

CEFR C1



# STEP TO

**AcCEPT Proficiency**

**Teacher Book**



**Revised & Updated**

Official  
preparation  
material for  
Anglia ESOL  
International  
Examinations

**John Ross**



# Step to Proficiency Teacher's Book

(April 2015 Version)

## Answers, Teaching Notes, and Transcripts

This Teacher's Book is a work in progress. At the moment it is mostly just answers and transcripts. It will be periodically updated with additional teaching notes and extra material. **Note:** Page numbers – unless otherwise stated – refer to the Student Book pages, not the Teacher Book pages.

## Handbook for Teachers

There is an Anglia 'Handbook for Teachers' which gives a breakdown of the test sections for all ten levels of tests from **First Step** to **Masters**. The 124-page guide has detailed notes on the grammar patterns and vocabulary tested at each level.

## Contents

4	General Advice
4	Introduction Unit
6	Unit 1. Life is What You Make It
8	Unit 2. Higher Education
10	Unit 3. Money Talks
14	Unit 5. The Squeaky Wheel
15	Unit 6. Itchy Feet
17	Unit 7. Under the Weather
18	Unit 8. A Touchy Subject
20	Unit 9. On Campus
21	Unit 10. Reach for the Stars
24	Unit 11. Brave New World
25	Unit 12. Fighting Fit
27	Extra Material
29	Transcripts for Photocopying
41	Sample Paper Answer Key
43	CD Track List

## General Advice

### Assign Homework

Many of the sections, especially the test practice sections, can be done at home and the answers discussed in class. Writing homework should also be given on a regular basis.

### Correct Mistakes

Students like to know when they are making mistakes. Rather than just correcting verbally, write the errors and corrections up on the board. This works well for writing errors and speaking errors that you overhear, but there are times such as during a class discussion when you do not want to break the flow. For this, a simple oral correction – repeating what the student said with the added correction – works best.

### Personalise the Language

Get students to practise words and sentence patterns by making TRUE sentences about THEMSELVES. Emphasise that the sentences should be true and personalised; sentences that are, for example, about a fictional ‘John and Mary’ will not generate any discussion. With true sentences, students can pair up and take turns reading their sentences and discussing them. A good class wrap-up for this is to have students tell the class something they found out about their partner. Personalised questions using the target words, phrases, or grammar patterns can be used in a similar fashion.

Try and keep ‘teacher talk’ to a minimum. Increase Student Speaking Time by doing pair work and group work. Remember to change pairs so that students aren’t always working with the same partners.

### Focus on Usage rather than Explanation

It’s very easy to get sidetracked with long explanations about words and phrases,

especially when it comes to explaining the subtle differences between similar words. You should concentrate on giving good examples that show common collocations.

Likewise, you should steer students toward asking about usage; other than for vocabulary exercises, DON’T ask them, “*Are there any words that you don’t know?*” as this leads to a focus on explaining low-frequency vocabulary. Instead ASK “*Do you have any questions?*” or “*Is there anything that you’re not sure about?*”

### Speaking Test Grading

The different tasks are not graded separately, and the grade awarded for the Speaking Test is an overall mark. The ‘Handbook for Teachers’ has notes on the five criteria (communication, content, pronunciation, vocabulary, grammar) used for grading.



## Introduction Unit

### Starting the Class

If the class is new and the students don’t know each other, you should (after getting their names and writing them on the board) do an activity so that they can get to know each other. Long self-introductions are time-consuming and predictable, so it’s usually best to do something more interactive. Perhaps the easiest way is to get them into pairs with the task of finding three things they have in common, and one or two things they don’t have in common. Have them change pairs once or twice.

Before doing this activity, write some topics on the board – family, interests, work, school, plans, travel – and elicit questions that they can ask about them.

Tell the students to find specific things rather than general ones, e.g. ‘We both like hip hop,’ is obviously much better than ‘We both like music’. After eight to ten minutes get the students to

report back to the class with one thing they found out about each classmate that they spoke to.

## Pg. 5

**Instructions:** Have the students guess the missing words, then play the CD (or just check their answers). Follow-up with a discussion of the points mentioned, and learning English in general.

**Answers:** 1. single 2. to 3. about 4. difficult 5. grammar 6. find 7. enough 8. called 9. never 10. good

## Pg. 6

**Instructions:** Read through the page, making sure to emphasise that the differences between American and British English are overstated (and that the idea of a single form of either kind is flawed). In particular, reassure them that they can use American English in the exam.

**Answers:** 1. theatre 2. catalogue 3. honour 4. levelled 5. legalise 6. labour

## Pg. 7

**Answers:** Vocabulary Differences (the British English vocabulary is highlighted)

1.

**football** / soccer

subway / **underground**

line / **queue**

apartment / **flat**

**lift** / elevator

trash / **rubbish**

sidewalks / **pavement**

**off-licence** / liquor store

**cinema** / movie theater

first floor / **ground floor**

2.

pants / **trousers**

**crisps** / potato chips

**biscuits** / cookies

candy / **sweets**

**chips** / French fries.

3.

two weeks / **a fortnight**

traveling / **travelling**

**coach** / (long-distance) bus

tires / **tyres**

**motorway** / freeway

**rang** / called

truck / **lorry**

gas(oline) / **petrol**

**mad** / angry

## Vocabulary Notes:

The way Americans use the word '**pants**' is funny for Brits as it means 'underwear' in BrEng.

The British use '**call**' as well as '**ring**'.

In British English, '**mad**', in addition to meaning 'angry', can also mean 'silly' or 'insane'.

British also use 'first floor' but it refers to what Americans call the 'second floor'. You might want to draw a simple picture on the board:

British English	American English
the second floor	the third floor
the first floor	the second floor
the ground floor	the first floor

## Pg. 8

**Instructions:** Get the students to guess the missing words, and then discuss the main points with your class.

**Answers:** 1. impression 2. interesting 3. interest 4. confidence 5. long 6. explanation 7. habit

**Note:** Try to get the students into the habit of giving long answers, even if they are unlikely to take the Speaking Test. It gives students good practice, makes classes more interesting and helps create a better class atmosphere.

## Pg. 9 Speaking Task One

**Answers:** 1. **Good** 2. **Bad** – too short 3. **Good** 4. **Good** 5. **Bad** – too short, and only gives one advantage when the question is the plural 'advantages' 6. **Bad** – too short, and too much hesitation 7. **Bad** – much too short 8. **Bad** – too short, and rather boring 9. **Bad** – too short, and a bit negative 10. **Good**



# Unit 1. Life is What You Make It

Pg. 10

**Instructions:** 1. Insist on long answers.  
2. It's important to get the class into the habit of personalising the vocabulary and sentence patterns. This is a good way of reinforcing grammar.

**Vocabulary Note:** MBA is an abbreviation for Master of Business Administration  
3. You can read the passage to the students, have them read it silently or have them take turns reading out one sentence at a time. Follow up with Comprehension Questions:  
*What did Ian Usher sell? Why? How much did he get? What did he do with the money? etc.*  
Then read through the goals.

## Vocabulary Notes

**The Rio Carnival** – a four-day festival of colourful parades and street parties held each year in Rio de Janeiro, Brazil, 40 days before Easter

**MiG** – Russian fighter plane

**Richard Branson** – a British businessman, chairman of the Virgin group

**Table Mountain** – a flat-topped mountain near the city of Cape Town, South Africa

**Update on Story:** At the end of his 100 weeks (in July 2010) Ian had completed 93 of his 100 goals.

Pg. 11

**Answers: 4.** 1. See an iceberg 2. Spend a night alone in a haunted house 3. Meet Richard Branson 4. See the Grand Canyon 5. See the statues on Easter Island 6. See an active volcano

## Picture notes:

**The Grand Canyon** is a steep-sided gorge in the state of Arizona, in the south-west of the United States. The river flowing through the Grand Canyon is the Colorado River.

The word 'canyon' is of Spanish origin (cañón). It is generally used in the United States. Elsewhere the word 'gorge' is more common. E.g. the Three Gorges on the Yangtze River, China.

**Easter Island** is a remote island in the south-eastern Pacific Ocean – inhabited by Polynesians

but a territory of Chile. There are 887 large stone statues called moai. They were built between 1100–1680.

Pg. 12 Listening L3

**Answers: 1.** 1. parachuting, probably a parachuting course 2. No Sweat Parachuting 3. Tandem and static-line. 4. He was... in the army / a soldier.

2. A. 3 B. 2 C. 5 D. 1 E. 4

3. The pictures are: hang-gliding / skydiving / paragliding

Pg. 13 Listening L3

## General Notes:

In the test, all the recordings are played twice, but in the MP3 they are only played once.

**Answers: 4.** 1. B 2. C 3. B 4. B 5. A

Pg. 14 Section W3 Test Practice

**Instructions:** How you handle the test practice sections such as on page 14 will depend on your class; the level, how inclined they are to do homework, and the amount of classroom time you have. Before assigning it as homework or doing the section in class, go through the explanation and example sentences.

Now practice changing one or two non-inverted sentences to inverted ones. Here are some that you can use:

***I have** seldom heard such a beautiful voice.  
(Seldom)*

*Seldom **have I** heard such a beautiful voice.  
As soon as we went to bed, the phone rang.  
(No sooner)*

*No sooner had we gone to bed(,) than the phone rang.*

## Answers:

1. At no time should the door be opened.
2. Never will I forget his kindness.
3. Seldom have I seen such a beautiful sunset.
4. No sooner had he bought the car than it was stolen.
5. Hardly had I left the house when it started to snow.
6. Never had we been so scared.

**Follow-up:** You can get the students to change the inverted example sentences at the top of

the page to non-inverted ones. There are several possibilities for most of them.

**Never have I had such bad service.**

I have never had such bad service.

**Not only is he mean, but he's also dishonest.**

He is mean and (he's) (also) dishonest.

**No sooner had we left, than it started to rain.**

As soon as we left, it started to rain.

**Never before have I seen such heavy rain.**

I have never (before) seen such heavy rain (before).

**At no time did he consider giving up.**

He didn't consider giving up at any time.

He never considered giving up.

**Only later did she find out that he was a criminal.**

She didn't find out that he was a criminal until later.

**Hardly had we walked in the door when the phone started ringing.**

We had hardly walked in the door when the phone started ringing.

## Pg. 15 Section R4

**Note:** In Section R4, 'double changes' are sometimes required, e.g. employ -> **unemployment**

**Answers:** 1. electrician 2. unacceptable  
3. sympathise 4. confidently 5. employees  
6. athletic 7. requirement 8. hidden  
9. legalise 10. dramatically

**Follow-up:** You can ask the students to use the words to write sentences. You may also want to do some vocab work on the board, eliciting the various forms for each word. Don't bother with rare forms; for example, there's no need to teach 'confide' for 'confidence'.

For example:

noun	confidence		(un)employment, employee, employer
verb	(confide) too rare to bother with	<b>hide</b> hid hidden	<b>employ</b> employed
adjective	<b>confident</b>		(un)employed
adverb	confidently		

## Pg. 16

**Instructions:** Read through the questions, and discuss the questions with the students. Ask

them which ones they think are easiest and hardest.

## General Advice on the Writing Sections

Your school should have a copy of Anglia's '**A Guide to Composition and Letter Writing**'. This 136-page guide covers Elementary to Masters levels and was written by Liz Bangs-Jones, Anglia's Chief Examiner.

When sitting the test, it's usually best NOT to do the sections in order. The writing questions, Section W1 and Section W2, are better done after 'students have 'warmed up' with the other sections.

## Essay Titles

On the test paper there is a small box where examinees should write the title of their essay. Test takers should not worry about coming up with a clever title; a simple title repeating the essay question or changing it a little is all that is required. The purpose is for the marker to quickly see what question has been chosen. The title can be written in lower-case letters as it is in the question or it can be capitalised.

Essay question: *What are the arguments for and against a single global currency?*

Essay title: *What are the arguments for and against a single global currency?*

*(The Pros and Cons of) A Single Global Currency*

Essay question: *'Smokers should not get free medical treatment because they are knowingly hurting themselves'. Discuss*

Essay title: *Smokers should not get free medical treatment. Should smokers get free medical treatment? Free Medical Treatment for Smokers*

## Pg. 17 Transition Words

**Answers:** 1. Moreover 2. In spite of this  
3. As a consequence 4. Because 5. Indeed  
6. in addition 7. If 8. Similarly

## General Notes on Essays

Test takers have a choice between two sets of essay questions. Candidates taking the **academic AcCEPT Proficiency** test choose a topic from **Section W1A**. Those taking the **General English Proficiency** test choose a topic from **Section W1**.

Although some of the essay topics are different, these two types of essays are very similar. They both require standard formal language and

structure.

There are nine sample essays in the textbook. They are on average 310 words in length. Six of the essay questions could be found in either W1A or W1 (although more likely in W1). The three exceptions are:

### **W1A Only**

#### **An Essay on a Science-related Question**

Describe an experiment / research that you have carried out or are familiar with. (Pg. 86)

### **W1 Only**

#### **A Descriptive Essay**

Describe a popular tourist attraction in your country that you would recommend to foreign visitors. (Pg. 53)

#### **A Narrative Essay**

Write an account of a frightening experience. (Pg. 60)

#### **The other six essays are:**

- *What are the pros and cons of doing a university degree in a foreign country?* (Pg. 24)
- *To what extent do you agree that it is better to do a master's degree overseas rather than in one's own country.* (Pg. 25)
- *What are the pros and cons of using social networking sites such as Facebook?* (Pg. 37)
- *Internet gambling should be banned.* (Pg. 40)
- *To what extent do you agree with the statement, 'We should solve problems of poverty on Earth before we spend money on space exploration'.* (Pg. 84)
- *Smokers should not get free medical treatment because they are knowingly hurting themselves.* (Pg. 98)



## **Unit 2. Higher Education**

### **General Note on the Vocabulary Lists and Pictures**

The first page of Unit Two – as with most of the units – starts with boxed vocabulary, six pictures, and some questions for discussion. The best way

to handle this is to start with the pictures. Have the students say what the pictures are. Then go back to the vocabulary list, reading through it and checking that the students know what the words mean. After that, get them to go through the questions in pairs. Finish with a class discussion of the questions.

### **Pg. 18**

**Answers:** 1. accountant astronomer  
geographer philosopher economist journalist  
physicist political scientist educator

**Note:** The other six subjects can be changed into job names by replacing '-y' with '-ist'.

2. 1. archaeology 2. astronomy (or physics)
3. geography 4. journalism 5. geology
6. physics

#### **3. Dictation: Questions for Discussion**

**Note:** You can change or replace these questions so they are more relevant to the class.

1. Which of the subjects would you most like to study?
2. Which subjects are you least interested in?
3. Have you been to university? Are you planning to go to university?
4. What university departments are the hardest to get into?
5. Have you ever thought about studying overseas?

#### **Notes on Vocabulary**

**accounting** – the skill of keeping records of money coming in and out of a company etc.

**anthropology** – the study of different people's culture and society.

**archaeology** – (AmEng also **archeology**) the study of old/ancient cultures by looking at the buildings, graves, and other objects (usually dug up).

**astronomy** – the scientific study of the universe (stars, planets, the Moon etc.).

**botany** – the study of plants.

**economics** – the study of the economy, how trade, industry and money works.

**education** – the study of teaching and learning.

**geography** – the study of the world; there are two main kinds of geography, physical geography (mountains, rivers, weather etc) and human geography (how societies are organised, how people use land etc.).

**geology** – the study of the rocks and material under the Earth’s surface.

**journalism** – writing articles for newspapers, magazines, radio and television.

**philosophy** – is the study of problems concerning existence, knowledge, values, reason and the mind. The subject is hard to define so it’s usually easier to give the students a question or two such as ‘What is the meaning of life?’

**physics** – the scientific study of matter and energy and how they interact. It’s often easier just to say ‘Einstein’ and write ‘ $E=mc^2$ ’ on the board, than to try and explain the subject.

political science – the study of politics, how politicians gain power and govern a country.

**psychology** – the study of how the human mind works, human thinking and behaviour.

**zoology** – the study of animals.

## Pg. 19

**Answers:** 2. 1. 4 (a large library) 2. 7 (a high ranking) 3. 2 (good lecturers)  
4. 8 (scholarships)

### 4. Corrections

**Answers:**

1. **Living** away from home helps a student to become more **independent**. There are many things that you need to do by yourself **such as** cooking and shopping for groceries.
2. My high school years were very stressful **because** I didn’t get very good marks. In fact, my marks were **terrible**. (‘very’ can be deleted or replaced with ‘absolutely’ or ‘really’)
3. When I was at high school I always **tried** to do my best, **even if / even though / even when** I didn’t like a subject.
4. Sciences graduates have **many** more work opportunities than arts graduates do.
5. My parents suggested **(that) I** get some work experience before going to university.

## Pg. 20 Common Sentence Structure Errors

**Answers:** 1. Fragment 2. OK 3. Run On sentence 4. Run On sentence 5. Fragment 6. Fragment 7. Run On sentence 8. OK 9. Fragment

## Pg. 21 Section R5

**Answers:** 1. by 2. to 3. in 4. job 5. are 6. money 7. to 8. students 9. a 10. do / conduct

**Follow-up:** Discuss tuition costs, scholarships etc. in the students’ home countries. You may also want to reinforce the education vocabulary. Write the following words on the board and elicit definitions. primary / secondary / tertiary education, & undergraduate / graduate / post-graduate

## Pg. 22 Commonly Confused Words

**Answers given in bold font:**

The museum is open daily **except** on Mondays.

The manager accepted (or **accepts, has accepted**) full responsibility for the poor sales.

Because of the heavy rain, we drove **past** the exit without realising.

He **passed** all of his exams without any difficulty.

He went to China to study **martial** arts.

It’s normal for a couple to experience some **marital** problems.

They believe that globalisation has had a disastrous **effect** on the poor.

Fortunately, the strikes have not adversely **affected** the economy.

My favourite **desserts** are cheesecake and apple pie.

The Gobi is the largest **desert** in Asia.

We were **advised** not to walk around the downtown area at night.

I asked my uncle for some **advice** about buying a car.

I’m a very competitive person so I hate to **lose**.

The strap is a little **loose**; you should tighten it.

I have **already** finished the essay.

We were **all ready** to leave at seven in the morning.

The air was so polluted that it was difficult to **breathe**.

He took a deep **breath** then dived into the ocean.

Consumers are spending **less** money on leisure activities.

Due to the economic downturn, the company hired **fewer** employees.

## Pg. 23 Writing Essays

**Answers:** 1. 2. Broaden 3. better 5. friends 6. mother 7. Expensive 9. language 10. lonely 11. back

2. A. 2 B. 5 C. 9 D. 1 E. 3 F. 7 G. 4 H. 11

## Pg. 24 An Advantages and Disadvantages Essay

**Answers: 3.** many / numerous disadvantage / drawback Although /while overseas /abroad In addition /moreover university / tertiary good /rewarding improved language skills / increased fluency studying at /attending job /career chance / opportunity

**Follow-up:** It's important for the students to get into the habit of checking their writing, both for mistakes and for repetition. This seems obvious but is surprisingly rare. Because the structure of most essays involves repetition, students need to use synonyms and paraphrasing. Throughout the book it's a good idea to ask students to find synonyms and paraphrases used in the sample essays.

## Pg. 25 An Argument Essay

**Answers:**

**4. 1 (A)** The thesis statement is spread over two sentences, the subject in the first and the opinion in the second:

*Despite the challenges and high costs, many students choose to do a master's degree overseas. While this can be a stressful and expensive experience, I strongly believe that the benefits outweigh the disadvantages.*

**1 (B)** The topic sentences for paragraphs 2–5 are:

**Paragraph 2.** One of the biggest advantages of overseas study overseas is that it broadens your horizons.

**Para. 3.** Furthermore, studying abroad forces people to become more independent.

**Para. 4.** Another benefit of studying overseas is that it your language skills will improve.

**Para. 5.** The major disadvantage of studying overseas is that it is expensive.

### **2. The differences in structure are:**

- The body of the pros and cons essay has two paragraphs, one for the disadvantages and one for the advantages. The body of the argument essay has four paragraphs, one major point per paragraph, including one that states the opposite viewpoint (in this case about the 'expense') and gives a rebuttal.
- Another point worth mentioning is that the pros and cons essay does not give an opinion in the introduction. The argument essay gives

the writer's opinion in both the introduction and conclusion.

**Follow-up:** Using 'outweigh'

The word 'outweigh' is extremely useful when giving a balanced assessment of the pros and cons of something. It is used here in the essay introduction on page 25, although it is more often seen in conclusions.

*While this can be a stressful and expensive experience, I strongly believe that the benefits **outweigh** the disadvantages.*

Write the following patterns on the board:

'The benefits of \_\_\_\_\_ outweigh the drawbacks.'

'The drawbacks of \_\_\_\_\_ outweigh the benefits.'

Give the students some topics (*being single, living in the countryside, having a boyfriend/ girlfriend, owning a dog*) and get them to make sentences using these patterns.

You can also introduce the passive form, 'are outweighed by'. For variety, use 'advantages' and 'disadvantages' instead of 'benefits' and 'drawbacks'.

'The drawbacks of \_\_\_\_\_ are outweighed by the benefits.'

'The benefits of \_\_\_\_\_ are outweighed by the drawbacks.'



## Unit 3. Money Talks

### Pg. 26

**Answers: Vocabulary** 1. Total 2. Starbucks 3. BMW 4. Ferrari 5. Harley Davidson 6. Toyota 7. Dominoes 8. Carrefour (**Note:** Names have been taken off the logos so they look a little different than normal.)

### **Vocabulary Notes**

Just in case you need to settle an argument and/or are asked about these companies here are some basic facts. Don't teach these notes – they are put here for reference.

**Starbucks** – coffee shop chain from Seattle,

USA.

**McDonald's** – hamburger fast-food restaurant chain, USA.

**BMW** – (BMW stands for 'Bavarian Motor Works') makes cars and motorcycles, Germany.

**Dominoes** – pizza chain from the USA, named after a game called dominoes.

**Subway** – fast food restaurant chain selling mostly submarine sandwiches, USA.

**Lipton** – tea, the UK.

**Nestle** – (pronounced 'nes-lay') food company from Switzerland selling coffee, chocolate, infant formula etc.

**Microsoft** – computer software; founded in the U.S. in 1975 by Bill Gates and Bill Allen.

**Gucci** – clothes and leather products such as shoes, belts, handbags (from Italy).

**Ferrari** – Italian sports car manufacturer, founded by race car driver Enzo Ferrari.

**Total** – French petroleum company (including exploration and extraction of oil and gas, oil refinery, and production of chemicals).

**Bayer** – German chemical and pharmaceutical (i.e. medicine) company.

**KLM** – the national airline of the Netherlands.

**Carrefour** – (pronounced 'car four') supermarket chain from France, (many of the stores are 'hypermarkets' – superstores that contain a supermarket and a department store).

**Louis Vuitton** (LV) – a French fashion company specialising in luxury leather goods, jewellery, and accessories.

**Nokia** – a telecommunications, internet and computer software company from Finland, best known for its mobile phones.

**Apple** – American company producing consumer electronics and computer software.

**Acer** – a Taiwanese computer and electronics company.

**Nikon** – Japanese company, camera manufacturer (and other optical equipment such as binoculars and microscopes).

**Hyundai** – South Korea automobile manufacturer.

**Harley Davidson** – American motorcycle manufacturer.

**Virgin** – too many products to mention, but mainly travel and entertainment, UK.

**Toyota** – Japanese automobile manufacturer.

**Heineken** – brewer (beer maker) from the Netherlands.

**IKEA** – self-assembly furniture, Sweden.

## Pg. 27 Word Focus

### Answers:

1. 1. economical 2. economise 3. economics  
4. economist 5. economy 6. economic

1. competition 2. compete 3. competitor 4.  
competitors 5. competitive 6. compete  
7. competitive 8. competition

**Instructions 2.** You may want to give your students some sample sentences to help them think of their own ideas.

*My scooter is very economical.*

*I don't agree with the government's economic policies.*

*I hope the economy improves soon because I...*

*My company is trying to economise on electricity.*

*We can't turn on the air-conditioning.*

*I'm trying to economise by cooking meals rather than eating out.*

*The Football World Cup is my favourite sports competition.*

*I don't like playing games with my brother because he's too competitive.*

*It's difficult for small shops to compete against large supermarkets.*

Tell the students to write true and – if possible – personalised examples. Not only are they more memorable and useful, more importantly for the class they can be used for follow-up discussion. And, when students know that the sentences they write for this kind of exercise will be used in the class, they are more motivated and to do a better job.

After most of the students have written five sentences, either:

(1) Put them in pairs to read (and ask follow-up questions of) 3 or 4 of their best sentences to each other. (2) Get each student to read one of the sentences to the class, and have the other students ask a question about it.

## Pg. 28–29 Reading Richard Branson

This reading differs from actual test readings because it has more 'true, false, doesn't say' questions and no multiple-choice questions. The former can be quite tricky so the students need plenty of practice.

## General Note on Readings

Anglia has less time pressure than other tests such as TOEFL and IELTS so the readings can be done a little less frantically. Still, the students should not read the whole text in detail from beginning to end. This is unnecessary. It's best to first read through the text quickly to see the topic and structure. Pay attention to the title, the first paragraph, and the first sentences of the following paragraphs. Then go through the questions. (**Note:** The questions – of the same type – are usually in order).

Get the students to choose keywords to search for, and possible paraphrases/synonyms. Emphasise that the sentence/phrase containing the answer will probably be worded differently from the question.

Don't get the students to read the readings out loud in class. This is just a time-killing exercise with little benefit for the student who is reading aloud or for the students listening.

**Answers: 2.** 1. True 2. Doesn't say 3. True  
4. False 5. True 6. Doesn't say 7. True  
8. False

### 3. Synonyms and Antonyms

9. *understand* / **comprehend** *did very well* / **excelled**  
10. *shrank* / **expanded** *supporters* / **critics**

Richard Branson is England's most famous entrepreneur, known not only for his business successes but also his ability to generate publicity. Richard Branson, (technically Sir Richard Branson as he was awarded a knighthood in 1999 (1) for 'services to entrepreneurship') was born in 1950. His early school years were difficult as he suffered from dyslexia which is a learning disorder marked by an inability to recognize and **comprehend** written words. People at that time were not aware of dyslexia so Branson's inability to read or write was taken as a sign of laziness and stupidity. As a result of his poor schoolwork, he was often beaten by his teachers. (3) Despite his academic failures, Branson **excelled** on the sports field and captained various teams. Before finishing high school, Branson dropped out to set up a national magazine for students, appropriately called Student.

In 1970 Branson founded his now famous Virgin as a mail-order record company, soon followed by opening a record shop and, in 1972, a recording studio. (4) Then came one of Branson's lucky breaks; the first artist he signed, an unknown called Mike Oldfield, recorded an instrumental album, *Tubular Bells* in 1973. This was Virgin's very first release. The album was a phenomenon, going on to sell more than five million copies. (5) Virgin Records grew to become one of the biggest labels in the music business.

The Virgin brand has grown and **expanded** into many areas, from music Megastores to cell phones, train services to air travel, and from hotels to soda drinks. In total, there are about 200 Virgin companies employing approximately 50,000 people. Branson's biggest business gamble was moving into the aviation industry with the formation of Virgin Atlantic Airways in 1984. Defying the **critics**, it has become Britain's second largest long-haul international airline and has won numerous industry awards.

High-profile adventures, including attempts to break land, air and water speed records using balloons and boats, have kept Richard Branson and Virgin in the public spotlight. In 1986 he made the fastest ever boat crossing of the Atlantic Ocean, and a year later completed the first crossing of the Atlantic in a hot air balloon. (7)

Branson's latest business gamble is on space tourism. In 2005, he formed a new company, Virgin Galactic, which is working together with the team behind SpaceShipOne to take tourists into suborbital space. SpaceShipOne made the first private manned space flight in 2004. (8) An improved version of the craft, SpaceShipTwo, is expected to begin taking passengers on flights in a few years. Despite a cost of US\$200,000 per person, there has been a strong demand for tickets and two hundred passengers have already signed up.

## Pg. 30 Section R4 Test Practice

**Answers:** 1. muscular 2. discourage  
3. tasteless 4. safety 5. photography  
6. government 7. calculations  
8. knowledgeable 9. violence 10. apologised

**Follow-up:** After grammar and vocabulary

sections such as this, get students to write true sentences using the words. E.g. *My boyfriend is not very **muscular**. My uncle is very **knowledgeable** about the history of our home town.*

**Pg. 31 Section R5 Test Practice**

**Answers:** 1. over 2. of 3. your/one's 4. of 5. websites/sites 6. in 7. which/that 8. Another 9. like 10. business

**Follow-up:**

Draw a box on the board. Have the students summarise the points for and against given in the passage.

Online Shopping	
Advantages	Disadvantages

You may also want to have a discussion about their opinions and experiences regarding online shopping versus normal shopping. This can be done in pairs then wrapped up as a class.

**Pg. 32–33 Section R3**

**Answers:**

**1** 1. F 2. A 3. E 4. B 5. C 6. G  
**2** 1. b 2. c 3. a 4. e 5. g 6. d 7. h 8. f



**Unit 4. Logged In**

**Pg. 34**

**Answers:** 2. 1. smartphone 2. electronic dictionary 3. GPS receiver 4. digital picture frame 5. pedometer 6. electronic thermometer

**Vocabulary Notes**

**camcorder** – a small video camera (from the words ‘camera’ and ‘recorder’).  
**thermometer** – from Greek, ‘thermo’ meaning warm, and ‘meter’ meaning ‘to measure’.  
**pedometer** – this small device measures how many steps a person takes. The word comes

from the Latin ‘ped’ meaning foot, and the Greek ‘meter’ meaning ‘to measure’. Other ‘ped’ words are ‘pedal’, ‘biped’ and ‘pedestrian’. ‘Ped’ is often confused with the Greek, ‘pedo’ which means ‘child’.

**smartphone** – a mobile phone (such as the iPhone) which has advanced features.

**3. Dictation Questions for Discussion**

1. Do you spend a lot of time on the Internet?
2. Have you made any friends on the Internet?
3. Would you rather give up watching television or using computers?
4. Which do you prefer, desktop computers or laptop computers?
5. Does your country manufacture any electronic products?

**Pg. 35 Popular Websites**

**Answers:** 1. facebook.com 2. google.com 3. wikipedia.org 4. ebay.com 5. imdb.com 6. amazon.com

**Pg. 36 Word Focus**

**Answers:** 2. 1. electronics 2. electric 3. electronic 4. electrical 5. electricity 6. electronics

**Follow-up:**

Have students make sentences using these words. Here are some examples.

*I've never ridden an electric bicycle but I'd like to try one.*

*On summer nights I often use an electric fan.*

*My mother always tells me not to waste electricity.*

*I don't have an electronic dictionary.*

**Note:** Students should get into the habit of using dictionaries to discover the subtle differences between similar words like *electric* and *electrical*. Reading definitions of similar words is, however, of limited value and it's usually better to focus on examples. It's a good idea for students to write sample sentences and common collocations in their textbook (or in a notebook).

**Pg. 37 Writing**

**Instructions:** Discuss the essay topic with the class before going through the answers. After that, look at the structure of the essay with them.

**Answers:** 1. These 2. downsides 3. main  
4. This 5. least 6. Despite 7. Secondly  
8. tool 9. outweigh

**Follow-up:** Read the boxed text about describing trends. Essays often start with a description of a situation (as with this essay in the present simple) and/or a trend. For practice, write some technology topics on the board for them to describe. E.g. *working from home, e-book readers, addiction to computer games, etc.*

Get the students to come up with sentences (short simple ones are fine) using a variety of tenses.

Present simple

*Many people work from home instead of commuting to an office.*

Present continuous

*E-book readers are becoming more and more popular.*

Present perfect

*In recent years, addiction to computer games has become a serious problem.*

### Pg. 38 Writing Talking about Banning Things

**2. Banning Mobile Phones** 1. a 2. f 3. c  
4. b 5. d 6. e Prohibition 1. b 2. c 3. a  
4. d 5. g 6. e 7. f

**Vocabulary Note:** 'Prohibition' (with a capital 'P') is used to refer to the period of time (1920–1933) when alcohol was prohibited in the United States.

### Pg. 39 3.

Smoking A: S B: O  
Parents smacking children A: O B: S  
Gambling A: S B: O  
Private gun ownership A: O B: S  
Soft drinks from schools A: S B: O  
Violent video games A: S B: O  
Driving in the city centre A: S B: O  
Dangerous Sports A: O B: S

### Pg. 40 Writing

**Instructions:** Discuss the essay topic with the class before going through the answers. After that, handle any vocabulary questions, and then look at the structure of the essay.

**Answers:** 6. 1. dramatic 2. ban 3. outlaw

4. responsible 5. Similarly 6. enforce  
7. examples 8. convinced 9. counterproductive  
10. strictly

### Pg. 41 Listening L3

**Answers:** 1. B 2. A 3. B 4. B 5. C  
6. (generous) donor 7. self-employed  
8. a laptop 9. two to four / 2.00-4.00  
10. (pre-course) reading

**Follow-up:** You can have a discussion on evening classes, and IT skills (what the students can do, and how they learnt those skills).



## Unit 5. The Squeaky Wheel

**Note:** The unit title 'The Squeaky Wheel' comes from the idiom and proverb, 'The squeaky wheel gets the grease.' It means that a person who complains a lot gets what he or she wants.

### Pg. 42

**Answers:** 1. 1. ugly architecture 2. graffiti/vandalism 3. homeless people 4. stray dogs  
5. air pollution 6. traffic congestion

#### **Vocabulary Notes**

**theft** – stealing peoples property, common kinds being 'bicycle theft' and 'vehicle theft' (especially 'car theft' and 'motorcycle theft'). Stealing from a house is 'burglary', and stealing involving violence (or the threat of) is 'robbery'.

**congestion** – being crowded and/or blocked. 'Congestion' is an uncountable noun and used for general traffic descriptions, whereas 'traffic jam' is countable and more commonly used for specific times.

*(Traffic) Congestion is especially bad during weekends.*

*I was stuck in a traffic jam. The accident caused a bad traffic jam.*

**vandalism** – intentionally damaging property belonging to other people.

**litter** – small pieces of rubbish (trash) left on the ground in public places.

( 'litter' is both a verb and noun, the act of doing it is 'littering'. )

**graffiti** – words or drawings on public spaces such as walls. It is a kind of vandalism. ‘Graffiti’ is an Italian word, and an uncountable noun.

### Pg. 44 Formal or Informal?

**Answers:** 1. 1. I 2. I 3. F 4. F 5. I 6. F 7. I 8. I 9. I 10. I 11. F 12. F

**NOTE:** Your school should have a copy of Anglia’s ‘**A Guide to Composition and Letter Writing**’. This 136-page guide covers the six levels from Elementary to Masters and was written by Liz Bangs-Jones (Anglia’s Chief Examiner).

### Pg. 45

**Answers:** 2. 1. reported 2. fatal 3. First 4. corners 5. action 6. ought 7. dangerous 8. force

### Pg. 46

**Answers:** The corrected words are highlighted below.

inform your **readers** / As **a** resident / village **surrounded** by / cause **a lot** of noise / will be **damaged** by / After the runway **is** built / will be much **worse** / fly **directly** over / our homes **will** drop. / to the mayor **asking** / **to ask** for / extension to be **stopped**.

**Note:** Students must get into the habit of proofreading their writing. They need to develop self-awareness of what mistakes they most commonly make. When students proofread their work, they should pay special attention to articles and verb tenses.

Assign writing homework. You can use class correction (students finding errors in each other’s work). If your class is small enough, you can also collect homework, underline mistakes, and hand it back next lesson. They should correct – or at least try to correct – the underlined mistakes. You can go around the class monitoring this correction. It’s also a good idea to put some of the most common mistakes up on the board.

### Pg. 46 Listening L2

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

### Pg. 47 Listening L2

**Answers:** 1. C 2. A 3. A 4. C 5. B 6. A 7. A 8. A 9. B 10. B

### Pg. 49 Section W3 Test Practice

**Answers:**

1. John asked if/whether I had had a good weekend.
2. Jill complained that her boss had asked her to work late. (or Jill complained about her boss asking her to work late.)
3. Gareth suggested that Peter get a new computer.
4. Andy refused to pay the fine.
5. 5. Angela denied taking the last biscuit. (or Angela denied that she had taken the last biscuit).
6. Ray promised Sophia that he would make her a star.
7. Terry accused me of stealing the money.
8. Michael told the taxi driver not to drive so fast.
9. Kim asked me if/whether I was going anywhere this summer. (or Kim asked us if/whether we were going anywhere this summer.)
10. Karen insisted on going. (or Karen insisted that she (really) had to go.)



## Unit 6. Itchy Feet

**Note:** The unit title ‘Itchy Feet’ is from an idiom ‘to have itchy feet’ which means wanting to travel.

### Pg. 50

**Answers:** 1. Auckland, New Zealand (the tall structure is the Sky Tower, at 328 metres the tallest freestanding structure in the southern hemisphere) 2. Stockholm, Sweden (the building is an indoor arena, the Ericsson Globe, named after the Swedish telecommunications company) 3. Tokyo, Japan 4. Copenhagen, Denmark (the statue is of a character in Hans Christian Andersen’s story, ‘The Little Mermaid’) 5. Geneva, Switzerland 6. Vancouver, Canada

## Pg. 51 Speaking Task Three

**Note:** When students take the Speaking Test, they are given the topics before the day of the test. The third part of the speaking test takes up to ten minutes, and – as with the two other speaking tasks – involves an examiner and two examinees. Students choose between two groups of topics, and the examiner allocates a statement from this group. The examinee has to talk alone for up to three minutes. This is followed by a discussion.

**4.** Get students to discuss the four topics in pairs, and then have a class round-up. After that have the students choose a statement for a two-minute talk. Give them some time to prepare and then put them in small groups to deliver their talks.

## Pg. 52 Listening L1 Aspects of Chinese Culture

**Answers:** 1. A 2. A 3. B 4. C 5. B  
6. kung fu 7. China 8. the subway / the MTR  
9. Bruce Lee (Li is also an acceptable spelling)  
10. 7.30

### Vocabulary Notes:

'**cliché**' and '**faux pas**' are both French words (and as such are pronounced differently than one would expect from words of English origin).

'**cliché**' means an overused and worn-out expression, or stereotype. Examples are a novel that starts with 'a dark stormy night', a sports commentator that says 'it's not over until the final whistle'.

'**faux pas**' (French for 'false step') means a social mistake, i.e. saying or doing something impolite. Foreign words that have come into English are usually written in *italics* but as they lose their exoticness they – gradually – lose the italics; 'faux pas' is a good example of this, and can be written in either italics or not.

## Pg. 53 Descriptive Essay

**Note:** This essay type is for the general test, i.e. for Section W1.

**Answers:** 1. most popular / best-loved  
2. beautiful / gorgeous 3. expensive / up-market  
4. exciting / exhilarating 5. best / premier  
6. amazing / breathtaking 7. trip / excursion  
8. old / vintage 9. country / rural 10. place to visit / destination

**Follow-up: Look at the photocopiable section at the back of the Teacher's Book for an extra page on the page 53 vocabulary.**

**Answers for extra page: 1.** 1. worst 2. tedious  
3. cosmopolitan 4. novel 5. up-market  
6. mediocre 7. quiet 8. unattractive 9. dull  
10. adequate

**2.** A. exciting B. vibrant C. historical  
D. vintage E. gorgeous F. pretty G. best  
H. ideal I. agricultural J. rural K. cheap  
L. budget

## Pg. 54 Writing An Informal letter

**Answers:** 1. Unfortunately 2. Actually  
3. Hopefully 4. Before I forget 5. Once again  
6. Regards

## Pg. 55–56 Noun suffixes

**Answers: Note:** other answers are possible for 6–8

1. appointment  
2. achievement  
3. government  
4. equipment  
5. improvement  
6. goodness  
7. kindness  
8. happiness  
9. weakness  
10. brightness  
11. security  
12. scarcity  
13. generosity  
14. complexity  
15. possibility  
16. importance  
17. Absence  
18. decorations  
19. civilisation  
20. existence  
21. neighbourhood  
22. boredom  
23. friendships  
24. Wisdom

## Pg. 57 Task Two Speaking

**Notes:** Task Two takes up to six minutes. In the test there are two articles which examinees receive before the test day. Each examinee talks about the chosen article, covering the 'points to consider', then discusses it with the other

examinee.

However, as a classroom activity, it works better if the points are discussed in pairs.



## Unit 7. Under the Weather

### Pg. 58 Vocabulary

**Answers:** 1. volcanic eruption 2. avalanche  
3. tornado 4. drought 5. typhoon / hurricane  
6. landslide

#### Vocabulary Notes

**avalanche** – a French word meaning a sudden landslide of snow and ice.

**blizzard** – a severe snow storm.

**hailstorm** – a sudden storm of hail (or ‘hailstones’, i.e. small balls of ice).

**heat wave** – a period of weather (typically a week or so) when it is much hotter than usual.

**hurricane** – powerful storms in tropical and subtropical areas that bring high winds and heavy rain. In the western Pacific Ocean they are called ‘typhoons’ and in the western Atlantic Ocean they are called ‘hurricanes’.

**landslide** (also ‘landslip’ in the UK) – a sudden movement of earth or rock down a steep slope (i.e. down the side of a hill or mountain). When the material is rock, we sometimes use ‘rockslide’, likewise ‘mudslide’ when the ‘land’ is wet soil.

**tornado** (also informal ‘twister’) – a strong dangerous wind that spins around, forming the shape of an upside-down cone.

**storm** – extreme weather involving strong winds and heavy rain.

**wildfire** – a large out-of-control fire in the countryside or a wilderness area. There are many different terms: **forest fire**, **brushfire**, and in Australia, **bushfire**.

**tsunami** – an extremely large wave, usually caused by an earthquake. ‘Tsunami’ is a Japanese word, (*tsu* ‘harbor’ and *nami* ‘waves’). The phrase ‘tidal wave’ is also common; however, it is technically wrong as these waves have nothing to do with tides.

### Pg. 58 2. Dictation – Questions for Discussion

1. What extreme weather and natural disasters have you experienced?
2. What natural disasters occur in your country?
3. What kind of weather do you like best?
4. In your opinion, what’s the worst thing about the climate in your city?
5. Are you concerned about global warming?

### Pg. 59 Listening L2

#### News Vocabulary: Weather and Disasters

**1.** 1. D 2. F 3. C 4. A 5. B 6. G 7. H  
8. E

**2.** 1. evacuated 2. heat wave 3. landslides, triggered 4. blazes 5. collapsed 6. drowned

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

### Pg. 60 Writing A Narrative Essay A Frightening Experience

**Note:** This essay type is only for Section A2, i.e. for the general test.

**Answers:** 1. ever 2. When 3. At first 4. late  
5. Suddenly 6. by 7. long 8. Just 9. later

**Instructions:** Go through the boxed tips and ask the students which ones are used in the essay. Obviously, we can’t tell whether the first one is used, but all the others are used.

### Pg. 61 Section R5

#### The Northernmost City in the World

**Answers:** 1. to 2. the 3. which 4. by / via  
5. Owing / Due 6. has / enjoys 7. an  
8. low / minimum 9. known 10. does

#### Vocabulary Notes:

**The Gulf Stream** – a current of warm water that flows across the Atlantic Ocean from the Gulf of Mexico towards Europe.

**The Northern Lights** – patterns of coloured lights that sometimes appear in the skies in the northern parts of the world.

**phenomenon** – something that exists (which can be experienced) that is interesting and/or interesting. The word comes from Greek, and like a lot of foreign words, the singular (**phenomenon**) and plural forms (**phenomena**) are often confused.

### Some more foreign words with confusing singular and plural forms:

bacterium bacteria (Latin) crisis crises (Greek)  
fungus fungi (Latin)

### Pg. 63 Reading Beringia

**Answers: 2.** 1. Doesn't say 2. True 3. True  
4. Doesn't say 5. False 6. A: almost a  
thousand miles 7. C: the camel 8. dry / arid  
change / evolve 9. descendant / ancestor  
disagreement / consensus

### Pg. 64 Sample Summary

**Answers: 4.**

There were many mammal **migrations** across the Beringia Land Bridge. Most of them were eastwards from North-west Asia into North **America**. Two exceptions were the horse and the ancestor of the **camel**, both of which evolved in North America and moved **eastwards**. The humans who settled the Americas probably came in several separate migrations; the first are believed to have arrived around **13,000** years ago.

#### General Note about Summaries

Students find this section hard, and the textbook has limited practice, so you should assign some additional homework. You can actually use some of the listening sections (pg. 65, 91, 100) for this. Note that in the test the summary is usually called a 'précis'.

#### Notes: Talking about times in the past

Although the reading uses 'years ago' rather than abbreviations, it's a good idea to explain the use of the abbreviations, BC, AD, CE, BCE, and BP.

Write the following dates on the board and ask the students to explain them.

AD 411 c. 3000 BC 10,000 BCE 1992  
500 CE 4000 BP

When we talk about years in history we use the abbreviations **BC** (Before Christ) and **AD** (*Anno Domini* – Latin for 'in the year of the Lord') which means after the birth of Christ.

Full stops are sometimes used, especially in American English, i.e. A.D. and B.C.

BC goes after the date. 212 BC

AD goes before or after. 340 AD / AD 340

AD is almost always dropped when it is obvious.

*Man first walked on the moon in 1968.*

In recent years, BCE and CE have been increasingly used instead of BC/AD. **BCE** stands for 'Before Common Era' and **CE** stands for 'Common Era'. The dates are the same as the older system, i.e. 500 BCE = 500 BC and 972 CE = AD 972.

Another dating system that is commonly used in archaeology and geology is **BP**. It stands for 'Before Present', and the present used is 1950. For example, 3000 BP is 1050 BC.

Dates are often uncertain so to show this we use a formal word '**circa**' which means 'approximately. *He died circa 1550.*

The abbreviations '**c**' and '**ca**' are sometimes used. *The invention of the wheel (c. 3500 BC) revolutionised trade.*

### Pg. 64 Section R4

**Answers:** 1. confidence 2. discussion 3. decisive 4. sympathetic 5. electricity 6. illegal 7. Unfortunately 8. unhealthy

### Pg. 65 Listening L1

Staying Safe in Japan: Typhoons, Earthquakes, and Fires

**Answers:** 1. A 2. C 3. A 4. B  
5. fire extinguisher 6. escape routes 7. lift  
8. smoke



## Unit 8. A Touchy Subject

### Pg. 66 Vocabulary: Religions

**Answers:** 1. The missing words are: 1. Buddhist  
2. temple 3. Christianity 4. Hindu 5. Islam  
6. Mohammed (also spelled 'Muhammad')  
7. Jew (see note below) 8. Taoism

**The pictures are:** 1. a large statue of Buddha  
2. a mosque 3. Hindus 4. a church with a cemetery (graveyard) next to it 5. a holy site for Jews called the Western Wall (the wall is in the city of Jerusalem, and venerated as the only surviving remnant of an ancient temple)

## Vocabulary Notes

'**Muslim**' is also spelt 'Moslem'.

'**Taoism**' and '**Taoist**' are sometimes spelt with a 'D'.

'**Laozi**' has many alternate spellings, including 'Lao Tse' and 'Lao Tzu'. Traditionally, he is regarded as the author of the Tao Te Ching (Dao De Jing). Actually, historians are not sure whether he was a real person or not (or perhaps a compilation of real people).

**Jew** – nowadays a 'Jew' is not necessarily a follower of Judaism. A person may identify himself as a Jew because of cultural and family but may not be religious. When we identify with a religion but are not active followers, we use the word '**practising**' and 'not' or 'non'.

*We're Jewish but we're not practising Jews.  
I believe in God, but I'm not a practising  
Christian.*

The words '**atheist**' and '**agnostic**' are given on page 67 but you will probably have to explain them to the class while doing page 66. These two words are both nouns and adjectives. An 'atheist' believes that God/gods do not exist. An 'agnostic' is unsure about the existence of God/gods (or thinks that it is impossible to know).

## Pg. 67 Vocabulary: Describing Kinds of People

**Answers:** 1. A. agnostic B. atheist C. sceptic  
D. sexist E. racist F. ageist G. pessimist  
H. realist

**Note:** in American English, 'ageism' and 'ageist' are usually spelled 'agism' and 'agist'. Americans spell 'sceptic' and related forms ('sceptical' and 'scepticism') with a 'k', i.e. 'skeptical' etc.

### 2.

**racism** is the belief that people of other races (colour) are inferior, and the unfair treatment of people of other races.

**ageism** is discrimination against people because of their age, especially old people.

**terrorism** is violent action intended to cause terror (i.e. extreme fear) for political purposes

**feminism** is the belief that women are equal to men, and that they should have the same rights and opportunities as men do.

**socialism** is the belief or political philosophy/system that stresses economic equality; it is characterised by government ownership, high taxes, and a small income gap between rich

and poor. Communism is an extreme form of socialism. Capitalism is its opposite. All but a few countries have a mix of socialism and capitalism. **consumerism** is the buying and selling of goods, and is usually used in a disapproving way to describe when people place too much importance on buying and owning things.

3. 1. reckless 2. diplomatic 3. generous  
4. reliable 5. rude 6. outgoing 7. weak  
8. unimaginative

## Pg. 68

**1.1** The topic of gender imbalance of teachers is mentioned in detail on page 78 so don't spend much time on it.

**Pg. 68–69** Rather than specifically practising Speaking Task Three, these two pages are about generating ideas. This is a vital part of essay writing and the statements on page 69 can actually be used for essay topics.

## Pg. 70–71 Ellen La Motte Reading

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

## Page 72 Section W3

### Answers:

1. Our house is being painted tomorrow morning.
2. I (really) would prefer not to go to the meeting. (or 'would really prefer')
3. Would you mind locking up when you leave?
4. The local council has run out of money.
5. If he hadn't punched his manager, he wouldn't have been fired.
6. She has been working as a teacher for three months.

## Pg. 73

### Answers:

1. 1. broadens 2. strengthened 3. sharpen  
4. shorten 5. lengthen 6. brighten
2. 1. powerless 2. thoughtless 3. priceless  
4. countless 5. effortless 6. penniless



## Unit 9. On Campus

### Pg. 74 Vocabulary

**Answers:** 1. technical college 2. refectory  
3. medical school 4. law school  
5. freshers' week

#### Vocabulary Notes (selected entries)

**transcript** – an exact written copy of something; in a textbook it refers to the words of a recording, but for university admission it refers to a copy of a student's academic record.

**dean** – a head of a university department, e.g. *the Dean of Engineering*

**refectory** – a dining room in a university or monastery.

**open day** – an open day is when prospective students and their families can come and look around a university, talk to teachers, visit information booths, and attend special activities.

**alumni** – (singular '*alumnus*') former students of a school or university. The word is more common in American English.

**distance learning** – studying, especially for a degree, (mostly) from home, by receiving and sending work by the Internet and/or post.

**common room** – a room like a public living room where students can sit and socialise.

**freshers' week** – also called 'orientation week', a 'fresher' is UK slang for a new university student, and 'freshers' week' is a few days or a week of introductory activities.

**student union** – (also **students' union** or **students' association**) an organisation (usually run by students) that arranges social activities and provides some services and representation for university students. The term 'student union' also refers to the building or the part of a building used by this organisation.

### Pg. 75 Speaking Task Two

**Notes:** Task Two takes up to six minutes. In the test there are two articles which examinees receive before the test day. Each examinee talks about the chosen article, covering the 'points to consider', then discusses it with the other examinee.

However, it works better in the classroom if the points are discussed in pairs.

### Pg. 76 Commonly Misspelled Words

#### Answers:

1. February
2. disappointed

3. arguments
4. business
5. changeable
6. embarrassed
7. receipt
8. pastime
9. possession
10. definitely
11. necessary
12. recommend
13. Success
14. surprised
15. Buddhist

### Pg. 77 Speaking Task Three

1. 1. figures, headlines 2. passion 3. humour  
4. formal 5. questions 6. repetition

2. A. 6 B. 4 (the statement is making fun of England's cool weather) C. 5 D. 2

### Pg. 78 Speaking

#### Instructions:

**Group One Card:** In Task Three of the speaking test, examinees choose one of two topic groups. Just one is given in the book. Have the students discuss 1–5 in pairs.

3. Play the recording for the presentation of statement two. The students should take notes. There's a photocopiable transcript at the back of the Teacher's Book.

#### Answers: 4.

- has rhetorical questions **yes**
- looks at both sides **no (argues against quotas but not against the need for a balance)**
- uses repetition **yes**
- relates a personal story **just one sentence**
- uses quotes **no**
- uses humour **no**
- has some facts and figures **just one**
- is passionate **yes**

### Pg. 79 Vocabulary

#### Answers:

1. 1. doctorate 2. extra-curricular 3. hall of residence 4. lecturer 5. plagiarism 6. thesis 7. tutorial
2. 1. extra-curricular 2. doctorate 3. tutorial 4. hall of residence 5. lecturer 6. plagiarism

## Pg. 80 Listening L2 Accommodation Vocabulary

**Answers: 1.** 1. B 2. A 3. H 4. C 5. F 6. E  
7. D 8. G

### Vocabulary Notes:

A **bedsit** is a rented room (without a bathroom).

A **studio flat** (called a 'studio apartment' in the U.S.) is a small flat consisting of room with an attached bathroom and perhaps a kitchenette (i.e. a small kitchen).

A **hall of residence** is a university building where students live. Americans call it a **dormitory**.

A **lavatory** is a toilet (formal British English).

A **tenant** is a person who rents a room or house from a **landlord** (or landlady).

If a flat is **furnished**, it has furniture. ('fully' is often added for clarity. 'Unfurnished' means 'no furniture' and 'partly furnished' means that there is some furniture.)

A **communal** kitchen means one that is shared by a group of people.

A **wardrobe** is a tall cupboard where clothes are hung. Americans usually use '**closet**'.

The French phrase **en suite** describes an attached room, usually a bathroom that is attached to a bedroom. *I'd like a single room with a en suite bathroom.*

### 2. Dictation – Questions for Discussion

1. Have you ever lived away from home?
2. Would you prefer to live alone or with flatmates?
3. What's the best way to find flatmates?
4. What's your idea of a perfect flatmate?
5. Are you an independent person?

## Pg. 81 Listening L2

**Answers: 3.** 1. C 2. B 3. C 4. A 5. B

There's a photocopiable transcript of the presentation at the back of the book.



## Unit 10. Reach for the Stars

### Pg. 82 Vocabulary

**Answers: 1.** comet (the comet in the picture is Halley's Comet; this comet, which is visible to the

naked eye, comes every 75–76 years; the last time was in 1986.) 2. solar eclipse 3. satellite 4. constellation 5. observatory ('telescope' is also possible) 6. space shuttle

### Vocabulary Notes

**astronaut** – a person trained to travel in a spacecraft, (from Greek 'astro' for star, and 'naut' for 'sailor'). Russian astronauts are called 'cosmonauts'.

**comet** – relatively small 'balls' of ice and dust that travel around the sun.

**constellation** – a group of stars in the sky which (as seen from Earth) seem to form a pattern, and are named after this, e.g. Virgo, Leo. The twelve (astrological) signs of the Zodiac are based on constellations.

**lunar eclipse** – this occurs when the Earth moves between the Sun and the Moon, so that the Earth's shadow moves across the Moon.

**meteor** – (also 'shooting star') is debris that burns up in the atmosphere. If the meteor doesn't burn up completely and it reaches the ground, it is called a 'meteorite'. Before entering the atmosphere, a meteor is called a meteoroid (not to be confused with its larger cousin, an asteroid). **Note:** This is just for reference in case you are asked: Don't teach it!

**observatory** – a building from which scientists can watch space, the weather, etc.

**rocket** – *launch a rocket, a rocket launch*

**satellite** – there are two kinds; artificial (manmade) satellites which orbit the Earth collecting and/or sending information, and natural satellites such as the Moon.

**solar eclipse** – this occurs when the Moon moves between the Sun and the Earth

**solar flare** – an explosion on the Sun (which sends out an enormous amount of energy that can affect communication equipment on Earth)

**space shuttle** – this American spacecraft began operational flights in 1982. (A 'shuttle' is a vehicle or aircraft that travels regularly between two places. *There are shuttle buses between the train station and the airport.*)

**telescope** – from Greek 'tele' (far) and 'scope' (seeing)

### Pg. 83

#### 1 Writing an Informal Email

How are you? Are you **up for** some fun this Saturday? It's the best night this year **for** viewing the Perseids meteor shower. I'm heading **to**

Galloway Forest Park – it's one **of** the top dark spots **in** the UK.

Would you like to go? We can leave in the evening and catch a few hours' sleep there **in** the van. Peak meteor visibility is expected **at about** four o'clock. Interested? Call or write **back** asap.

## Pg. 83 Writing Space Exploration

### Answers:

**For:** international **co-operation**, human **nature**, especially **children**, **scientific** knowledge

**Against:** too **expensive**, **national** prestige, **unrealistic** dream

## Pg. 84

**Answers: 2.** 1. strongly disagree 2. for instance  
3. good example 4. long-term investment  
5. practical considerations 6. compete against  
7. First of all 8. public funds 9. firmly believe  
10. As well as

## Pg. 85 Section R4

**Answers:** 1. friendliness 2. explanation (point out to that the 'i' in 'explain' is dropped)  
3. responsibility 4. illustrations 5. heating  
6. agreement 7. tidiness 8. assistance  
9. unemployment 10. decision 11. requirement  
12. vacancies 13. confidence 14. boredom  
15. misunderstanding 16. replacement

**Note:** Get the students to make sentences for the words that they got wrong.

## Pg. 86 Science Essay

**This essay type is only for the academic test, i.e. Section A2.**

### Answers: 1.

- 4 the results of the research
- 6 the long-term effects /importance
- 5 the reaction to the findings
- 1 the aim
- 2 the research methods and steps
- 3 difficulties faced

**2.** The order of the paragraphs is 3, 2, 1, 5, 4.

**Have the students summarise the essay, by going through the parts 1–6.** Ask questions "What was the aim?" "What were the research methods and steps?" etc.

## Vocabulary Notes for Page 86

**experiment** *n. v.* a practical test (or to test) something to learn whether something is true or works

**diagnosis** *n.* (plural diagnoses) diagnose *v.* identification/judgement of what a particular illness is made after examination (usually by a doctor).

*The doctor's initial diagnosis was that Tim was suffering from stress.*

**psychiatric** *adj.* related to mental illness (or the study of mental illness).

**psychiatry** *n.* the medical study of mental illness.

**psychologist** *n.* someone who studies the human mind and behaviour. (note: a psychiatrist is a doctor who treats mental illness)

**validity** *n.* being valid (i.e. real, correct, based on facts).

**insane** *adj.* mentally ill ('sane' means not mentally ill).

**the insane** *n.* mentally ill people.

**psychiatric hospital** *n.* a place where mentally ill people stay and receive treatment.

**pseudo-patients** *n.* pretend (i.e. not real) patients.

**pseudo-** *prefix* false or pretend (i.e. not real)  
*pseudo-science*

**symptom** *n.* a sign of illness, a physical or mental change caused by an illness.

*The symptoms of malaria include high fever, headaches and sore joints.*

**fraud** *n.* a person/thing that deceives people (usually to get money) by pretending to be someone/something.

**schizophrenia** *n.* a serious mental illness in which a person cannot distinguish what is real from what is imaginary. People often refer to sufferers of this illness as having two different personalities.

**in remission** disappearance or lessening of the symptoms of an illness.

**anecdote** *n.* a short story (often funny).

**For a photocopiable worksheet of this section look at the back of the Teacher's Book.**

### Answers for the extra page:

1. psychologist
2. pseudo-
3. Symptoms
4. experiments
5. in remission
6. anecdote
7. validity
8. diagnosis
9. psychiatric hospital

## Pg. 87 Test Practice Section W3

1. Hardly had we sat down to eat dinner, than

the doorbell rang.

2. No sooner was he fired, than he found a new job.
3. Steve is neither artistic nor athletic.
4. Not only did Tim lie, but he also killed my goldfish.
5. Both Andy and Matthew are chemical engineers. (or Andy and Michael are both chemical engineers.)
6. Unless his grades improve, he will have to repeat the course.

Pg. 89

**Answers:**

2. 1. True 2. False 3. True 4. True 5. False
6. Doesn't say

3. 7. sticks / clings discovered / detected
8. safer / riskier minor / formidable

**Answers for 1 to 6 are underlined. Synonyms and antonyms are highlighted.**

In the decades ahead, NASA plans to land humans on Mars. Brief visits will lead to longer stays and, maybe one day, to founding colonies. First, though, we're returning to the Moon. Why the Moon before Mars? "The Moon is a natural first step," explains Philip Metzger, a physicist at NASA Kennedy Space Center. "It's nearby. We can practise living, working and doing science there before taking longer and **riskier** trips to Mars." Testing technology on the Moon, which is only 2 or 3 days away from Earth, is going to be less expensive (1) and less difficult than testing it on Mars, six months away.

The Moon and Mars have a lot in common. Our satellite has only one-sixth Earth's gravity; Mars has one-third. The moon has no atmosphere; the Martian atmosphere is highly rarefied. The Moon can get very cold, as low as -240°C in shadows; the lowest temperatures on Mars are around -140°C. (2)

Even more importantly, both are covered with silt-fine dust, called 'regolith'. There are places on both worlds where the re-golith is over ten meters deep. Operating mechanical equipment in the presence of so much dust is a **formidable** challenge. Martian dust storms whip these particles at speeds of up to 50 m/s (100+ mph), scouring and wearing every exposed surface. As

the rovers Spirit and Opportunity have revealed, Mars dust (like moon dust) is probably electrically charged. It clings to solar panels, blocks sunlight and reduces the amount of power that can be generated for a surface mission. (3)

The Moon is a good testing ground for what mission planners call 'in-situ resource utilization' (ISRU) – a.k.a. 'living off the land'. Astronauts on Mars are going to want to mine certain raw materials locally: oxygen for breathing, water for drinking and rocket fuel (4) (essentially hydrogen and oxygen) for the journey home. "We can try this on the Moon first," says Metzger.

Both the Moon and Mars are thought to harbour water frozen in the ground. (4) Spacecraft have **detected** hydrogen – presumably the H in H<sub>2</sub>O – in Martian soil. Icy deposits seem to range from the Martian poles almost to the equator. Lunar ice, on the other hand, is localized near the Moon's north and south poles deep inside craters. (5) If this ice could be excavated, thawed out and broken apart into hydrogen and oxygen, we would have instant supplies. NASA's Lunar Reconnaissance Orbiter, launched in 2009, is currently surveying the lunar surface for ice deposits and possible mining sites.

#### 4. Sample Summary

There are many similarities between the Moon and Mars. Both of them have less gravity than the Earth does. In addition, the Moon has no atmosphere and Mar's atmosphere is highly rarefied, and both experience extremely cold temperatures. Another similarity is that their surfaces are covered with a fine dust called 'regolith'. They are also believed to have water in the form of ice.

**Language note:**

**To capitalise or not? The moon vs. the Moon**

We use capitals for **moon** and **sun** when we use them in an astronomical context.

*The Moon orbits the Earth. The Sun is a medium-sized star.*

But we do not use capitals when we are not referring to celestial bodies (i.e. objects in space), or when we are referring to a celestial body, but not a specific one.

*In summer it's best to stay out of the midday sun. Does that planet have a moon?*



## Unit 11. Brave New World

### Pg. 90 Vocabulary: Cities, Countries and Continents

1. 1. Japan (the structure is a gate of a Shinto Shrine) 2. Cairo (the river in the picture is the Nile) 3. China 4. Mongolia (the portable tent-like house is called a 'yurt') 5. Antarctica (although other answers are possible)

2. 2. A. Mexico City (Note: many people mistakenly think that North America consists of just two countries – Canada and the United States – when it actually also includes Mexico and some other Latin American countries. The confusion comes from the southern part of the North American continent being referred to as Central America.) B. Jakarta C. Cairo

3. A. Bangladesh B. Australia

4. A. China B. Japan

5. A. Antarctica B. Asia

### Pg. 91 Listening & Reading India Online

#### Answers:

1. 1. economic 2. decades 3. worth  
4. millions 5. earns 6. handle 7. enquiries  
8. training 9. costs 10. strange 11. matures  
12. Despite

2. 1. Doesn't say (Only mentions '80% of the world's 500 largest companies' not specifically American companies or Microsoft)  
2. False (The final sentence says 'outsourcing to India is expected to continue growing at a good pace'.)  
3. B (answer is in the very first sentence, 'Although everyone knows about China's rapid economic growth..., fewer people are aware of India's emergence as the world's office'.)  
4. C (2<sup>nd</sup> paragraph, 2<sup>nd</sup> sentence, 'Most importantly, salaries are low;')

(Note: the answers for the reading are found in the same order as the questions for the SAME kind of questions. Students should take note of changes of question type, as they may need to go back to the beginning of the text to find the

answer.)

### Pg. 93 Reading Greying Japan

#### Answers:

2. 1. True 'Japan... life expectancy... 78.7 for men and 85.6 for women'.  
2. False the workforce, yes, but not the whole population.  
3. False 'government attempts to encourage couples to have children have helped raise it'  
4. True 'the high cost of bringing up children – especially housing and education – deters many parents from having a second or third child'.  
5. Doesn't say (implied and an obvious consequence but it's not directly stated)  
6. True 'there are several possible solutions. The cost of raising children can be lowered by providing inexpensive childcare and after-school classes'.  
7. A. Large-scale immigration '...there is strong public and political opposition to opening its doors to large numbers of foreigners'.  
8. B. 65 '...by raising the age at which people receive pensions from 65 to 70'.  
3. 9. serious / severe reluctance / unwillingness  
10. rigid / flexible multicultural / homogeneous

### Pg. 94 Writing a Summary

Answers: 4. 1. There are many examples of copied sentences including:

*It has the highest life expectancy in the world: 78.7 for men and 85.6 for women.*

*Japan's aging problem is made worse by a falling birth rate.*

*In 1950 Japanese women had an average of 3.65 children. That figure dropped to a record low of 1.26 in 2005.*

2. Line 6: **According to the author.**

3. 1. lower costs of raising children. 2. more flexible... 3. Immigration

4. *I believe that bringing in young immigrants is the best way to...*

5. Several possibilities, e.g. **In 1950 Japanese women had an average of 3.65 children.**

### Pg. 95 Section R4

Answers: 1. apologetic 2. pointless 3. pronunciation 4. calculator 5. substantial 6. discouraged 7. venomous 8. decision 9. central 10. vacancies



## Unit 12. Fighting Fit

### Pg. 96 Vocabulary

**Answers: 1.** 1. acne 2. insomnia 3. asthma (the picture shows 'an inhaler') 4. sunburn ('a rash' is also an acceptable answer) 5. hay fever or the flu 6. obesity

#### Vocabulary Notes

**Attention Deficit Disorder (ADD)** – a condition in which someone, especially a child, is often in a state of excitement, and unable to focus on what he/she is doing.

**acne** – a skin disease consisting of pimples, especially on the face and most common among teenagers. **WARNING;** If any students in your class have bad acne, you should not dwell on this word (shown in picture one).

**HIV/AIDS** – (*Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome*)

HIV is the virus, and AIDS is the final most serious stage of HIV infection.

**asthma** – a condition in which people have difficulty breathing.

*suffer from asthma have an asthma attack*

**cancer** – common kinds of cancer: breast / bowel / kidney / liver / lung / prostate/ skin

**diabetes** – a disease in which a person's body can not control the level of blood sugar.

**diarrhoea** – this is usually spelt 'diarrhea' in American English.

**flu** – usually 'the flu'; a cold and the flu are both caused by a virus, but the latter is more serious and has different symptoms including high fever, nausea, and body aches.

**hay fever** – this is an allergy with cold-like symptoms (itchy eyes and nose, sneezing, and a stuffy nose) caused by pollen.

**insomnia** – when someone is unable to sleep well. *He suffers from insomnia.*

Note that it is not used for a sleeping problems experienced over a short period of time; for that we might use 'sleepless night' or a straightforward descriptive phrase such as 'I didn't sleep well last night'.

**migraine** – a bad headache (often involving intense pain on one side of the head, and sometimes involving nausea and vomiting).

**obesity** – the medical condition of being 'obese' (i.e. very fat).

**rash** – (countable and uncountable) a skin condition, typically red spots, e.g. a heat rash.

**sunburn** – skin that is sore and red from being in the sun too long.

### 2. Dictation – Questions for Discussion

1. What do you know about these health problems?
2. What are your healthiest and least healthy habits?
3. Would you like to work in the medical field?
4. What are some health-related stories that have been in the news lately?
5. What do you usually do when you catch a cold?

### Pg. 97 Listening L2

#### Vocabulary: Science News

**Answers: 1.** 1. D 2. C 3. B 4. A 5. E 6. F

**2.** 1. fatality rate 2. correlation 3. laboratory 4. outbreaks 5. symptom 6. clone

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

### Pg. 98 Writing

**Answers: 1.** 1. decades 2. believe 3. risk 4. difficult 5. God 6. claim 7. true 8. burden 9. obligation 10. approach

### Pg. 99 Giving Both Sides of an Argument

**Answers: 2.** 1. C 2. B 3. A 4. E 5. D

### Pg. 100 Listening/Reading Organic Farming

1. particular
2. contrary
3. pesticides
4. genetically
5. wide
6. generation
7. work
8. stands
9. based
10. giving
11. paid
12. volunteers
13. interest
14. looking

15. time
16. member
17. receive
18. advance
19. help
20. agreements

Pg. 101

**Answers: 2. Comprehension Questions**

(Note: this is not Reading Test Practice so allow short answers.)

1. It stands for Willing Workers on Organic Farms.
2. To promote organic farming by giving people hands on experience.
3. Free food and accommodation.
4. More than 800.
5. A week or two.
6. A Working Holiday Visa or a Student Visa.
7. Answers will differ.

(**Note:** WWOOF is an **acronym**, i.e. an abbreviation made up of the first letters of words that is read as a single word. 'AIDS' is an acronym but 'HIV' is not.)

- 3.** 1. herbicide 2. pesticide 3. suicide  
4. homicide. 5. genocide



# Extra Material

**Vocabulary Extra for Page 53** (See notes for Pg. 53 for the answers.)

## 1. Circle the adjective in each line that does not belong.

1. premier best worst leading
2. tedious exhilarating exciting thrilling
3. rural cosmopolitan country agricultural
4. old historical novel vintage
5. cheap inexpensive budget up-market
6. excellent mediocre outstanding exceptional
7. vibrant exciting quiet lively
8. beautiful pretty gorgeous unattractive
9. stunning spectacular breathtaking dull
10. adequate ideal perfect best

## 2. Complete the sentences with a word from each pair.

### vibrant / exciting

- A. The semi-final was really \_\_\_\_\_.
- B. The city has a \_\_\_\_\_ downtown area full of pubs and cafés.

### historical / vintage

- C. I like reading \_\_\_\_\_ romances like 'Pride and Prejudice'.
- D. He has several \_\_\_\_\_ cars including a 1933 Rolls Royce.

### gorgeous / pretty

- E. The bride looked absolutely \_\_\_\_\_.
- F. It's a very \_\_\_\_\_ little village full of old stone houses.

### ideal / best

- G. The \_\_\_\_\_ present I've ever received was a pet dog.
- H. In an \_\_\_\_\_ world, there would be no war, crime or poverty.

### rural / agricultural

- I. The country's main \_\_\_\_\_ exports are cotton and sugar.
- J. I live in a \_\_\_\_\_ area about 120 kilometres northeast of Brisbane.

### cheap / budget

- K. The food in Thailand is really \_\_\_\_\_; you can eat a good meal for a few pounds.
- L. We flew with a \_\_\_\_\_ airline called Jetstar.

**Vocabulary Extra for Page 86** (See notes for Pg. 86 for the answers.)

**experiment** *n. v.* a practical test (or to test) something to learn whether something is true or works

**diagnosis** *n.* (plural diagnoses) *v.* identify/judgement of what a particular illness is made after examination (usually by a doctor).

*The doctor's initial diagnosis was that Tim was suffering from stress.*

**psychiatric** *adj.* related to mental illness (or the study of mental illness).

**psychiatry** *n.* the medical study of mental illness.

**psychologist** *n.* someone who studies the human mind and behaviour. (note: a psychiatrist is a doctor who treats mental illness)

**validity** *n.* being valid (i.e. real, correct, based on facts).

**insane** *adj.* mentally ill ('sane' means not mentally ill).

**the insane** *n.* mentally ill people.

**psychiatric hospital** *n.* a place where mentally ill people stay and receive treatment.

**pseudo-patients** *n.* pretend (i.e. not real) patients.

**pseudo-** *prefix* false or pretend (i.e. not real)  
*pseudo-science*

**symptom** *n.* a sign of illness, a physical or mental change caused by an illness.

*The symptoms of malaria include high fever, headaches and sore joints.*

**fraud** *n.* a person/thing that deceives people (usually to get money) by pretending to be someone/something .

**schizophrenia** *n.* a serious mental illness in which a person cannot distinguish what is real from what is imaginary. People often refer to sufferers of this illness as having two different personalities.

**in remission** disappearance or lessening of the symptoms of an illness.

**anecdote** *n.* a short story (often funny).

**Complete the sentences with the above words.**

1. A psychiatrist is a doctor who treats mental illness and a \_\_\_\_\_ is someone who studies how the mind works.
2. It's not real science, it's just \_\_\_\_\_-science.
3. \_\_\_\_\_ of diabetes include blurred vision and excessive thirst.
4. Should scientists be allowed to conduct \_\_\_\_\_ on animals?
5. Thankfully, his cancer is \_\_\_\_\_ and he is expected to make a full recovery.
6. He told us a couple of funny \_\_\_\_\_ from his army days.
7. Several scientists have questioned the \_\_\_\_\_ of the data.
8. The doctor's \_\_\_\_\_ that Lynn had hepatitis was confirmed by a blood test.
9. After his condition worsened, he was admitted to a \_\_\_\_\_ .

# Transcripts for Photocopying

## Page 9 Speaking Task One

### **1. Can you tell us a little something about yourself?**

*Sure, as you know, my name is Steve. I'm 21 years old. I'm originally from Malaysia but I've lived in Singapore for the past three years. I'm studying engineering at the National University of Singapore.*

### **2. Why are you taking this test?**

*It's cheaper than the other tests.*

### **3. What do you do for a living?**

*Like I said, I'm a student, a full-time student so I don't have a job. Luckily, I have a good scholarship, and during the summer holidays I work in my uncle's factory.*

### **4. What are your study plans for the next few years?**

*Well, I'll finish my Bachelor of Engineering this year. I'm going to do a master's degree this October, probably in Germany. It will take two years to complete.*

### **5. What are the advantages of studying overseas?**

*I think it's better than studying in your home country. You can learn more.*

### **6. How long have you been studying English?**

*Um... er... let me think. Um, 12 years.*

### **7. Have you ever been overseas?**

*No, I haven't.*

### **8. What do you like to do in your free time?**

*Sleeping, playing computer games and watching TV.*

### **9. Describe your home town.**

*My hometown is a city called Georgetown. It's small and boring.*

### **10. What kind of work would you like to do?**

*Ideally, I would like to get a job as a civil engineer for a large construction company. I'm hoping to specialise in high-speed railway construction.*

## UNIT ONE Page 13 Listening L2

You are going to hear part of an interview with parachuting instructor Bradley Watling. Answer all the questions below by marking the correct box with a tick.

**(F)**

As part of our Adventure Week series, today we're talking to No Sweat Parachuting's co-founder and most experienced instructor, Bradley Watling.

Now, Bradley, how did you get into parachuting?

**(M)**

Well, the bug bit me in my early twenties when I was in the military. After a few years I managed to get into the Parachute Regiment, what everyone calls the Paras, we're the airborne infantry of the British Army. I served in Iraq and Afghanistan. But the military's a young man's game. I left but missed the excitement of jumping more than I had expected, and decided to start No Sweat Parachuting.

**(F)**

Can anybody go parachuting?

**(M)**

Yes, as long as you are 16 or over and in good health.

**(F)**

And weight restrictions? I read that you should be under one hundred kilograms.

**(M)**

Um, yes, as a general guideline, but there's no fixed weight restriction for customers. However, we do have to turn away some heavier people. We do this on a case-by-case basis. It's important to remember that the heavier you are, the higher the chance of injury during landing. This is especially true for those in poor physical condition.

**(F)**

From what I understand there are two main kinds of parachute jumps, tandem jumping, and static-line jumping, though I'm not quite sure how they differ.

**(M)**

That's right. A tandem jump is done with an instructor strapped behind you. After exiting the aircraft there's a 30-second freefall. At 1,200 metres, the instructor deploys the chute and about five minutes

later you're back on solid ground. Because the instructor does all the hard work, you only have to worry about enjoying the view on your way down, and there's no need for a training course. Instead, you do a basic pre-jump instruction that takes a little over half an hour.

**(F)**

That sounds like a good introduction to the sport. And, I guess, if the jumper wants to jump again they can try doing it alone.

**(M)**

Exactly. That's the static-line jump choice. There's a line from the parachute attached to the aircraft. There's no need to pull the ripcord to open the parachute. It opens automatically when you exit the aircraft. This jump requires five hours of ground instruction. In my opinion, it's really worth the extra time, money and fear – comparing the tandem and static is apples and oranges. Being alone as you fall through the atmosphere, controlling your descent... it's beyond words.

**(F)**

I'm sure some listeners are wondering about the safety aspect. It sounds a bit hairy. I did read, though, that the most dangerous part of jumping was the drive to the airfield. Is it really that safe?

**(M)**

Yes, it's a bit of a cliché but true. Parachuting is safe, well, as much as any other activity, provided that you do it with a professional outfit. We've got a perfect safety record. Of course, there are a few minor bumps and bruises – sprained ankles, sore knees – but still pretty rare, about once every hundred jumps or so. The most dangerous part really is driving to and from the airfield; jumpers are either a bit nervous pre-jump or overexcited post-jump, and they let their guard down – there have been several car accidents as a result.

**IT**

Morning everyone. I'm Kelly from the community centre and would like to give you a quick tour of the adult education classrooms and a rundown of our new daytime classes. Although we usually use classrooms at the community centre, during the summer holidays we are also able to offer some special daytime classes at this high school. It's a good opportunity for us to take advantage of their superior facilities, their superb projectors and nice new computers.

Okay, on our right is the room where we will have the first part of our Digital Photography for Beginners class. This course will cover what to look for when buying a digital camera, how to use a digital camera, but the emphasis is on handling the pictures on a computer, so for that we'll move over to that computer room on the left. The instructor will show you how to save pictures on your computer, and some basic functions using a software programme called Photoshop. Please bring your digital camera and camera manual. If you have a laptop computer with Photoshop, you should bring it along, too. For those who don't have a digital camera, we have a limited supply of cameras that we can lend to you for a minimal fee.

In that same classroom we also have our Computing Basics class. It's designed for beginners, either complete novices or those who are frustrated users looking to make things easier for themselves. This is a hands-on course taught using desktop computers. We'll guide you through step by step, using that big projection screen at the front of the class. It's connected to the tutor's computer, and shows each action. Course attendees will learn basic word-processing, how to use the Internet, and how to use instant messaging and e-mail. Class size is limited to 10 people to ensure the tutor, Phil Andrews, can give everyone the maximum individual attention.

<Pause>

This way please. As you can see, this is a small lecture room, called the Stanley Auditorium after a generous donor. Most of the classes for our Advanced Internet course are held here. You'll learn how to create websites, how to make podcasts, and also how to utilize videos on the Internet. The emphasis is on helping people working from home promote themselves via the Internet – the target students are the self-employed. Ideally, students will bring a laptop. If not we can lend you one. For a few of the days you may want to bring a video camera or a cellphone with that function.

Now for costs and times. All three courses run for three weeks starting on July 12th with two-hour classes from Monday to Friday. That means a total of 30 hours. The cost of each course is only 120 pounds. The Digital Photography for Beginners class is from ten to twelve in the morning. The other two classes are in the afternoon, from two to four. For more information or to register for a course visit our website [www.laec.org](http://www.laec.org) or call us on 029 20766555. Signing up early is a good idea, not only because these courses are popular, but because you'll get a chance to get through our pre-course reading. One final word of advice...

## UNIT FIVE Page 47

You are going to hear 5 speakers complaining. For questions 1 to 10, choose the correct answer, A, B or C.

### Speaker One

I recently had a short holiday in Greece. It was supposed to be a relaxing break, “supposed to” being the key word. Things got off to a bad start. We took a taxi from Athens airport into town to our hotel. Only, the taxi driver couldn’t find it. We had the address but no phone number for the hotel; we’d booked it through the internet and they’d not given us those details. Eventually, we found the hotel, only now it had a different name, had changed ownership and had cut all ties with the internet booking website. That meant we had to pay again. We wrote emails to the booking website but just got vague automated responses. It took weeks of back and forth before we finally got our refund. They offered 10% off our next booking – ha, too little too late, never ever again!

### Speaker Two

It’s been a roller-coaster kind of a week: a job, no job, and then finally sorted. After I landed the job, I was doing the paperwork for joining and they sent me an NDA – a non-disclosure agreement – to sign. I couldn’t believe it; the agreement forbids employees from discussing monetary compensation, both the salary (wages in my case) and bonuses. And the contract came with a threat of dismissal and a hefty fine. Insane, right? I could have just swallowed my pride and signed, but I just couldn’t bring myself to do it. After a sleepless night I wrote a long email to the company, turning down the job and complaining how over-the-top their non-disclosure agreement was. Managed to keep it polite, thankfully, because it turned out that they’d sent me the wrong form. They apologized, and end result – no NDA to sign. I start work on Monday.

### Speaker Three

Our street is in a suburb about fifteen minutes from downtown. A lot of commuters come in from the outer suburbs, park in the streets early in the morning, then take a bus or train into the city. Their cars sit there all day in our lovely street, making it look like a car park. It makes parking and driving harder for residents and lowers the value of property prices. I’m so sick of it that I’m organizing a petition. I want the local council to instigate paid parking in the street to deter people from parking all day. Residents could be given special parking cards or stickers. So far I’ve had a good response from residents. I even made the local newspaper. I feel bad for people who are going to be adversely affected but that’s life, isn’t it – can’t please everyone.

### Speaker Four

We had booked flights with a budget airline for Australia for Christmas. We did it four months early. Well, the airline cancelled the flight the day before we were to leave – we got 24 hours’ notice. How on earth could we rearrange tickets at such short notice, the busiest time of the year? We didn’t even get an instant refund – it took 15 days. We did manage to get tickets with British Airways for the day after, but, of course, we ended up spending a small fortune. All up, changing our travel arrangements cost us an extra two thousand pounds, not to mention the hassle and stress. Apparently, this kind of nonsense is quite common. There’s even a website set up by disgruntled passengers dedicated to stories like

ours. Hopefully word-of-mouth will hurt the airline – I certainly make a point of warning people not to use them.

### **Speaker Five**

Though I'm not a diehard football fan I'm glad my hometown will be hosting some of the matches. Should be something to celebrate but it's dividing the town. The problem is our stadium. It holds a maximum of about 17,000, which is considered a bit small. The mayor wants to add another layer, so it can hold 25 thousand. I think it's a waste of money. After the tournament, and perhaps the occasional big event every few years, it won't really be used. Now, if other people were paying for it, there'd be less resistance but the mayor is set to increase local rates to cover half the cost of construction. Even if it were free for the local ratepayers, I'd still prefer the smaller one we have now. A half-empty stadium spoils the atmosphere of a football match, whether you're there or watching on the telly.

## **UNIT 6 Page 52 Listening L1**

### **Aspects of Chinese Culture**

You will hear a teacher on a cultural adaptation course for new staff. For questions one to five listen to the recording and tick the correct box. For questions six to ten, fill in the missing information.

Good morning, everyone. I'm Richard and I'm going to introduce you to some aspects of Chinese culture. Some of these points you'll have read in books but I'm going to tell you how things actually are here nowadays. First of all, let's look at gifts. Use both hands to give and receive a present. In fact, when handing anything to a 'superior', use both hands; if using one hand, make sure that it's your right hand. It's polite to refuse presents a few times so be prepared for a bit of verbal volleyball. If someone gives you a present in a formal situation, it is considered rude to open it on the spot in front of the gift-giver; instead, it should be put aside and opened later. In an informal situation, it's okay to open it if the gift-giver suggests that you open it. This is something that has changed over the last twenty years.

I'd like to move on to handling personal questions: Chinese people – acquaintances, strangers, and co-workers alike – ask many questions which would be considered too personal by Western standards. They may touch on your salary, the cost of your possessions, your marital status, your age, and your blood type. It is seen as being friendly so try not to be offended. Give vague answers or dodge the questions if you wish, and feel free to ask questions in return.

Okay, time to discuss something a bit harder: Face. Chinese culture stresses harmony over debate, modesty over confidence, and the group over the individual. You should give frequent praise and refute any flattery you receive. Even if you're a concert pianist being complimented on your piano playing, the polite response is say you're not deserving of the praise. The cliché that Chinese culture is a culture of 'face' is very much true. Face means showing respect and, more importantly, never embarrassing anyone. Part of making sure people don't 'lose face' is avoiding blunt refusals to requests, whether they are out of line or not. We'll look at some examples of this later.

<Pause>

But now, a change of tack, because I've had several requests, it's time for something a bit more fun: kung fu. The city was once a mecca for martial arts enthusiasts. You could find traditional kung fu styles from all over China. Today, however, the martial arts scene is a bit of a let down; kung fu has declined in popularity, partly from lifestyle changes and also the rise of MMA, mixed martial arts. If you're looking for a taste of kung fu the best bet may be heading to China; they've got camps set up for foreigners –

for a week, or two – and instruction in English.

Having said that, there's a good school two MTR stops down the line. The MTR? That's our subway. The Wing Chun instructors are especially good. Wing Chun is a southern Chinese martial art, and the one Bruce Lee trained in. One of my friends trains there. The Wing Chun classes are in the evening, 7.30 to 9.30, Monday, Wednesday, Friday, and I think the cost is twelve hundred Hong Kong dollars for two months.

## **UNIT SEVEN Page 59 Listening L2**

You are going to hear three speakers talking about their extreme weather experiences. For questions 1 to 6 choose the correct answer, A, B or C.

### **Speaker One**

I've never really done anything newsworthy but last year I made the six o'clock news. It was a case of being in the wrong place at the wrong time though obviously not too wrong thank heavens or I wouldn't be here. It was a wet early spring weekend and I was visiting friends up in the north of Scotland. Torrential downpours had triggered landslides in mountain areas and caused flooding in lowland areas. It was so bad several hundred people had to be evacuated from rural villages. Driving home was a nightmare. I took a detour because some of the roads were blocked. As I was approaching a small bridge across the River Spey the bridge started wobbling. I stopped the car and filmed the bridge with my mobile phone. A minute later it collapsed. I so easily could have been swept away downriver and drowned. Talk about a close shave. I thank my lucky stars every day.

### **Speaker Two**

Never do the Southern Alps of New Zealand look lovelier than on a fine winter's day; the mountains are magnificent covered in snow, and there are fewer people and bugs. But you need to be prepared for the weather and carry extra equipment. One time my brother and I got caught out by a sudden change in the weather, a freak snowstorm that dumped about a metre and a half of the white stuff. We had to dig a snow cave and wait it out. We set our tent up in the cave. It was a potentially lethal situation – the threat of avalanches and the cave collapsing. I set off an emergency beacon, one which gave GPS coordinates so a helicopter could find us. We spent two days waiting for the weather to pass. The third morning a rescue chopper flew us out. I felt bad about causing all that bother so I ended up becoming a volunteer for the mountain rescue team.

### **Speaker Three**

I was studying in southern France a while back when there was a heat wave, the worst in more than five years. The region was on high alert and the firefighters were struggling to contain things. There was a huge blaze on the outskirts of the town I was in. A patch of forest and about a dozen homes were destroyed. Nature wasn't solely to blame though; the fire was a result of human carelessness – police suspect it was some idiot throwing away a cigarette butt. Elsewhere, there were a few cases of arson. I don't remember being scared, just the discomfort. It was hellish – like being in a furnace. I didn't have air-conditioning and had to make do with an electric fan. There's a lot to be said for the much maligned English summer. Living on an island certainly keeps temperatures more moderate than what you find on the continent.

### **Staying Safe in Japan: Typhoons, Earthquakes, and Fires**

You will hear a talk on staying safe in Japan. For questions one to four listen to the recording and tick the correct box. For questions five to eight, fill in the missing information.

#### **Typhoons**

These super-powerful storms, called hurricanes in the Atlantic Ocean, bring high winds and torrential rain. There are often fatalities as a result of flooding and landslides. All too often, these deaths are caused by recklessness; typhoons are not a good time to go surfing! The most important thing to do is to stay inside as fallen power lines and flying debris can kill.

If you hear that a big typhoon is coming, you should take loose objects off your roof and balcony. Ensure that drain holes on balconies and roofs are clear. It's also important to stock up on supplies; make sure you have enough bottled drinking water and food which doesn't require any cooking.

During a severe typhoon, water and electricity may be cut so make sure you have a torch and a radio (and batteries to power them). Fill your bathtub and a few containers with water. Make or buy some ice; it can be used to stop fresh food from spoiling.

#### **Earthquakes**

When an earthquake hits, remember that the greatest danger comes from head injuries caused by falling debris and objects. The chance of being hit is greatest as you exit a building. Stay where you are and take cover under a table, or a doorway, shielding your head with whatever you can grab. Should you decide to leave the building, use a chair to cover your head as you walk out. Don't use lifts.

Remember to turn off the power and gas. Be wary of gas leaks and possible fires. Open the front door just in case the door and doorframe buckle and become stuck.

<Pause>

#### **Fire Safety**

Being prepared is paramount; keep a fire extinguisher in the home and know how to use it. If you live in a block of flats, familiarise yourself with the best escape routes. (Note: stairwells are sometimes used as storage areas so it's a good idea to run these 'obstacle courses' a few times as a drill rather than try it for the first time in an emergency). During a fire, it's usually best to exit a building ASAP (by the stairs, not the lift but in some cases the smoke will force you to stay inside. Either way, protecting yourself from smoke is the priority. If smoke is entering from around the door, do not open it. Move to the balcony and close the doors behind you. Show rescuers where you are by hanging a sheet from the balcony or a window.

1.

## UNIT 8 Page 78 Speaking

I'm going to talk about a growing problem in schools, the lack of male teachers. I will explain why this gender imbalance is a problem, and what governments should and shouldn't do to reverse the trend.

In developed countries around the world, fewer and fewer men are choosing to become teachers. The problem is especially severe in primary schools – nowadays only about 20% of new primary school teachers are men. So, why is having a gender imbalance bad? Well, boys need role models. This is particularly important in today's society where so many children are brought up by single mothers. Another reason is that male and female teachers have different teaching styles which are more suited to their own gender. Studies have shown that boys learn more from male teachers, and girls learn more when they are in a class taught by a female teacher. A third problem is that the imbalance discourages boys from pursuing certain subjects. This is because the imbalance is not spread evenly among subjects. The few male teachers tend to teach PE, maths and science. Other subjects are dominated by women. This is especially true for languages. I went through my entire school years without having a male English teacher. Many boys associate these subjects with women and are less likely to consider pursuing careers in them.

Around the developed world, boys have fallen behind their female counterparts. Girls are getting better marks, and going to university in greater numbers. An important reason for this is, I believe, the lack of male teachers. The government needs to tackle this problem but I strongly disagree with the most commonly suggested solution – a quota system which involves forcing schools to hire a certain percentage of male teachers. Quotas are wrong because we need the best teachers more than we need a balance. Quotas are wrong because they are a form of discrimination; quite simply, they're unfair for women. Quotas are also wrong because they undermine confidence in those who are selected; by this I mean that parents and fellow teachers may think that a person got the job because of his gender rather than his ability.

So, if not quotas, what can the government do to raise the percentage of male teachers? The government needs to target men in their recruiting efforts. They need to run activities and advertisements that attract men. They need to overturn the stereotype that teaching young children is women's work. They need to stress the many benefits of being a teacher – the long holidays, the short work day, the positive contribution to society, and the stable pay and employment. As well as this, the government ought to make teaching more attractive by raising salaries – for both men and women.

In conclusion, the lack of male teachers in schools has an adverse effect on male students. The government shouldn't introduce mandatory quotas but they need to make teaching a more attractive profession, and they must put more effort into recruiting men. If the government does nothing, boys will continue to underperform.

## UNIT 9 Page 81 Listening Part Two

You will hear a university radio station interview with Steffi Hanson, the manager of the University Housing Office. Listen and choose the correct answer, A, B or C, for questions 1 to 5.

**(M)**

One of the biggest concerns for students coming to London to study at the university is finding a place to stay. Accommodation can be both expensive and hard to find.

**(F)**

At the Housing Office we understand this and do our best to help students find affordable accommodation. Most of the staff, me included, are priced out of living in central London so we have a lot of sympathy for the students and really do try to assist them. But before coming to see us at the Housing Office, students should go to our website. There is a Halls of Residence Information and Application Pack for the coming year which can be downloaded. The cost of accommodation at the halls is about £140 per week. This is pretty reasonable because it includes internet access and all utilities except telephone calls.

**(M)**

The university has limited accommodation so I guess priority is given to first year students.

**(F)**

That's right. This includes overseas students provided that they are full-time and they have not previously attended a full-time course at a UK university. There are five halls of residence. The majority of rooms are fully furnished single rooms with shared bathroom facilities. There are also some single and twin rooms with en suite facilities. All five halls are self-catering – there are shared kitchens fully equipped with refrigerators, cookers, rice cookers, pots and pans, and utensils. Cooking is not allowed in any of the bedrooms.

**(M)**

Much healthier and cheaper than eating out.

**(F)**

Absolutely. And we find it's a good way for students to socialize – to learn about different cuisines and cultures from around the world.

**(M)**

Are there any people who shouldn't consider the halls?

**(F)**

Well, smoking is not permitted in the rooms. In fact, smoking is not allowed inside any university buildings. Smoking is allowed only in the grounds. I don't know if that would be enough of a reason not to come but... something to think about for the chainsmokers out there.

**(M)**

And what's the story with students who can't get into one of the halls of residence?

**(F)**

The Housing Office also assists students in finding private sector accommodation. Our website has lists of estate agents, private housing, and useful websites. We also have information on tenancy agreements. Private accommodation is usually more expensive than school accommodation. There is a deposit, generally the equivalent of one month's rent. A bedsits costs around £130 per week, a studio flat costs a shade under £300 per week. You'll also need to pay for utilities.

**(M)**

Rents are lower if you rent outside of London and commute in. Would you recommend that?

**(F)**

Well, speaking personally, in general I think it's a bad idea. Commuting is expensive – so you don't end up saving much – and it's very time-consuming. Students who stay in the outer suburbs seem to have poorer social lives, fewer evening and weekend activities, and come away with a less memorable experience. Just between you and me, if your finances are going to put you under a lot of stress London isn't really the ideal place – I'd be looking for a smaller city up north.

## UNIT TWELVE Page 97 Part Three Listening Science News

You are going to hear three speakers talking about their experiences. For questions 1 to 6, choose the correct answer, A, B or C.

### Speaker One

Did you see that news story about a couple from South Africa who paid something like a hundred thousand pounds to get their pet cat cloned? I'm not really sure it's a good idea. It's one of those 'weird news' of the day kind of stories, but as this technology gets cheaper it might become a mainstream practice. They're millionaires so the cost wasn't an issue, but it seems a bit creepy. Anyway, this couple froze some DNA from their pet cat, 'Spots', a couple of years before it passed away. And then after it died of old age, they paid a South Korean biotech firm to make a clone. The cloned cat, 'Spots Two', is about five weeks old and from the news report it seems normal enough and in good condition, but who knows down the line. Cloned animals – poor things – tend to have rather short life spans.

### Speaker Two

I'm thinking of changing mine. My current one, Dr. Craig, is friendly, competent, and he has a nice clinic – it's clean and fitted out with all the latest equipment, x-ray machines and such, but I can't help thinking that he's a bit greedy. Last year I needed two wisdom teeth removed. He insisted on taking one out at a time rather than getting the job done in one visit. And a couple of weeks ago, I had a check-up. He found two cavities. Instead of fixing them there and then he had me come in the following day. Pete says not to worry about it, that it's no skin off my nose. "It's on the national health, not coming out of your pocket," he says. Still, I can't help but think Dr. Craig is milking the system. Is he getting patients to needlessly come back? Anyway, can you recommend anyone?

### Speaker Three

It was horrible timing. I caught this nasty flu bug while on holiday in Turkey just as a bird flu outbreak was making the news. As I was coming back through the airport here, the heat sensors picked me out. I got ushered aside by some health officials. Unfortunately, I'd visited some places close to the recent outbreak of bird flu, so I was a prime candidate. I was a borderline case – some symptoms, fever and coughing but not all, no shortness of breath and dizziness. Anyway, they stopped me from taking the shuttle bus. They drove me home, advised me to recover before going out – kind of a home quarantine. It wasn't nice wondering whether I had the bird flu. The fatality rate is about 5%, which doesn't sound like a big number, but high enough when it's your life in question. Anyway, despite the frayed nerves, I got well after a week, and there were only a few cases of the bird flu in the country so all the panic died down.

# Sample Paper Answer Key

## AcCept Proficiency Listening

### Section L1 (20 marks)

**2 marks for each correct answer. Accept phonetic and minor misspellings for full marks. 1 mark for partial answers.**

1. C
2. B
3. B
4. A
5. B
6. elephant enclosure/ elephants
7. water bus
8. (entry) ticket
9. be fed/ have lunch/ eat (lunch)
10. safari picnic

### Section L2 (20 marks)

**2 marks for each correct answer.**

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

### Section L3

**10 marks – 2 marks for each correct answer**

1. C
2. A
3. C
4. A
5. C

## AcCEPT Proficiency Level

### Section W1/W1A (25 marks)

Content organisation 5 marks  
Accuracy 5 marks  
Range of vocabulary and structure 5 marks

Appropriacy of tone and register 5 marks  
Task completion 5 marks

### Section W2 (15 marks)

Content organisation/ appropriacy 5 marks  
Accuracy 5 marks  
Task completion/ language range 5 marks

### Section R1 (10 marks)

**1 mark for each correct answer**

1. T
2. F
3. DS
4. T
5. T
6. A
7. C
8. B
9. vast  $\frac{1}{2}$  outraged  $\frac{1}{2}$
10. misfortune  $\frac{1}{2}$  lavish  $\frac{1}{2}$

### Section R2 – Summary (10 marks)

**Refer to marking guidelines for this section.**

**For full marks these points should be included (1 mark each):**

- He inherited \$40,00 from his father
- Moved to San Francisco and invested in food, gold and property
- Made \$250,000 in 2 years
- Became too ambitious and the deal went wrong
- Initially lost \$25,000 but then lost the rest in court fees etc
- Declared bankrupt in 1858

**A further 4 marks awarded for style, language etc**

### R3 (10 marks)

1. D
2. F
3. A
4. B
5. H

### Section W3 (10 marks)

**1 mark for each fully correct sentence, give ½ marks for each correct part of the sentence, divided as indicated**

- |     |   |   |
|-----|---|---|
| 1.  | I had my house<br>I had a local company<br>A local company had decorated my house | decorated last week [by a local company].<br>decorate my house.<br>the previous week. |
| 2.  | If I wasn't deaf,   | I'd be able to/could hear what he's saying.   |
| 3.  | I would rather you  | didn't sing so loudly.  |
| 4.  | No sooner did he see her  | than he knew he was in love.  |
| 5.  | If I'd had enough money for a better hotel  | I wouldn't have stayed in that terrible one.  |
| 6.  | I shouldn't have  | eaten that third pie.   |
| 7.  | I wish you  | had come earlier.   |
| 8.  | Not only is his cousin extremely rude   | but he/she is also unusually stupid.  |
| 9.  | If Ursula hadn't been rich,   | he wouldn't have married her.   |
| 10. | It's about time we  | talked about Harry.   |

### Section R4 (5 marks)

**1 mark for each correct word. Do not accept misspellings unless specifically mentioned in the key.**

- caution, precaution, cautiousness
- competitor
- substantial, substantive. (accept substantial for ½)
- failure
- harden
- certainty
- musician
- impractical (accept practical)
- hunger
- painless

- not
- as
- not / than
- will / must / does / should / would
- height, level
- despite, (accept besides, beside, with)
- nearer

### Section R5 (10 marks)

**1 mark for each correct word**

**As this is a reading section, accept a word expressing understanding of the necessary meaning but slightly wrong or slight misspelt for ½**

- in
- above (accept 'over' ½ )
- from

## CD Track List

Track 1	Introduction	Page 5
Track 2		Page 9
Track 3	Unit 1	Page 13, 4
Track 4	Unit 4	Page 41, 1
Track 5	Unit 5	Page 47, 1
Track 6	Unit 6	Page 52, 1
Track 7	Unit 7	Page 59, 3
Track 8		Page 65
Track 9	Unit 8	Page 78, 3
Track 10	Unit 9	Page 81, 3
Track 11	Unit 11	Page 91, 1
Track 12	Unit 12	Page 100
Track 13		Page 97, 3
Track 14	Sample Paper Listening	