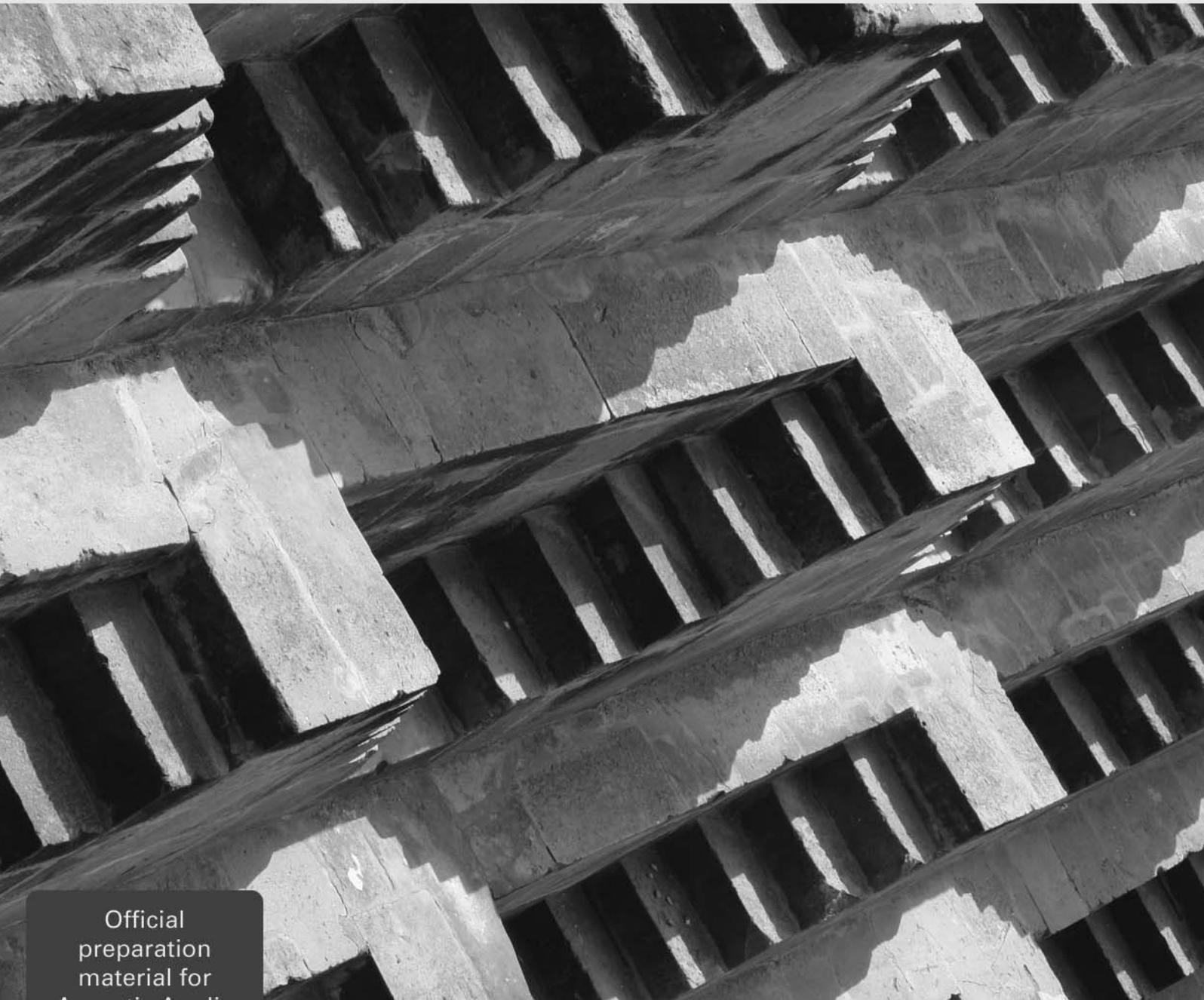


STEP TO

AcCEPT Proficiency

Teacher Book



Official
preparation
material for
Ascentis Anglia
ESOL International
Examinations

CEFR C1

John Ross

Step to Proficiency Teacher's Book

(July 2010 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 110-page guide has detailed notes on the grammar patterns and vocabulary tested at each level.

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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 Part Two

Answers: 1. 1. parachuting, probably a parachuting course 2. No Sweat Parachuting 3. Tandem and static-line. 4. Yes, we can assume that because "Callers who have no prior parachuting experience should press number..."

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

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

Pg. 13 Part Two Listening

General Notes:

In the test, all the recordings are played twice, but on the CD they are only played once. The recordings for this CD were done by two Englishmen, an American man, and – as with this recording – an American woman. You can point out the British English versions of the American pronunciations. For example, 'staff' in paragraph one.

Answers: 4. 1. A 2. C 3. B 4. A 5. B 6. A

Transcript: (Answers are underlined. A photocopiable transcript is at the back of the Teacher's Book.)

Thank you for calling No Sweat Parachuting, the country's leading extreme sports company. You have called outside of office hours so this is an automated telephone service. For basic information on taking a parachuting course, please press 1. (1) For information on independent jumps for experienced jumpers, press 2, and for details about paragliding, press 3. If you would like to talk to one of our staff, please call our office between 8 am and 6 pm, Monday to Friday, and from 8 am until 4.00 on Saturdays.

Parachuting.

Can anybody take a parachuting course? Yes, as long as you are 16 or over and in good health. There is no fixed weight restriction for students, but we may have to turn away some heavier customers. (2) 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.

We provide two main kinds of parachute jump: tandem jumping, and static-line jumping. 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 (3) and about five minutes later you're back on solid ground. Because the instructor does all the hard work, and you only have to enjoy the view on your way down, there's no need for a training course. Instead, you'll be given a basic pre-jump instruction that takes a little over half an hour. The cost is 185 dollars. (4)

A static-line jump is when 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 which is spread over two days with the jump taking place on the second day. Normally, this is a weekend course, Saturday and Sunday mornings (5) depending on the weather. The cost is 245 dollars.

Finally, you may be wondering if parachuting is safe. Yes, it's completely safe, provided that you do it with a professional school like No Sweat Parachuting. We always put our customers' safety first and have a perfect safety record. (6) Thank you for listening to this recording. For information on...

Pg. 14 Section D 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 E

Note: In Section E, '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	hide hid hidden	employ employed
adjective	confident		(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 A and Section B, are better done after 'students have 'warmed up' with Sections D-F.

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 A1**. Those taking the **General English Proficiency** test choose a topic from **Section A2**.

Although some of the essay topics are different, and the A1 compositions are a little longer than A2 ones, 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 A1 or A2 (although more likely in A1). The three exceptions are:

A1 Only

An Essay on a Science-related Question

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

A2 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’.

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 F

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 Listening Part Four

Answers:

Predicting answers: 1. Have you finished...? 1A. Almost. 2. Where is the...? 2C. Over there. 3. Are they...? 1C. Some of them are. 4. Is she.....? 1B. Yes, she's excellent. 5. When...? 2A. Two to four. 6. Why...? 2B. They're too short.

Answers for 1-10: 1. b 2. a 3. b 4. c 5. c 6. a 7. a 8. c 9. b 10. b

Transcript:

1. Is the lecturer any good?
2. What are Professor Roberts' office hours on Mondays?
3. How far away are the halls of residence?
4. What's the deadline for applications?
5. Has she got her student ID card yet?
6. The tuition is quite reasonable.
7. Do you mind if I sit in on the class?
8. You should stay home and get some rest.
9. How many credits do you need to finish your degree?
10. Who are you going to ask for a reference?

Follow-up: Go through the listening section again using different questions and sentences. Read the following:

1. Have you finished writing your essay?
2. Where's the post office?

3. Where do you live?
4. Why don't you want to go?
5. He hasn't got any money.
6. This place costs far too much.
7. Do you think it will rain?
8. Please say hello to Erin when you see her.
9. How many weeks is the course?
10. I'll drive you to the airport tomorrow.

Follow-up Answers:

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

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 Business News

Answers: 1. 1. blue line 2. purple line
3. light green line 4. red line

Vocabulary Note: a 'quarter' is a 3-month period (i.e. 1/4 of a year) and is often used when we talk about business.

the first/second/third/fourth quarter

Unemployment fell in the third quarter (of the year).

It's a quarterly magazine. It is published every quarter.

Follow-up:

You can go through the vocabulary in 1–4 .

Highlight the following patterns.

adjective + noun *a slight increase, an overall increase, a steady decline , a strong recovery*

verb + adverb *rose sharply, fell rapidly*

Write the sentences 1–6 on the board. Get the students to rephrase them by switching patterns.

1. *There was a slight increase.*
2. *It rose sharply.*
3. *There was a steady decline.*
4. *It experienced a strong recovery.*
5. *It fell rapidly.*
6. *There was an overall increase.*

It increased slightly.

There was a sharp rise.

It declined steadily.

It recovered strongly.

There was a rapid fall.

It increased overall. (or Overall, it increased.)

Note: 'overall' is both adj. and adv.

Answers: 2. 1. F (it rose but just from 66 to 70, i.e. not 'sharply') 2. T 3. F ('two consecutive months' implies a rise in June) 4. T 5. T 6. F

Business News Transcript: (Note: an unmarked transcript is at the back of the book.)

Consumer confidence in the United Kingdom has risen to the highest level in more than two years. A survey of a thousand people showed that the index of consumer confidence climbed to 70 in July, up from 66 in June. Business confidence has also improved, rising from 59 in June to 62 in July.

Turning to economic news from Europe, there are signs that the German economy is pulling out of recession. Exports rose seven percent in July, and there has been a dramatic increase in manufacturing output for two consecutive months. Economists say that the growth in exports is likely to continue into the next quarter.

Unemployment in Britain has officially fallen to just below 2.5 million for the first time in two years. Retail and construction are the two areas that have seen the highest growth in jobs. The government, however, is warning that unemployment will rise again in summer when many school and university leavers start looking for jobs.

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 E 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 F 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 Part Four Listening

Answers: 1. A 2. B 3. A 4. C 5. B 6. A
7. C 8. B 9. A 10. C 11. A 12. B

Transcript:

1. How are things going?
2. Do you think the Blues will win this week?
3. Congratulations. When is it due?
4. Here you go?
5. How long will it take to get there?
6. Where do you want to eat?
7. Right, I've got to hit the road.
8. What's he like?
9. Do you fancy a curry?
10. She was born in Wales.
11. Let's go out. What's on at the Odeon?
12. How often do they exercise?

Follow-up: Go through the listening section again using different questions and sentences. Read the following to the students:

1. Are you looking for a job?
2. Do you think they'll pass the test?
3. How much English does she understand?
4. I'll post this letter for you.
5. It looks like the weather will stay fine.
6. When's the kick-off?
7. Do I talk too much?
8. What's he into?
9. That Mexican restaurant is a bit pricey.
10. Shall I ask Suzanne?

11. How often do you go shopping?
12. What did you do?

Answers for Follow-up:

1. C 2. B 3. C 4. C 5. C 6. B 7. A 8. A
9. C 10. B 11. B 12. C

Pg. 33 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.



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 Part Two

Instructions: Before listening, have the students guess what the listening is about from the questions.

Answers: 1. A 2. B 3. C 4. C 5. B 6. B

Transcript: (Note: an unmarked photocopyable transcript is at the back of the book.)

IT Classes for Adults

The Cardiff Adult Education Centre is offering three new daytime classes this summer. (1) Because we use classrooms at the Llanishen High School, during term times we can only offer evening classes. Over the summer holidays we are also able to offer some special daytime classes. Our theme this year is computers, in particular helping people catch up with all the recent advances in technology.

Our first class is Digital Photography for Beginners. You'll learn how to get the best results using a digital camera. This course will cover what to look for when buying a digital camera; how to use a digital camera, saving 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, 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 students for a minimal fee. (2)

Our second class is a basic introduction

to using a computer. It is designed for complete beginners and is ideal for anyone considering purchasing a computer for the first time. This is a hands-on course taught using desktop computers. Course attendees will learn basic word-processing, how to surf the Internet, and how to use instant messaging and e-mail. Class size is limited to 10 people (3) to ensure the tutor, Phil Andrews, can give everyone the maximum individual attention.

Our third class is an advanced Internet course. You'll learn how to create websites, how to make podcasts, and also how to post videos on the Internet. The emphasis is on helping people working from home and other small businesses (4) promote themselves via the Internet. Ideally, students will bring a laptop, but we have desktop computers available. 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. (5) 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. (6) The Cardiff Adult Education Centre is at Llanishen High School. For more information or to register for a course visit our website www.laec.org or call us on 029 20766555.

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 people's 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. 47

Answers: 1. Answers will of course vary but here are some possibilities.

2-A. Did he do it? 2-B. Have you done it? / Are you ready? 2-C. Do you like it?

3-A. What kind of company is it? / Who does he work for? 3-B. How's the car / film / service?

3-C. What do you think of jogging? / Why do you like painting?

4-A. You could(n't) have won. 4-B. Let's go. 4-C. Would you like to go sailing on Sunday?

5-A. Have you been skiing? 5-B. Did you enjoy the trip? 5-C. Don't drink too much!

6-A. Would you like to be our new sales manager? 6-B. Had the meeting started when you arrived? 6-C. Do you think we'll miss the bus?

2. 1. C 2. C 3. B 4. B 5. A 6. C 7. A 8. B 9. A 10. B 11. B 12. C

Transcript:

1. The meeting was an absolute nightmare.
2. Does he have any free time tomorrow?
3. How's business at the moment?
4. Could you lend me a hand?
5. You've finished reading it, haven't you?
6. Do you think it will rain later?
7. Don't forget to turn off the lights when you leave.
8. Is there a post office near here?
9. Shall we go to the Eiffel Tower?
10. They're from Madrid, aren't they?
11. Have you ever been sailing?
12. Thanks Dave. You were a big help.

Follow-up: Give the students some more practice; redo the listening by reading the

following sentences and questions.

1. Would you recommend it?
2. Is the manager friendly?
3. Who does he work for?
4. We could have a picnic on Sunday.
5. Don't stay out too late.
6. So, do you want to buy it?
7. Where's your homework?
8. Are you hungry?
9. We've been to more than fifty countries.
10. They're Spanish?
11. How was it?
12. Are you broke again?

Follow-up Answers: 1. B 2. C 3. A 4. C
5. C 6. A 7. B 8. A 9. C 10. B 11. C
12. B

Pg. 49 Section D 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 Part One Listening Aspects of Chinese Culture

Answers: 1. receive 2. someone 3. opened
4. personal 5. type 6. group 7. respect
8. refusals 9. pronounced 10. unlucky
11. especially 12. funeral

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 A2.

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 Part Three 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. F 2. F 3. F 4. T 5. T 6. T

Transcript:

Torrential downpours in north-east Scotland have triggered landslides in mountain areas and caused flooding in lowland areas. Several hundred people have been evacuated from rural areas. Many roads are blocked and a small bridge across the River Spey has **collapsed**. A car on the bridge has been swept away and the driver and two passengers are feared drowned.

Firefighters in southern France are struggling to control more than ten blazes. Large areas of forest and about forty homes have been destroyed. Authorities believe that most of the fires were deliberately lit and two suspected arsonists have been arrested. Southern Europe, in particular Spain and the south of France, is experiencing its worst heat wave in more than five years, and the region is on high fire alert.

Two missing hikers from London, James and Susan Blundell, have been found safe after spending five days lost in the Southern Alps of New Zealand. A rescue team found the couple sheltering in a cave on Tuesday morning. Heavy rain and fog had hampered rescue efforts. A park ranger at Fiordland National Park said that the hikers were in good health but hungry and looking forward to a hot meal.

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 F 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 E

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

Pg. 65 Part One Listening Staying Safe in Japan: Typhoons, Earthquakes, and Fires

Answers: 1. Ocean 2. rain 3. inside
4. coming 5. on 6. cooking 7. bathtub
8. ice 9. greatest 10. falling 11. whatever
12. power 13. fire 14. block 15. areas
16. exit 17. lift 18. protecting 19. open
20. sheet



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 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. 71 2. 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

Page 72 Section D

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 Listening Part Four

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

Transcript:

1. Is Chemistry 103 a required paper?
2. Let's take a break.
3. I just got an unconditional offer from Oxford!
4. He just missed out on getting a scholarship.
5. To be honest, I find politics rather boring.
6. What's your degree in?
7. How late can we stay at the computer centre?
8. Have you decided on your thesis topic yet?
9. Why did you miss the tutorial?
10. Can I borrow your notes from the Econ 102 class?

Follow-up: The Part Four listening questions in the exam are – on average – shorter and more grammar-focused than those in the Step To

textbook. The textbook answers contain more variety and more phrases to make them more interesting.

Tell the students to look at the sample listening on Page 108. Ask them to see how it differs from the test practice material in the book.

Now put the following up on the board (or dictate it).

- | | |
|---|--|
| 1. I don't.
I won't.
I'm not. | 5. I have.
I do.
I will. |
| 2. In a week.
For a week.
A week ago. | 6. OK!
Thanks!
Please! |
| 3. I'm easy.
I'm afraid.
I'm sorry. | 7. Neither have I.
Neither am I.
Neither do I. |
| 4. Nor me.
Yes, I do.
So do I. | 8. Help yourself.
Not at all.
Of course. |

Read out 1–8. Students should write A–C for each one. Then go through the **answers** (which are given in parenthesis).

1. You speak English really well. (A)
2. When's your holiday? (A)
3. That's my seat. (C)
4. I enjoy playing cards. (C)
5. Who's going to help me? (C)
6. You did a great job! (B)
7. I'm not a heavy sleeper. (B)
8. That cake looks delicious. (A)

If you want, you can have students come up with their own questions or statements for the answers on the board, either doing this in pairs or as a class.

Pg. 77 Speaking Task Three

- 1.** 1. formal 2. figures 3. passion
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 Part Two

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 Part Two

Answers: 3. 1. A 2. A 3. B 4. C 5. A 6. A

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

Answers: 1. B 2. B 3. C 4. A 5. B 6. C 7. A 8. B 9. A 10. B 11. A 12. C

Transcripts:

1. Excuse me. Have you got the time?
2. How's life treating you?
3. So, you're not going to the party?
4. Do you want to go to the cinema tonight?
5. Thanks for your help.
6. What a lovely watch! Was it expensive?
7. I really dislike hot weather.
8. How long have you lived here?
9. Are you going home for the holidays?
10. You look a little upset.
11. Cheers. You're a lifesaver.
12. Actually, I'm not that keen on football.

Follow-up:

Redo the listening, this time with questions/sentences that the students make. Allocate 1–12 among the students. Then have each student read his or her prompt. The other students will mark the answers. After 12, go through the answers one by one, the students reading them again and the class answering.

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 E

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) *v.* 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 D

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 H₂O – 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 (2nd paragraph, 2nd 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 E

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 Part Three Listening

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. F 2. F 3. F 4. T 5. T 6. T

Transcript: (*Answers are underlined below with the keywords highlighted. An unmarked transcript is at the back of the book.*)

A wealthy **couple from South Africa** have paid 150,000 US dollars for what is claimed to be the world's first commercially cloned cat. Two years ago Sam and Melissa Watson froze the DNA of their pet cat, 'Spots'. A year after it died of old age, the couple paid a South Korean biotech firm to make a clone. The cloned cat, named 'Spots Two', is now five weeks old and is said to be doing well.

Researchers in Australia have found that tall people earn about 750 Australian dollars more than their shorter counterparts. The researchers believe that the reason for this is that **society tends to associate tallness with power and intelligence.** The study also found that **overweight people earn about five percent more than their thinner colleagues.**

Health officials have said there have been three new outbreaks of bird flu in the north of the country this month. However, they say that the number of cases is down from last month and it is likely to **continue falling.** Symptoms of the new flu strain include shortness of breath and dizziness, and more normal flu-like symptoms such as a fever and coughing. Since the first outbreak in March, there have been 3000

confirmed cases and **17 fatalities**.

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

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 Part One 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.)

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 Part Two

Thank you for calling No Sweat Parachuting, the country's leading extreme sports company. You have called outside of office hours so this is an automated telephone service. For basic information on taking a parachuting course, please press 1. For information on independent jumps for experienced jumpers, press 2, and for details about paragliding, press 3. If you would like to talk to one of our staff, please call our office between 8 am and 6 pm, Monday to Friday, and from 8 am until 4.00 on Saturdays.

Parachuting.

Can anybody take a parachuting course? Yes, as long as you are 16 or over and in good health. There is no fixed weight restriction for students, but we may have to turn away some heavier customers. 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.

We provide two main kinds of parachute jump: tandem jumping, and static-line jumping. 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, and you only have to enjoy the view on your way down, there's no need for a training course. Instead, you'll be given a basic pre-jump instruction that takes a little over half an hour. The cost is 185 dollars.

A static-line jump is when 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 which is spread over two days with the jump taking place on the second day. Normally, this is a weekend course, Saturday and Sunday mornings depending on the weather. The cost is 245 dollars.

Finally, you may be wondering if parachuting is safe. Yes, it's completely safe, provided that you do it with a professional school like No Sweat Parachuting. We always put our customers' safety first and have a perfect safety record. Thank you for listening to this recording. For information on...

UNIT TWO Page 22 Listening Part Four

1. Is the lecturer any good?
2. What are Professor Roberts' office hours on Mondays?
3. How far away are the halls of residence?
4. What's the deadline for applications?
5. Has she got her student ID card yet?
6. The tuition is quite reasonable.
7. Do you mind if I sit in on the class?
8. You should stay home and get some rest.
9. How many credits do you need to finish your degree?
10. Who are you going to ask for a reference?

UNIT THREE Page 27 Business News

Consumer confidence in the United Kingdom has risen to the highest level in more than two years. A survey of a thousand people showed that the index of consumer confidence climbed to 70 in July, up from 66 in June. Business confidence has also improved, rising from 59 in June to 62 in July.

Turning to economic news from Europe, there are signs that the German economy is pulling out of recession. Exports rose seven percent in July, and there has been a dramatic increase in manufacturing output for two consecutive months. Economists say that the growth in exports is likely to continue into the next quarter.

Unemployment in Britain has officially fallen to just below 2.5 million for the first time in two years. Retail and construction are the two areas that have seen the highest growth in jobs. The government, however, is warning that unemployment will rise again in summer when many school and university leavers start looking for jobs.

Page 32 Listening Part Four

1. How are things going?
2. Do you think the Blues will win this week?
3. Congratulations. When is it due?
4. Here you go?
5. How long will it take to get there?
6. Where do you want to eat?
7. Right, I've got to hit the road.
8. What's he like?
9. Do you fancy a curry?
10. She was born in Wales.
11. Let's go out. What's on at the Odeon?
12. How often do they exercise?

IT Classes for Adults

The Cardiff Adult Education Centre is offering three new daytime classes this summer. Because we use classrooms at the Llanishen High School, during term times we can only offer evening classes. Over the summer holidays we are also able to offer some special daytime classes. Our theme this year is computers, in particular helping people catch up with all the recent advances in technology.

Our first class is Digital Photography for Beginners. You'll learn how to get the best results using a digital camera. This course will cover what to look for when buying a digital camera, how to use a digital camera, saving 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, 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 students for a minimal fee.

Our second class is a basic introduction to using a computer. It is designed for complete beginners and is ideal for anyone considering purchasing a computer for the first time. This is a hands-on course taught using desktop computers. Course attendees will learn basic word-processing, how to surf 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.

Our third class is an advanced Internet course. You'll learn how to create websites, how to make podcasts, and also how to post videos on the Internet. The emphasis is on helping people working from home and other small businesses promote themselves via the Internet. Ideally, students will bring a laptop, but we have desktop computers available.

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. The Cardiff Adult Education Centre is at Llanishen High School. For more information or to register for a course visit our website www.laec.org or call us on 029 20766555.

UNIT FIVE Page 47

1. The meeting was an absolute nightmare.
2. Does he have any free time tomorrow?
3. How's business at the moment?
4. Could you lend me a hand?
5. You've finished reading it, haven't you?
6. Do you think it will rain later?
7. Don't forget to turn off the lights when you leave.
8. Is there a post office near here?
9. Shall we go to the Eiffel Tower?
10. They're from Madrid, aren't they?
11. Have you ever been sailing?
12. Thanks Dave. You were a big help.

UNIT SEVEN Page 59 Listening Part Three Weather News

Torrential downpours in north-east Scotland have triggered landslides in mountain areas and caused flooding in lowland areas. Several hundred people have been evacuated from rural areas. Many roads are blocked and a small bridge across the River Spey has collapsed. A car on the bridge has been swept away and the driver and two passengers are feared drowned.

Firefighters in southern France are struggling to control more than ten blazes. Large areas of forest and about forty homes have been destroyed. Authorities believe that most of the fires were deliberately lit and two suspected arsonists have been arrested. Southern Europe, in particular Spain and the south of France, is experiencing its worst heat wave in more than five years, and the region is on high fire alert.

Two missing hikers from London, James and Susan Blundell, have been found safe after spending five days lost in the Southern Alps of New Zealand. A rescue team found the couple sheltering in a cave on Tuesday morning. Heavy rain and fog had hampered rescue efforts. A park ranger at Fiordland National Park said that the hikers were in good health but hungry and looking forward to a hot meal.

UNIT NINE Page 76 Listening Part Four

1. Is Chemistry 103 a required paper?
2. Let's take a break.
3. I just got an unconditional offer from Oxford!
4. He just missed out on getting a scholarship.
5. To be honest, I find politics rather boring.
6. What's your degree in?
7. How late can we stay at the computer centre?
8. Have you decided on your thesis topic yet?
9. Why did you miss the tutorial?
10. Can I borrow your notes from the Econ 102 class?

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.

Page 81 Listening Part Two

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. At the Housing Office we understand this and try our best to help you find affordable accommodation. The Housing Office is located on campus at 35 Evans Drive, just inside the West Gate on the first floor of the Student Union Building. Office hours are 10.00 am to 4.30 pm Monday, Tuesday, Thursday and Friday. We're closed all day Wednesday and at the weekend. During the summer months we are open from 9.00 am to 5.00 pm, Monday to Friday. However, before coming to the Housing Office students should go to our website. There is a hall of residence information and application pack for the coming year which can be downloaded.

The university has limited accommodation so priority is given to first year students. 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 which offer a wide range of accommodation choices to suit all preferences and budgets. 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. This includes the use of rice cookers and electric stoves. Likewise, smoking is not permitted in the rooms. In fact, smoking is not allowed inside any university buildings. Smoking is allowed only in the grounds.

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. In addition to a shared kitchen, each hall of residence has a laundry with coin-operated washing machines and dryers. Prices are £2.00 per wash and £1.00 per 50-minute drying cycle.

The cost of accommodation at the halls ranges from £110 to £130 per week. This includes internet access and all utilities (but not telephone calls).

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 bedsit costs approximately £120 per week, a studio flat costs around £250 per week, and a three-bedroom flat starts at about £300 per week. You'll also need to pay for utilities. Rents are lower if you rent outside of London and commute in – although we don't recommend that.

UNIT TEN **Page 83**

1. Excuse me. Have you got the time?
2. How's life treating you?
3. So, you're not going to the party?
4. Do you want to go to the cinema tonight?
5. Thanks for your help.
6. What a lovely watch! Was it expensive?
7. I really dislike hot weather.
8. How long have you lived here?
9. Are you going home for the holidays?
10. You look a little upset.
11. Cheers. You're a lifesaver.
12. Actually, I'm not that keen on football.

UNIT TWELVE **Page 97 Part Three Listening Science News**

A wealthy couple from South Africa, have paid 150,000 US dollars for what is claimed to be the world's first commercially cloned cat. Two years ago Sam and Melissa Watson froze the DNA of their pet cat, 'Spots'. A year after it died of old age, the couple paid a South Korean biotech firm to make a clone. The cloned cat, named 'Spots Two', is now five weeks old and is said to be doing well.

Researchers in Australia have found that tall people earn about 750 Australian dollars more than their shorter counterparts. The researchers believe that the reason for this is that society tends to associate tallness with power and intelligence. The study also found that overweight people earn about five percent more than their thinner colleagues.

Health officials have said there have been three new outbreaks of bird flu in the north of the country this month. However, they say that the number of cases is down from last month and it is likely to continue falling. Symptoms of the new flu strain include shortness of breath and dizziness, and more normal flu-like symptoms such as a fever and coughing. Since the first outbreak in March, there have been 3000 confirmed cases and 17 fatalities.

Sample Paper Answer Key

AcCept Proficiency Listening

Part One (40 marks – 2 marks for each correct answer. Accept minor misspellings for 1)

1. thieves
2. beginning
3. lessons
4. previous
5. Having
6. lost
7. knocked
8. happened
9. caught
10. still
11. interview
12. weekend
13. robbed
14. famous
15. end
16. lunch
17. know
18. live
19. refuse
20. amazing

Part Two (12 marks – 2 marks for each correct answer)

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

Part Three (28 marks 2 marks for each correct answer)

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T
9. F
10. T
11. T
12. F
13. T
14. F

Part Four (20 marks – 2 marks for each correct answer)

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

AcCEPT Proficiency Level

Section A1 or A2 (25 marks)

Usual marking criteria.

Section B (15 marks)

Usual marking criteria.

Section C Part One (20 marks – 2 marks for each correct answer)

1. F
2. T
3. F
4. DS
5. F
6. B
7. C
8. B
9. pursued 1 restrictions 1
10. hostile 1 shallow 1

Section C Part Two Précis (10 marks)

For full marks, good writing and organisation (2+2 marks) and the précis should include at least 3 of these points:

- the age and height of the hunters
- the kind of weapons they used
- how they hunted
- their domestic activity
- the kind of food they ate

Section D (10 marks) 1 mark for each fully correct sentence; ½ marks may be awarded where indicated if one part only of the sentence is correct. Ignore incorrect punctuation.

1. Not only did we go to Parliament, but we also went to St. Paul's / but we went to St. Paul's as well.
2. It's high time you saw a doctor about that. / how about seeing the doctor.

3. How about going to see the new James Bond film tonight?
4. I'm having / getting my / going to get my / hair cut this afternoon. / I'm having / getting a haircut this afternoon.
5. I won't / I'm not going / I'm not prepared to put up with that behaviour.
6. He has been a professional football player for two years / it's two years since he became a professional football player. / The player turned professional two years ago / it is two years since he started being a professional footballer / It is two years since the player started playing professional football.
7. Jack reminded Jill to buy / that she had to buy / not to forget [to buy] milk [when she is / was] at the shops.
8. I wish I had gone to the party / I wish I hadn't missed the party / I missed the party and I wish I had gone / I missed the party I wish I had gone to.
9. If I hadn't been working I could have gone to the party / if I hadn't worked I would have gone to the party.
10. Leo begged Frank to help him with his work.

Section E (10 marks – one mark for each correct word. Do not accept misspellings unless specifically mentioned in the key)

1. painful / painless
2. muddy
3. retirement
4. profitable
5. expansion
6. heroic
7. reliable / unreliable
8. nationality
9. conclusions
10. discouraged

Section F (10 marks – 1 mark for each correct word)

1. who
2. the
3. in
4. since
5. has
6. do
7. it
8. they
9. to
10. yourself

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