous *Workout* (p.108, Unit 5).

examworkout

The aim of the *Workout* is to practise relevant language in context.

ANSWERS

- 1 1 the flu 2 prescribed 3 medication 4 take things easy
5 come and help a bit 6 get well

REVISION ACTIVITY

Students work individually. Ask them to go over the whole of Unit 10 and write down ten words or phrases which they find especially useful and would like to remember. When the lists are ready, students compare them in pairs, explaining why they chose those specific vocabulary items.

11 NATURE AND ENVIRONMENT

WARM-UP

This requires some preparation, but it can be fun.

- Find some photos (from old calendars, magazines, etc.) of the things listed in the **WORDBANK** (p.157), for example, landscape features, weather, animals or plants, natural disasters, things related to environmental issues (e.g. wind turbines for 'wind power') etc. You will need at least one photo per student, more if possible. Decide which categories they represent.
- Before the lesson, write the categories on the board or on large pieces of paper pinned to a noticeboard or just taped to the wall. Prepare enough board magnets, pins, blu-tack, and/or sticky tape for each student.
- Students pick a photo each. Their task is to put the photos under the right headings and to write captions under them (on the board or on separate pieces of paper). If you think the latter will be too difficult, you can prepare captions on pieces of paper, which students have to pick off a table and match to their photos. Those who finish first take another photo, until all the photos are displayed on the walls.

VOCABULARY

The whole section can be set as homework.

ANSWERS

- 1 mountain 2 stream 3 hill 4 river 5 forest 6 waterfall 7 lake
- 1 hot 2 warm 3 cool 4 chilly 5 cold 6 freezing
- | | VERB | ADJECTIVE |
|------------|----------------------|--------------|
| sun | The sun is shining. | a sunny day |
| cloud | ———— | a cloudy day |
| cloud+rain | It's raining. | a rainy day |
| snow | It's snowing. | a snowy day |
| wind | The wind is blowing. | a windy day |
- 1 foggy 2 stormy 3 frosty 4 misty
- 1 fruit 2 leaf 3 branch 4 trunk 5 root 6 grass 7 flower 8 bush 9 soil
- 1 mammals 2 birds 3 fish 4 insects 5 reptiles
- 1 fox 2 hare 3 brown bear 4 European bison 5 stork 6 deer 7 squirrel 8 wolf
- 1 d 2 e 3 g 4 f 5 b 6 a 7 c
- 1 g 2 h 3 a 4 c 5 b 6 d 7 e 8 f
- 1 unleaded petrol 2 greenhouse effect 3 sort your rubbish 4 animal species
- 1 protect 2 become 3 sort 4 environmentally 5 harmful 6 damage 7 pick up

READING 1

FOLLOW-UP

Exercise 6 will be more fun if you give students real blank postcards (the cheap kind with no picture), ask them to write to their classmates (they could draw names or agree who's writing to whom), and 'deliver' the cards at the end. Encourage students to use some of the vocabulary they picked out from the texts.

ANSWERS

- 1 D 2 F 3 C 4 E 5 A
- 1 d 2 e 3 a 4 b 5 c
- (Sample answers)
(rocky) coastline, sandy beaches, island, river, green valleys, snow-peaked mountains, oasis, desert, mountain range

LISTENING 1

examworkout

The *Workout* focuses on the use of synonyms and antonyms in listening tasks. In the recording, the same ideas as in the questions are expressed using different words – often synonyms or antonyms.

Before doing the *Workout*, ask students to (re)read Strategy 6 (p.11 of the Reference Part). If you haven't done Exercises 8 and 9 (p.13) yet, it is worth doing them now.

You may also remind students that in Unit 10, Reading 2 (p.146) they dealt with answers which were wrong despite containing the same words as the text.

examtask

In the main listening task synonyms and antonyms are also used several times. While checking answers, ask students what words were used in the recording to express the following:

- smart (answer: *intelligent*); not aggressive (*friendly, gentle*)
- bravery (*courage*)
- amusement (*entertainment*)
- difficult teenagers – (*aggressive, angry kids with problems*)

You may wish to replay the relevant parts of the recording, or pause after each relevant phrase while checking.

ANSWERS

- (Sample answers)

word	synonym	antonym
safe	secure	dangerous
sad	unhappy	cheerful
noisy	peaceful	quiet

- 1T 2T 3F
- 1F 2T 3T 4T 5F 6T

READING 2

INTRODUCTORY ACTIVITY

Tell students they're going to read a text from somebody's blog, or online diary. Ask for examples of things people write about in blogs (it can be any kind of experiences: travels, partying, thoughts on films, music, politics, society... or dreams).

ANSWERS

2 1 A 2 C 3 B 4 D 5 C

4

NATURAL DISASTERS	ENVIRONMENTAL PROBLEMS
drought	global warming
flood	greenhouse effect
hurricane	acid rain
forest fire	air pollution

USE OF ENGLISH – MULTIPLE CHOICE

ADDITIONAL ACTIVITY

As a follow-up task, you can ask students to work in pairs and write 5 sentences related to the topic of the unit and prepare multiple-choice options for them. Remind them what vocabulary items or grammar structures are usually tested in this part of the exam; next, they swap their sentences with other pairs and do each other's exercises.

ANSWERS

2 1 B 2 A 3 B 4 B 5 D 6 A 7 C 8 C 9 B

LISTENING 2

ADDITIONAL ACTIVITY

If you have several vegetarians in your class, you might invite them to present the case for vegetarianism and the other students to agree/disagree with the arguments. Alternatively, you can put the following statements on the board and invite students to agree/disagree with them, first in small groups, then as a class.

- Eating meat is natural for humans.
- Meat is unhealthy.
- People should stop killing animals for meat.
- If you don't eat meat, you have too little protein in your diet.
- Eating meat makes people aggressive.
- Vegetarians can be annoying.
- Animals on big meat farms live in cruel conditions.

ANSWERS

2 1 B 2 C 3 C 4 A 5 C 6 B

SPEAKING

examworkout

The aim of the *Workout* is to revise some of the phrases that could be used in this part of the exam as well as vocabulary relevant to the situation. It also gives students a model for the exam task that follows.

ANSWERS

- 1 1 don't we 2 such a waste of time 3 do you mean
4 responsibility 5 don't want to 6 let's 7 How's that

WRITING – INFORMAL LETTER

examworkout

Encourage students to make use of page 49 of the Reference Part, where there is more information about this kind of writing task. The aim of the *Workout* is to provide vocabulary and some functional language the students could use while writing the letter at home.

ANSWERS

- 1 (*sample answers*)
- a green valleys, blue skies, sandy beaches, high cliffs, lovely scenery.
 - b gorgeous weather, pour with rain, it's freezing, moderate climate.
 - c shorts, trekking boots, tent, waterproof jacket, rucksack.
 - d 1 might 2 can 3 should

REVISION ACTIVITY

- 1 Prepare little slips of paper with the headings from the WORDBANK (p.157) on them: *landscape features*, *weather* etc. The number of slips should be the same as the number of students.
- 2 Students work in pairs. Each pair draws two slips. If they draw the same heading twice, they need to exchange it.
- 3 Students open their books at page 157 and revise the vocabulary from the categories they've drawn.
- 4 The task is to prepare a short speech (about 1 minute) on *both* topics on the slips *together*, for example, on *Animals and weather*, including at least 16 words from the relevant sections of WORDBANK.
- 5 Students take turns to make their speeches in pairs. Circulate and monitor, then ask for a few of the funniest speeches to be repeated.

12 SCIENCE AND TECHNOLOGY

WARM-UP

This is a lead-in to the unit. Write the following on the board:

The study of...
numbers and shapes:
energy, waves, forces etc.:
substances and their reactions:
living organisms:
rocks:
relics of the past:
the human mind:
languages:

Ask the class for the first word (*mathematics*), then let students work in pairs. Ask a few of them to come and write the answers on the board. The answers are *mathematics, physics, chemistry, biology, geology, archaeology, psychology, linguistics*.

VOCABULARY


The whole section can be set for homework. Remember to work on pronunciation, especially word stress, when checking Exercise 1.

CULTURE NOTE

- When we say **Sir Humphry Davy** discovered sodium and magnesium (in 1807 and 1808 respectively), we mean that he was the first to isolate those metals in pure form from compounds by passing electric current through them.
- At the beginning of the 20th century, geneticists disagreed with **Darwin's** theory of evolution. At that stage in their research they studied features coded by one pair of genes. Darwin, on the other hand, described evolution as the gradual cumulation of small changes. At a 1946 conference in Princeton, which brought together specialists from many areas of biology, consensus was finally reached between genetics and the theory of evolution.
- **Jane Goodall** has lived and studied chimpanzees in Gombe Stream National Park in Tanzania for nearly half a century – since 1960. She was the first researcher to give the chimps she studied names rather than numbers.
- As a medical student in St. Louis in the 1940s, **Ernst Wynder** became intrigued during the autopsy of a heavy smoker who had died from lung cancer. He started collecting similar case histories. He met the throat surgeon **Evarts Graham**, a heavy smoker, who was skeptical at first, but gave Wynder access to his records and sponsored his work. Wynder and Graham published the results of the first large-scale research on smoking and cancer in 1950.

ANSWERS

- 1 mathematician physicist chemist biologist geologist
psychologist archaeologist
- 2 1 e 2 d 3 c 4 a 5 g 6 f 7 b
- 3 1 hypothesis 2 research 3 findings 4 evidence 5 record
6 lab
- 4 1 aerial 2 transistor 3 socket 4 plug 5 cable 6 button
7 remote control 8 battery 9 headphones
- 5 1 crashed 2 virus 3 downloading 4 error 5 restarting
6 data 7 software
- 6

	create	a document / a file
	open	
	save	
	print	
	delete	

- 7 1 computer 2 CD / DVD drive 3 USB port
4 on / off button 5 CD 6 monitor
7 memory stick / pendrive 8 keyboard 9 mouse
10 speaker / loudspeaker 11 printer
- 8 1 space 2 ship 3 astronaut 4 rocket 5 comet 6 satellite
7 orbit 8 station 9 universe 10 meteor 11 launch
The vertical word is: space travel.
- 9 1 came 2 kept 3 area 4 won 5 made 6 out 7 in 8 out
- 10 1 net / web 2 on, press, order, down

READING 1

The educational aims of this section go beyond language learning. Many people have a rather simplistic image of scientists as people who mix chemicals in a laboratory and look at things under a microscope. (Of course, there are also scientists who do that.) We try to show how scientists in all areas do something much more fundamental: they think, formulate hypotheses and look for evidence to prove (or disprove) them. That is why words such as *observe, hypothesis, analyse, evidence, confirm* constitute fundamental 'science vocabulary', which can be found in publications on any branch of science.

ANSWERS

- 2 1 C 2 D 3 A 4 C 5 B
- 3 1 Observe the world 2 Formulate a hypothesis
3 Carry out an experiment 4 Analyse the findings
- 4 1 discovered 2 observed 3 chemist 4 experiments
5 confirmed 6 evidence

LISTENING 1

CULTURE NOTE

The 'electromagnetic induction ring' was a device constructed in 1831 by physicist Michael Faraday for the experiment thanks to which he discovered electromagnetic induction. It consisted of an iron ring with two coils of metal wound around it, and was a prototype of today's transformers. The discovery allowed Faraday to build the first electric motor. It was crucial to the development of all electricity-powered machinery.

ANSWERS

3 1A 2A 3C 4C 5C

USE OF ENGLISH – MULTIPLE CHOICE

examworkout

The aim of the *Workout* is to remind the students that they should pay attention to what comes before and after the gap as well as consider both grammar and vocabulary when they make their final choice. Encourage them to explain their choice and consult the Grammar part if they have doubts.

ANSWERS

- 1 1a discovered 1b were discovered 2a because
2b although 3a to 3b from
2 1A 2B 3C 4C 5A 6C 7B 8D 9B

READING 2

examworkout

The *Workout* focuses on dealing with unknown words. It shows how their meaning can be inferred using context and external knowledge.

examtask

The same skill is practised in the main reading task. The students may find it satisfying to be able to express scientific concepts in English.

ANSWERS

- 2 1 *exhale* is a verb. 2 *melt* is a verb. 3 *solid* is a noun here
(it can also be an adjective)
3 1C 2A 3B
4 1T 2F
5 1T 2F 3F 4T 5F 6T
6 a assimilate b cell c extinguish d evaporate e oxidise
f dissolve
7 1 extinguish 2 cell 3 evaporates 4 assimilate 5 dissolves
6 oxidized

LISTENING 2

The pre-listening exercise is short, but try to get students to say as much as possible. If necessary, prompt them with the question: *What do you think could have happened?* They can use the **WORDBANK** (p.165) and the exercises on computer words (pp.158–159) to look up words for specific problems. The language generated at this stage will help them follow the recording.

ANSWERS

2 1C 2A 3B 4C 5C 6B

SPEAKING

examworkout

The aim of the *Workout* is to generate ideas for students to talk about in the exam task. They are also provided with some relevant functional language to use in Exercise 2.

ANSWERS

- 1a Education: online dictionaries, educational software
Communication: mobile phones, Internet communicators
Entertainment: game consoles, MP3 players
Work: data storage, Internet banking

WRITING – INFORMAL LETTER

examworkout

Encourage students to (re)read page 49 in the Reference Part for more information about this type of writing task. The aim of the *Workout* is to revise relevant vocabulary and functional language which students could use while doing the writing task at home.

ANSWERS

- 1a 1 interesting 2 liked 3 interested 4 amazed / impressed
1b 1 Wish you were here.
2 I'm sure you'd love it.
3 It's a pity you're not here with me.
4 It's just the kind of thing you love.
1c Openings: Hi!, Hi Steve,
Endings: Love, See you soon, Yours,

REVISION ACTIVITY

Students work individually. Ask them to go over all of Unit 12 and write down ten words or phrases which they find the most useful and would like to remember. Students then compare lists in pairs, explaining why they chose those specific vocabulary items.