

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 1

1A Personalities page 4

I	M	P	A	T	I	E	N	T	O
F	R	E	P	A	F	I	K	A	P
D	I	S	R	G	R	G	S	L	T
U	N	S	E	E	U	O	H	K	U
F	R	I	E	N	D	L	Y	A	H
U	M	M	K	E	E	A	H	T	X
N	E	I	Q	R	D	Z	E	I	S
N	A	S	U	O	F	Y	R	V	R
Y	G	T	I	U	C	O	N	E	N
L	Q	I	F	S	E	K	I	N	D
S	E	C	U	N	K	H	Y	U	L

- 2 1 kind 2 shy 3 rude 4 talkative 5 pessimistic 6 friendly 7 lazy 8 funny 9 impatient 10 generous

- 3 1 uncomfortable 2 dishonest 3 unfit 4 impolite 5 untidy 6 unlucky 7 disloyal 8 intolerant

- 4 1 uncomfortable 2 fit 3 impolite 4 untidy 5 tolerant 6 honest 7 lucky 8 disloyal

5 Students' own answers

1B Present simple and continuous page 5

- 1 1 'What do you do?' 'I'm a teacher.'
2 ✓
3 He goes to the gym every day.
4 I'm wearing jeans today.
5 I don't understand you.
6 ✓
7 What is she doing tomorrow evening?
8 ✓

- 2 1 do (you) come 2 'm staying 3 Do (you) like 4 'm having 5 'm studying 6 do (you) do 7 work 8 'm not working 9 Do (you) want

Challenge!

Students' own answers

- 3 1 b 2 a 3 a, b 4 a 5 a 6 b 7 b 8 b 9 a 10 b

- 4 1 'm watching 2 's playing 3 are (you) doing 4 'm going 5 are (you) going 6 are (you and Becky) meeting

1C Free time page 6

- 1 (Order may vary)
1 listen to music
2 watch TV
3 play chess
4 play computer games
5 play volleyball
6 go swimming
7 go to an aerobics class
8 read magazines
9 do sport
10 surf the Internet

- 2 1 Vanessa 2 Ben 3 Sarah 4 Martin

- 3 1 F 2 T 3 F 4 T 5 T 6 T 7 F 8 F

4 Students' own answers

Challenge!

- 1 in 2 on 3 to 4 with 5 on 6 in 7 on

1D verb + infinitive or -ing form page 7

- 1 1 going 2 playing 3 having 4 thinking 5 helping 6 getting up 7 watching 8 living 9 copying

- 2 1 to be 2 to let 3 to buy 4 to pay 5 to study 6 to carry picture c picture f picture a picture b picture e picture d

- 3 1 to help 2 chatting 3 wearing 4 to tell 5 to hear 6 to go 7 feeling 8 staying in 9 to see 10 being 11 to arrive 12 watching 13 singing 14 to come

4 Hi Jackie

How are you? I keep to phone you, but you're always out, so I decided sending you an e-mail. I'm having a very boring week. I spend all my time studying for the exams, but I refuse to work all weekend, too! So do you fancy to go to the cinema with me on Saturday? There are several good films on that I want to see. I don't mind seeing any of them, so you can choose.

I hope hearing from you soon.

Lots of love,
William

to phone – phoning
sending – to send
to go – going
hearing – to hear

Challenge!

Students' own answers

1E Appearance page 8

- 1 1 rule 2 bans 3 unfair 4 uniform 5 fashionable 6 allowed to 7 fashion 8 head teacher 9 behave 10 agree 11 generation gap

- 2 1 punk 2 hip-hopper 3 skater 4 goth

- 3 1 smart tracksuits and expensive trainers 2 jeans and hooded tops 3 rock and heavy metal 4 skaters and punks 5 Green Day and Blink 182 6 goths and punks 7 hip hop and rap

4 present simple

Challenge!

Students' own answers

1F Giving an opinion page 9

- 1 1 chatting online 2 shopping 3 reading 4 doing sport 5 dancing 6 watching TV 7 drawing 8 taking photos 9 playing chess 10 listening to music 11 playing computer games 12 going out with friends

Challenge!

Students' own answers

- 2 1 d 2 c 3 a 4 b

3 Students' own answers

- 4 1 A 2 B 3 A 4 A

5 (Answers will vary)

- 1 What do you like doing in your free time?
2 What else do you like doing?

6 Ann What do you like doing in your spare time?

Jeremy I love listening to music.
Ann So do I. What's your favourite band?

Jeremy The Arctic Monkeys.

Ann Really? I prefer Keane. What else do you like doing?

Jeremy I like playing computer games.

Ann Do you? I can't stand playing computer games.

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

- 7 Rob** What do you like doing in your free time?
Sue I love watching sport.
Rob So do I. What's your favourite sport?
Sue Football.
Rob Really? I prefer rugby. What else do you like doing?
Sue I like shopping.
Rob Do you? I can't stand shopping.

1G A personal profile page 10

- 1** 1 C 2 B 3 A
- 2** 1 I'm at ... school
2 I'm ...
3 I think
4 My favourite hobbies are ... , I'm interested in ...
5 I'm quite ...
6 I'm not very keen on ...
- 3** 1 My name's Mandy.
2 I'm 16 years old and I'm from Hastings.
3 I live with my parents and my older brother, Harry.
4 Harry and I go to Hillcrest School.
5 I've got lots of hobbies and interests.
6 I like drawing and I spend a lot of time reading.
7 I also enjoy dancing.
8 As for sport, I play hockey at school.
9 I'm very talkative.
10 In fact I really love chatting on the phone with my friends.
11 I've probably got one big fault.
12 I'm very lazy.

Challenge!

Students' own answers

- 4** 1 I am not at all ambitious.
2 Kate is a bit mean.
3 My best friend is very loyal.
4 Henry is quite a tolerant person.
5 Toby is slightly shy.
6 My brother is quite impatient.
- 5** Students' own messages

Self check 1 page 11

Across

- 2 impatient 15 mean
7 dishonest 16 isn't
8 help 18 me
10 stand 19 watching
13 mind 20 funny

Down

- 1 quiet 9 loves
3 pessimistic 11 don't
4 else 12 unfit
5 to 14 rather
6 Do 17 lazy

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 2

2A A question of sport page 12

- 1 1 athletics (a) 10 judo (e)
2 badminton (l) 11 karate (q)
3 baseball (i) 12 rugby (j)
4 basketball (o) 13 surfing (c)
5 cycling (m) 14 swimming (p)
6 football (g) 15 table tennis (d)
7 golf (f) 16 tennis (b)
8 gymnastics (h) 17 volleyball (k)
9 ice hockey (r) 18 weight-lifting (n)

- 2 play do go
badminton athletics cycling
baseball gymnastics surfing
basketball judo swimming
football karate
golf weight-lifting
ice hockey
rugby
table tennis
tennis
volleyball

- 3 1 competed, won
2 scored
3 passed
4 lost
5 missed
6 served

2B Past simple page 13

- 1 1 was 8 saw
2 couldn't 9 decided
3 had to 10 represented
4 didn't expect 11 came
5 didn't stop 12 won
6 swam 13 broke
7 played 14 retired

- 2 1 tried 6 played
2 fell 7 wanted
3 didn't kick 8 showed
4 laughed 9 didn't leave
5 said 10 ate

- 3 1 didn't win 5 didn't play
2 wasn't 6 wasn't
3 didn't compete 7 didn't see
4 didn't learn

- 4 Students' own answers

- 5 (Answers will vary)

- 1 What did you do last night?
2 What did you do last Sunday?
3 How many hours did you sleep last night?
4 What did you do on your last birthday?
5 Where did you go on holiday last summer?

2C On the river page 14

- 1 1 takes place 5 spectators
2 annual 6 dead heat
3 teams 7 take part
4 rowers, cox 8 record

- 2 b five

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

Challenge!

Students' own answers

2D Past simple and continuous page 15

- 1 1 had 6 crashed
2 was skiing 7 fell
3 was shining 8 arrived
4 were skiing 9 took
5 lost

Challenge!

- 1 Were, weren't
2 Did, did
3 Did, were, didn't
4 did
5 Did, was, did
6 did, didn't, wasn't

- 2 1 visited 7 didn't win
2 were staying 8 threw
3 went 9 caught
4 was 10 were leaving
5 were cheering 11 gave
6 scored 12 said

- 3 1 Last month Joe and Sally went to the motorbike Grand Prix. The sun was shining and the crowd was happy. Joe and Sally stood near the finish line.

- 2 The race was really exciting. Two riders were racing very close. On the last corner Colin Edwards was leading. Suddenly, Nicky Hayden passed Edwards. Edwards was surprised. He lost control of his motorbike.

- 3 Edwards crashed 500m before the finish line. While he was checking his motorbike, eleven other riders finished the race. Hayden won the Grand Prix, but the crowd cheered when Edwards crossed the finish line.

2E Shark attack page 16

- 1 1 beach 4 surfer
2 wave 5 surfboard
3 island 6 shark

- 2 1 swimming 5 screamed
2 professional 6 clear
3 thought 7 Eventually
4 attacking

- 3 1 The swimmers were in the sea about 100m from the beach.
2 About ten dolphins appeared.
3 They thought that the dolphins were attacking.
4 One of the swimmers tried to swim back to the beach.
5 Because there was a three-metre shark swimming towards them.
6 The dolphins stayed with the swimmers for 40 minutes.

- 4 1 The lifeguards were on a training swim.
2 Ten dolphins appeared.
3 The dolphins started to swim around the people
4 Ron tried to swim back to the beach.
5 The dolphins pushed Ron back to the other swimmers.
6 One of the swimmers screamed when she saw a shark.
7 The shark tried to attack the swimmers.
8 The dolphins stayed with the swimmers for 40 minutes.
9 The shark swam away.
10 The swimmers returned to the beach.

2F Talking about the past page 17

- 1 1 have 6 visit
2 chat 7 tidy
3 help 8 go
4 go 9 go
5 take

- 2 1 A 2 B 3 A 4 A

- 3 (Answers will vary)
1 Really? What did you buy?
2 What film did you see?
3 Cool. Where did you go?
4 Really? Who did you visit?
5 Did you win?

- 4 1 Did you have a good weekend?
2 What did you do on Saturday?
3 What did you read?
4 What did you do on Sunday?
5 What did you watch?

- 5 Students' own answers

2G A magazine article page 18

- 1 1 famous 6 joined
2 coach 7 retired
3 win 8 admire
4 played 9 scored
5 team 10 matches

- 2 1 B 2 D 3 A 4 C

- 3 Students' own answers

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Challenge!

- 1 Lance Armstrong
- 2 Martina Navratilova
- 3 Tanni Grey-Thompson
- 4 Muhammad Ali
- 5 Nadia Komaneci
- 6 Michael Johnson
- 7 Pele
- 8 Katarina Witt

Self check 2 page 19

Across

- | | |
|-------------|-------------|
| 1 wasn't | 13 cheated |
| 6 athletics | 16 karate |
| 8 were | 17 missed |
| 9 ring | 18 nothing |
| 10 won | 19 competed |

Down

- | | |
|--------------|--------------|
| 1 while | 7 point |
| 2 gave | 11 score |
| 3 Where | 12 badminton |
| 4 went | 14 about |
| 5 ice hockey | 15 didn't |

Get ready for your exam 1 page 20–21

Reading

- Refer students to the Reading tips on page 20. Also give them the following advice:
 - Each heading can only be used once.
 - Underlining key words in the headings and paragraphs can be very helpful.
 - Read the article again with the headings in place to check your answers.
- The Reading task (matching paragraph headings) can be done in class or set for homework. If students do it for homework, tell them not to do the task too quickly. It should take them about 10 minutes.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Use of English

- Refer students to the Use of English tips on page 20.
- The task (open cloze) can be done in class or set for homework.
- After students have done the task individually, let them compare their answers in pairs.

- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 21.
- Ask students to guess which kind of words are missing in the task and to predict the answers. Sometimes there is more than one possibility, e.g. in gap 2 they may be listening for an adjective describing the swimming pools or a number.
- Play the recording through once and get students to complete the notes.
- Students check their answers in pairs. Play the recording again so that students can check/complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- Refer students to the Writing tips on page 21 before they start the task.
- Ask students to write the first drafts for the Writing task (a magazine article) at home.
- In the next class, ask students to work in pairs and swap their first drafts. Write the following questions on the board, and ask students to make comments on their partner's work:
 - Has the writer included all the required points?*
 - Is the article divided into paragraphs?*
 - Has the writer given his/her opinion?*
 - Is it clear what he/she is trying to say?*
- Students give back their work and edit their own articles based on their partner's comments and produce a final article.

Speaking

- As preparation for the Speaking task (interview), refer students to the tips on page 21. Students can prepare general information about themselves for homework.
- Before students start the Speaking task in class, read through the instructions and questions and elicit the tenses that they might use

(possible answers: talking about habits and free-time activities: present simple and continuous; describing people/places: *be*, present simple, *can*; most exciting thing ever done: present perfect and past simple: ideal career: *would/will*; last holiday: past simple; predictions for the future: *will*).

- Give students time to prepare individually before doing the task in pairs.
- Walk round the class and help, but don't interrupt and don't correct students' mistakes. If necessary, note down some common errors and discuss them after the activity.
- Remind students to change roles when they have finished asking and answering once.
- Ask one or two pairs to perform the interview in front of the whole class. Alternatively, simulate the exam task by taking the role of the examiner and interviewing one or two students.

Reading

- 1 C 2 B 3 G 4 F 5 A 6 D

Use of English

- | | |
|---------|---------|
| 1 to | 5 went |
| 2 could | 6 on |
| 3 had | 7 some |
| 4 was | 8 don't |

Listening

- | | |
|--------------|------------|
| 1 vegetarian | 6 over 500 |
| 2 2 | 7 snakes |
| 3 fitness | 8 9 |
| 4 11 | 9 8 |
| 5 10 | 10 5 |

Transcript

Come to the Lakeside leisure centre, the only place in Bracknell where you can get fit, relax with friends and have a tasty meal in our brand new vegetarian restaurant. There are two swimming pools, indoor and outdoor tennis courts and a fitness room. We're open every day from 11.00 a.m. to 10.00 p.m., except on Sunday when we close at 6.00 p.m. Our friendly staff hope to see you soon.

Queen's Square shopping centre, where shopping comes to life. Where else in Crawley can you find all your favourite shops under the same roof? With parking for over 500 cars, and late night opening six nights a week, it's so easy to shop at Queen's Square. Parents can leave their young children in the crèche, where our friendly and professional staff will keep them happy and safe while mum and dad go shopping. That's Queen's Square shopping centre, in the centre of Crawley, where shopping comes to life.

Bored this weekend? Need some adventure? Then come to Banbury Safari Park, and go wild! See the lions and

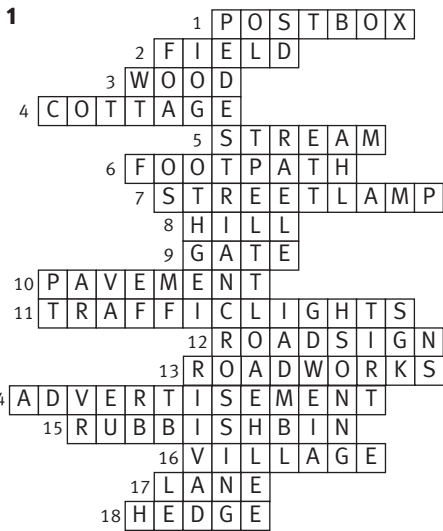
SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

tigers, the rhinos and giraffes and, new this year, the largest snakes you've ever seen in our new tropical house. We have over 100 species of animals to see, so you'll be pleased to know that we are open all day at weekends from nine o'clock in the morning to eight o'clock at night. It's nine pounds for adults, and five pounds for children, but there's no charge for children under seven.

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 3

3A Town and country page 22



- 2** 1 past b 4 over d
2 along c 5 through a
3 across e
- 3** 1 shopping centre
2 sweatshirt
3 pop music
4 weekends
5 swimming pool
6 table tennis
7 basketball
8 homework
9 computer games

3B some, any, much, many page 23

- 1** 1 any 5 some
2 any 6 any
3 any 7 some
4 some 8 any
- 2** 1 a lot of 4 many
2 any 5 a lot of
3 a lot of 6 any
- 3** 1 A 2 B 3 A/B 4 A 5 B
6 A/B
- 4** 1 lots of 6 some
2 a lot of 7 a few
3 much 8 many
4 a lot of 9 a little
5 a few

Challenge!

Students' own answers

3C The United Kingdom page 24

- 1** 1 independent 5 situated
2 population 6 Celtic
3 spectacular 7 kayaking
4 industrial 8 Farming
- 2** 1 d 2 a 3 e 4 c

- 3** **Location:** in the north of Britain
Population: about 5 million
Capital: Edinburgh
Highest mountain: Ben Nevis
Languages: English and Gaelic
Important industry: tourism
Famous tourist attraction: Loch Ness

4 Students' own answers

5 Students' own answers

Challenge!

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

3D Articles page 25

- 1** 1 a composer
2 a footballer
3 a politician
4 an actor
5 a singer
6 an artist
7 an actress
8–10 Students' own answers
- 2** 1 a, the 5 a, the
2 a, the 6 The, a
3 the, a 7 the, a
4 a, the 8 A, the
- 3** 1 ✓ 6 ✓
2 the 7 ✓
3 ✓ 8 the
4 the 9 the
5 ✓ 10 ✓
- 4** 1 The 4 ✓
2 ✓ 5 The
3 The 6 The
- 5** 1 a 7 a
2 a 8 the
3 a 9 a
4 the 10 the
5 the 11 the
6 the

Challenge!

- 1 ✓ 6 the
2 the 7 ✓
3 ✓ 8 a
4 a 9 the
5 a 10 the

3E St Kilda page 26

- 1** 1 f 2 b 3 a 4 g 5 c 6 e
7 d
- 2** 1 stressful 5 exciting
2 modern 6 pretty
3 safe 7 noisy
4 polluted
- 3** a Where is St Kilda?
b St Kilda around 1800
c Leaving St Kilda
d St Kilda today
- 4** Students check

- 5** 1 F St Kilda is 65km west of the Outer Hebrides islands.
2 T
3 T
4 T
5 F In 1930 the final 36 inhabitants decided they wanted to leave St Kilda.
6 F The final 36 inhabitants were taken to Scotland by boat.
7 F There are also a few soldiers.
8 F There is a sauna and a bar.

3F Giving directions page 27

- 1** 1 between
2 on the corner of
3 opposite
4 behind
5 next to
6 near
- 2** 1 Go straight on.
2 Go to the end of the road.
3 Take the first right.
4 Turn right at the traffic lights.
5 Go past the church.
6 Go along North Street.
- 3** 1 Go to the end of the road
2 Go along North Street
3 near
4 Turn right at the
5 Go past the
6 take the first right
7 opposite

4 Students' own dialogues

3G A leaflet page 28

- 1** 1 e 2 d 3 b 4 f 5 a 6 c
- 2** 1 historic 4 stunning
2 wonderful 5 ancient
3 beautiful 6 fantastic
- 3** 1 enjoy 6 relax
2 spend 7 go
3 buy 8 take
4 go 9 climb
5 visit 10 wander
- 4** Students' own leaflets

Self check 3 page 29

Across

- 4 traffic jam 14 much
7 between 15 past
8 the 17 some
9 centre 19 the
12 an

Down

- 1 street lamps 10 next
2 gate 11 excuse
3 village 13 through
5 a few 16 any
6 the 18 on
9 corner

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 4

4A At the cinema page 30

- 1** 1 horror film
2 western
3 musical
4 comedy
5 animated film
6 disaster film
- 2** 1 Historical dramas
2 War films
3 Science fiction films
4 Romantic comedies
5 Action films
- 3** 1 moving 5 entertaining
2 violent 6 gripping
3 scary 7 funny
4 boring
- 4** 1 annoyed
2 surprising
3 interested
4 embarrassed
5 frightening
6 confusing
7 exciting
8 bored
9 gripped
10 disappointed

4B Comparatives and superlatives page 31

- 1** mean, meaner, the meanest
generous, more generous, the most generous
big, bigger, the biggest
small, smaller, the smallest
hot, hotter, the hottest
cold, colder, the coldest
good, better, the best
bad, worse, the worst
funny, funnier, the funniest
serious, more serious,
the most serious
good-looking, better-looking,
the best looking
ugly, uglier, the ugliest
- 2** 1 Gold is heavier than silver.
2 Brazil is warmer than Norway.
3 April is shorter than January.
4 Fruit is healthier than junk food.
5 Hungary is smaller than Poland.
6 Ferraris are more expensive than Fiats.
7 Tigers are more dangerous than horses.
- 3** Students' own answers
- 4** 1 the largest d
2 the longest a
3 the most successful f
4 the biggest c
5 the busiest b
6 the hottest e

- 5** 1 the youngest
2 the most popular
3 longer
4 more difficult
5 biggest
6 most successful
7 smaller

Challenge!

- 1** What is the biggest country in the world? Russia
- 2** Is the Atlantic Ocean larger or smaller than the Pacific Ocean? smaller
- 3** Which is the coldest continent in the world? Antarctica
- 4** Is gold heavier than silver? Yes
- 5** What's the highest mountain in the world? Mount Everest
- 6** Which is nearer to the sun: Mars or Earth? Earth

4C Licensed to kill page 32

- 1** 1 character 6 service
2 agent 7 War
3 charming 8 thrillers
4 author 9 actors
5 journalist 10 part
- 2** 1 Ernst Stavro Blofeld
2 S.P.E.C.T.R.E.
- 3** 1 seven
2 a white Persian cat
3 *You Only Live Twice*
4 dominate the world
5 Gdynia, Poland
6 Warsaw
7 both sides
8 South America
- 4** 1 He studied economics.
2 He studied engineering.
3 He worked for the Polish government.
4 He worked for both sides in the war.
5 He moved to South America.
6 He started S.P.E.C.T.R.E.

Challenge!

Students' own answers

4D (not) as ... as, too, enough page 33

- 1** 1 Jeff Smart is as tall as Hannah Brown.
2 Jeff Smart is heavier than Hannah Brown.
3 Jeff Smart is richer than Hannah Brown.
4 Jeff Smart is as successful as Hannah Brown.
5 Jeff Smart isn't as busy as Hannah Brown.
- 2** Students' own answers

- 3** 1 tall enough
2 confident enough
3 enough milk
4 warm enough
5 enough time
6 good enough
- 4** 1 We aren't early enough to see the start of the film.
2 I'm not old enough to see that horror film.
3 These jeans are too wet to wear.
4 His car is too slow.
5 He isn't generous enough to pay for my ticket.
6 The film was too short.
7 He isn't popular enough to win the award.
8 She is too impatient to wait
- 5** 1 as 4 than
2 than 5 as
3 as 6 as

Challenge!

- 1 He's as cold as ice.
2 She's as pretty as a picture.
3 He's as quiet as a mouse.
4 She's as quick as lightning.
5 He's as blind as a bat.
6 She's as busy as a bee.
7 It's as easy as ABC.
8 He's as tall as a tree.
Students' own answers.

4E Sofia Coppola page 34

- 1** 1 film-making, film industry
2 drama
3 screen
4 director, documentary
5 audiences, awards
6 full-length
- 2** 1 A 2 C 3 B
- 3** 1 A 2 B 3 C 4 A 5 D
- 4** 1 **1971** She was born.
1972 She appeared in her first film.
1990 She received two joke awards.
1998 She directed a short film.
1999 She made her first full-length film, won an MTV Movie Award and got married.
2003 She wrote and directed *Lost in Translation*, won an Academy Award and got divorced.

4F Buying tickets page 35

- 1** 1 Could you repeat that please? A
2 Which screen is it? B
3 Can I have your card number? B
4 What's the expiry date? A
5 Can I book tickets for the U2 concert? B

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

- 2 1 *Charlie and the Chocolate Factory* and *Madagascar*
2 *Charlie and the Chocolate Factory*, *King Kong* and *Madagascar*
3 No, you can't.
4 Yes, you can.
- 3 Students' own notes
- 4 Students' own dialogues

4G A film review page 36

- 1 1 B 2 D 3 A 4 C
- 2 1 T 2 F 3 T 4 NG 5 F
- 3 Students underline
- 4 1 although I didn't like some of the songs.
2 However, Brad Pitt wasn't very convincing.
3 However / Nevertheless, I really liked this one.
4 in spite of the fact that they spent a lot of money on them.
5 in spite of the fact that it was supposed to be a horror film.
- 5 Students' own reviews

Self check 4 page 37

Across

- 2 animated 14 too
5 the 15 boring
8 frightened 17 excited
12 change 18 more

Down

- 1 adult 8 fiction
2 annoying 9 comedies
3 most 10 funnier
4 than 11 worse
6 enough 13 as
7 repeat 16 book

Get ready for your exam 2 page 38–39

- Look back at *Get ready for your exam 1* and ask students what they found difficult. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Before students do the Reading task (true/false), give them the following advice:
 - Read the text quickly to find out what it is about.
 - Read the questions carefully – you need to know exactly what information to look for.
 - Write the number of the question next to the line where you have found the relevant information.

- Decide if the evidence confirms the question and is true, or vice versa.
- Students do the Reading task in class or for homework.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices (even if their answers are correct). Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Give students time to do the Preparation stages on page 38 before the Listening task (multiple-choice).
- Play the recording once, pausing at key points so that students can write their answers. Let students compare their answers in pairs.
- Play the recording again, pausing at the same key points so that students can check their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Use of English

- Refer students to the Use of English tips on page 29.
- Students do the task (tenses gap-fill) in class.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Writing

- Before doing the task, ask students to revise past tense forms and when each tense is used. This can be done at home.
- Ask them to discuss the Preparation questions on page 39. Ask them to brainstorm vocabulary and ideas they might use in their reports.
- Students can write their first drafts at home. In class, they can swap their reports and check them for grammar and spelling, and the number of words.

- Ask students to make edit their reports based on their partner's comments and produce a final version.
- When you check students' work, comment on the organisation and content, and use of past tenses. Highlight errors, but don't correct them – ask students do to this.

Speaking

- Before students do the Speaking task (picture comparison), refer them to the Preparation task and tips on page 39. Students can prepare ideas and vocabulary for homework.
- Give students time to prepare individually before doing the task in pairs. Monitor and help, giving students any new vocabulary they need.
- After they have done the task in pairs, ask several volunteers to perform it in front of the whole class. If appropriate, ask the other students to assess their performance. Choose the criteria you want them to concentrate on (fluency, accuracy, range of vocabulary, etc.).

Reading

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

Listening

- 1 A 2 C 3 C 4 A 5 C

Transcript

I = Interviewer, SW = Sally Wilson

I Today we are talking to the beautiful and successful actress, Sally Wilson. Welcome to our studio.

SW Hello!

I Thank you so much for coming. First, I would like to ask about the very beginning of your career. When did you decide that you wanted to be an actress?

SW Well, to begin with, I was really interested in music, and I learned to play the violin. But when I was 15 I got a small part in a high school play called *South Pacific*. It was a musical and it was so much fun: the singing, the dancing, and the costumes. A year later I decided I wanted to study drama properly, to become an actress. So I applied to a drama school in New York. I spent 4 years there, and I loved it.

I Did you perform in the theatre after you left drama school?

SW No. After college I moved straight to Los Angeles because I knew that I really wanted become a film actress in Hollywood.

I And when you graduated, did you start working in the film industry straight away?

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

SW Well, it wasn't as easy as that. I had to do a lot of other jobs before I got a part in a film. I was a waitress, a shop assistant and I even sold vacuum cleaners for a while.

I What was your first important film part?

SW Well, in 1999, I got a part in *Thursday's Child*. The film became very popular and some directors noticed me. Suddenly life got very exciting.

I Very soon after that came your most successful film so far: *The Violinmaker's Daughter*. You played a blind violinist. How did you prepare for the role?

SW It was a very difficult role. I spent a long time learning how to move around like a blind person. I wore a blindfold to try to understand how to live without seeing. But it was great to play the violin again. It took me months to learn the music written for the film, though.

I But it was worth it, of course. You won the Oscar for best actress the following year. In what way was winning an Oscar important to you?

SW I think the most important thing for me was that I won it for a film that changed my life enormously.

I And what about *Growing Up*, your latest movie ...

Use of English

- 1 left
- 2 travelled / was travelling
- 3 have also spent
- 4 have already visited
- 5 originally came
- 6 found
- 7 gave
- 8 am writing
- 9 has changed / is changing
- 10 will appear

Preparation: Writing a report

Who are you writing the report for?

a school magazine/students

What will you include in each paragraph of your report?

the information listed in each bullet point of the task

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 5

5A At the shops page 40

- 1 jeweller's
2 chemist's
3 music shop
4 sports shop
5 clothes shop
6 computer shop
7 supermarket
- 2 Students' own answers

Challenge!

Students' own answers

- 3 1 sell 6 borrow
2 afford 7 lend
3 spend 8 charge
4 cost 9 owe
5 save 10 buy

- 4 1 buy 5 spend
2 afford 6 cost
3 lend 7 sell
4 borrow

5B Present perfect page 41

- 1 1 've been
2 've walked
3 haven't stayed
4 've slept
5 've saved
6 've bought
7 have been
8 hasn't enjoyed
- 2 1 Has she swum in the sea? Yes, she has.
2 Has she spent a lot of money on souvenirs? No, she hasn't.
3 Has she tried windsurfing? Yes, she has.
4 Has she read a lot of books? No, she hasn't.
5 Has she made a lot of new friends? No, she hasn't.
6 Has she been/gone to an Internet café? Yes, she has.
- 3 Possible postcard text:
I've swum in the sea and I've tried windsurfing but I haven't spent a lot of money on souvenirs. I haven't read a lot of books and I haven't made a lot of new friends but I've been to an Internet café.
- 4 1 have decided
2 haven't sent
3 have spoken
4 has found
5 has made
6 hasn't chosen
7 haven't bought
- 5 (Answers will vary)
1 How long have you been in this class?

- 2 How long has your teacher known you?
- 3 How long have you lived in your house or flat?
- 4 How long have you studied English?
- 5 How long have you had your shoes?

5C Celebrations page 42

- 1 1 name day
2 New Year's Eve
3 Halloween
4 Father's Day
5 birthday
6 Easter
7 St Nicholas's Day
8 Twelfth Night
9 All Saints Day
10 Mother's Day
11 Valentine's Day
12 Christmas
13 wedding
- 2 1 celebration 4 gifts
2 gather 5 symbolise
3 custom 6 particularly
- 3 1 New Year's Eve
2 church bells ring all over the city
3 after midnight
4 to bring good luck
5 warmth, food and happiness
6 a man with dark hair
- 4 1 have a party
2 exchange gifts
3 wear special clothes
4 eat special food
5 listen to special music
6 put up decorations
7 set off fireworks
8 visit friends

Challenge!

Students' own answers

5D Present perfect and past simple page 43

- 1 1 Have (you) been
2 haven't
3 went
4 Did (you) have
5 was
6 Have (you) seen
7 have
8 did (you) see
9 Did (you) enjoy
10 didn't think
- 2 1 a won
b have won
2 a tidied
b 've tidied
3 a did you arrive
b Has Ben arrived

- 4 a 's cooked
b cooked
5 a 've met
b Did you meet

- 3 1 haven't e-mailed
2 've been
3 stopped
4 was
5 've just met
6 asked
7 haven't replied
8 've decided
9 Have you ever been
10 went

- 4 1 earned 5 gave
2 started 6 provided
3 have given 7 have received
4 has spent

5E The Empire State Building page 44

- 1 1 skyscraper
2 cathedral
3 concert hall, opera house
4 temple
5 stadium
6 castle, palace
7 tower
8 City Hall
9 museum
- 2 Students' own answers
- 3 1 tallest
2 workers
3 floors
4 building
5 dominates
6 tourist attractions
7 spectacular
- 4 1 B 2 B 3 B 4 A 5 A 6 B

Challenge!

Students' own answers

5F Buying clothes page 45

- 1 1 shirt 6 jeans
2 skirt 7 jacket
3 top 8 trainers
4 tracksuit 9 sweatshirt
5 T-shirt
- 2 1 £4.75 4 £3.10
2 £10 5 £1.50
3 £6.99
- 3 1 fifty-five p
2 two (pounds) twenty-five
3 ninety-nine p
4 twenty-three pounds
5 four (pounds) forty-nine
- 4 1 fit 4 change
2 sale 5 price
3 till 6 receipt

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

- 5 1 help 4 about
2 size 5 much
3 try

- 6 1 Can I help you?
2 What size are you?
3 How about these ones?
4 How much are they?
5 Can I try them on?

5G An informal letter page 46

- 1 a 4 b 3 c 1 d 5 e 2

- 2 a Thank you very much for
b It's just what I wanted
c We had a really good Christmas
d I got lots of great presents
e I hope you and Aunt Joan are well

- 3 a 1 b 2 c 1 d 3 e 2

- 4 1 brilliant 5 gorgeous
2 the States 6 reckon
3 go with 7 plane
4 mates 8 given [it] back

- 5 Students' own answers

Self check 5 page 47

Across

- 2 how long 11 till
4 on 12 electrical
5 spend 16 written
7 ever 17 fit
9 medium 18 post

Down

- 1 cost 10 did
2 haven't 13 label
3 gone 14 met
6 newsagent's 15 owes
8 since 17 for

Get ready for your exam 3 page 48–49

- Look back at *Get ready for your exam 2* and ask students to address their strengths and weaknesses. What are they going to concentrate on? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Refer students to the Reading tips on page 48.
- Set the Reading task (completing sentences) for homework.
- In class, ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Use of English

- Refer students to the Use of English tips on page 48.
- Set the task (completing a dialogue) for homework.
- After students have done the task individually, let them compare their answers in pairs.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 49.
- Before students do the task (multiple choice), give them time to read the questions and options carefully.
- Play the recording once. Then let students compare and discuss briefly their answers in pairs.
- Play the recording again so that students can check/complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- Before students do the Writing task (an informal letter), refer them to the questions in the Preparation section.
- Let students work in pairs to brainstorm ideas for their letter.
- Refer students to the Writing Bank on page 102 for more tips on writing informal letters.
- If students do the task in class, set a time limit and tell them when they have five minutes' writing time left.
- When they have finished, ask them to make sure they have included all the required information. Ask them to check the organisation of their letters as well. They should have at least three paragraphs as well as greeting/signing off phrases at the beginning and the end of the letter:
 - opening paragraph (why you are writing, the main topic)
 - main paragraph (details/information listed in the task)
 - final paragraph (your opinion, ending)

- Advise students to count the words and adjust the length (120–180 words), if necessary. Remind them to check their letters carefully for mistakes.

Speaking

- Students do the Preparation task either as homework or in class in pairs. Check the answers before students start the exam task.
- Give students time to read the task and the list of suggestions. Encourage them to come up with their own ideas for local sights and activities.
- Elicit the questions students will need to ask about each point in the task: *How long will it take to ...? How much will it cost to ...? What about booking tickets?* etc.
- Put students into pairs to roleplay the situation – one student is the host and the other is the penfriend. Remind them to cover all the points in the task.
- If you have time, students can work with a new partner and change roles. When students have finished the task, you could elicit some of the decisions the pairs made and compare the holiday plans.

Reading

- 1 (natural) laboratory
2 4
3 zoo
4 6 months
5 daylight
6 (qualified) guide
7 (marked) trails
8 insects, seeds
9 pet(s)
10 animals
11 litter
12 wood

Use of English

- 2 were you
3 was
4 did you win
5 have you won
6 are you going

Listening

- 1 C 2 B 3 A 4 B

Transcript

- 1
Man I've brought these back.
Woman Oh, they're overdue. You should have returned them last week. You'll have to pay a fine. That's 90p, please.
Man Oh right ... here you are!
Woman Thank you. Are you borrowing any other books today?

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

2

Woman Have you got the tickets?

Man Yes, let's find our seats.

Woman I really wanted to see a play.

Man I'm sorry, but they were sold out. This music in this is good, though.

Woman So I've heard. And the editing and special effects are great too.

Man Let's sit here. We'll have a great view of the screen.

3

Woman Excuse me, can you help me?

Man OK, but be quick. I've got a bus to catch in a minute.

Woman I'm sorry, but I don't know where to go.

Man Let's see your ticket. Hmm! Paris?

Woman Yes, my brother lives there. He's a pilot.

Man Yes, well, just go through that barrier and it's on the left. Platform 5! The buffet car is at the front.

4

Girl I'm looking for the surfing school?

Boy Yeah? I'm going there myself. I can take you.

Girl Thanks! I've never done it before. Is it dangerous?

Boy Naah! As long as you're a good swimmer.

Girl That's OK. I got my life saver certificate from the local swimming pool.

Boy Gee, that's great!

Girl I haven't got a surfboard. Are all those people in the sea using their own boards?

Boy Most of them, but the school can lend you a board. You can see them over there, in the sand under the sun umbrella.

Preparation: Writing an informal letter

What kind of letter should you write?

personal

What information do you need to include?

all the information listed in the task

How long should the letter be?

120–180 words

Preparation: Speaking

Making suggestions: Why don't we/you (do sth)?, How about (doing sth)?, It would be great if we (did sth)., Do you fancy (doing sth)?

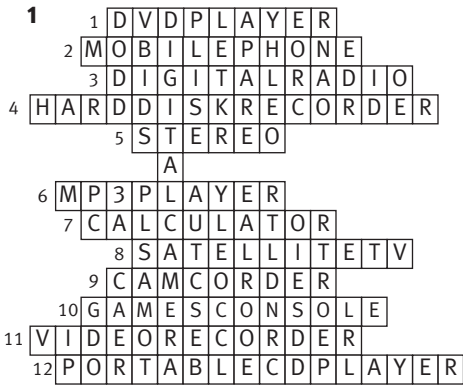
Accepting suggestions: Sure, why not?, (Yes,) I'd be glad to., Yes, that would be excellent., Sounds good to me., That could be fun.

Rejecting suggestions: That's a good idea, but ..., I'd love to, but ..., Well, I'd rather (do sth).

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 6

6A Useful gadgets page 50



- 2 1 gadget 5 easy
2 CD 6 record
3 video tapes 7 copy
4 miss

- 3 1 portable CD player
2 video recorder
3 games console
4 camcorder

- 4 1 turn 4 take
2 put 5 pick
3 switch

- 5 1 put 3 Pick
2 turn 4 Take

- 6 1 out 3 on
2 down 4 away

6B will and going to page 51

- 1 1 will 5 'll
2 is going to 6 'll
3 's going to 7 's going to
4 'll

- 2 1 'll have
2 are (you) going to get
3 'm going to
4 'll lend
5 'll turn (it) down
6 's going to look for

- 3 1 Are you going to come
2 'm going to spend
3 'll get
4 're going to have
5 are (you) going to go
6 'll phone

Challenge!

Students' own answers

6C Mobile phones page 52

- 1 1 bill
2 number
3 text message
4 handset
5 wireless headset
6 voice calls
7 ringtone

- 2 1 e 2 c 3 d 4 a 5 b

- 1 pay my phone bill
2 is addicted to text messaging
3 stay in touch with my friends
4 take part in a texting competition
5 spend about £10 on texts

- 3 download songs, watch TV, listen to the radio, send and receive e-mails, access the Internet, download videos, play music

Challenge!

- 1 Where are you?
2 Do you want to go out tonight?
3 Wait for me at the park.
4 Thanks for your text message.
5 See you later.

6D Zero conditional page 53

- 1 1 People usually smile at you if you smile at them.
2 If I eat a lot of chocolate, I feel ill.
3 Plants die if they don't get enough water.
4 If you freeze water, it turns to ice.
5 I can't sleep if I drink too much coffee.
6 If I don't do my homework, my teacher gets annoyed.
7 If you turn off the lights, you use less electricity.
8 If you download songs, you can listen to them on your MP3 player.

Challenge!

Students' own answers

- 2 1 She might love me. / She may love me.
2 I might buy a digital radio. / I may buy a digital radio.
3 My mobile phone might be broken. / My mobile phone may be broken.
4 He might want to borrow my camcorder. / He may want to borrow my camcorder.
5 My parents might buy me a new games console. / My parents may buy me a new games console.
- 3 1 She might not love me. / She may not love me.
2 I might not buy a digital radio. / I may not buy a digital radio.
3 My mobile phone might not be broken. / My mobile phone may not be broken.
4 He might not want to borrow my camcorder. / He may not want to borrow my camcorder.
5 My parents might not buy me a new games console. / My parents may not buy me a new games console.

- 4 Students' own answers

6E Robots of the future page 54

- 1 1 make predictions
2 build a robot
3 cure diseases
4 repair damage
5 make copies
6 predict the future
7 damage the environment

- 2 1 make predictions
2 repair damage
3 build a robot
4 damage the environment
5 predict the future
6 cure diseases
7 make copies

- 3 1 change 5 worries
2 nightmare 6 control
3 the world 7 predictions
4 inventors

- 4 1 Soon domestic robots will do all the boring jobs while you relax.
2 We will build robots that can do all the dangerous and difficult jobs.
3 They will do the jobs of doctors, pilots and scientists.
4 They are worried that intelligent robots might be difficult to control.
5 That robots will destroy the human race and possibly the entire planet.

5 positive:

Domestic robots will do all the boring jobs while you relax. We will build robots that can do all the dangerous and difficult jobs.

negative:

Intelligent robots might be difficult to control. Robots will destroy the human race and possibly the entire planet.

- 6 Students' own answers

6F Arranging to meet page 55

- 1 1 cinema 4 coffee bar
2 see you 5 bookshop
3 drink 6 top floor

- 2 1 f 2 a 3 e 4 d 5 c 6 b

- 3 1 It's 7 how
2 you 8 want
3 up 9 meet
4 much 10 inside
5 fancy 11 see
6 idea 12 later

- 4 Students' own answers

- 5 Students' own dialogues

6G A formal letter page 56

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

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

- 2 1 to, about 3 to, with
2 with, from 4 to
- 3 1 I am writing to report a fault.
2 I am returning the camera to you.
3 I would be grateful if you could repair the modem.
4 Please could you send me a new DVD player?
5 I am enclosing the digital radio together with the receipt.
6 I look forward to hearing from you.

4 Students' own letters

Self check 6 page 57

Across

- 5 to 12 down
6 digital camera 13 ll
8 going 14 satellite
9 mobile 18 fancy

Down

- 1 going to 9 might
2 will 10 if
3 may 11 let's
4 camcorder 15 away
5 take 16 turn
7 feel 17 why

Get ready for your exam 4 page 58–59

- Look back at *Get ready for your exam 3* and ask students to evaluate their progress. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Refer students to the Reading tips on page 58.
- The task (missing sentences) can be done in class or set for homework. If students do it for homework, tell them not to do the task too quickly. It shouldn't take them more than 10–15 minutes.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices (even if their answers are correct). Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Use of English

- Refer students to the Use of English tips on page 58.

- Do the task (banked gap-fill) together in class. Remind students that there is one word that they don't need.
- Let students check their answers in pairs. Ask them to give reasons for their choices.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 59.
- Give students time to read the statements in the task (matching statements to speakers).
- Play the recording once. Then let students compare and discuss their answers in pairs.
- Play the recording again so that students can check/complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- Ask students to read the Writing task (a description in e-mail format) in class. Then go through the Preparation questions with them.
- Set the task for homework. Remind the students to set themselves a time limit. Tell them what you are going to concentrate on when marking their pieces of writing.
- Mark their letters, and comment on positive points and areas to improve. Then ask students to correct their work and produce final versions.

Speaking

- Discuss the answers to the Preparation questions with the class. Elicit examples of classes/activities that students can do at their school. Feed in any relevant vocabulary students need.
- Give students time to read the task (discussion and agreement), including the list of questions. Check comprehension of the list of ideas in the box.
- Put students in pairs to discuss the ideas. Explain that they should

choose one that they think would be best for the school, or they can recommend one which is not on the list.

- Choose three or four students to be the school representatives described in the task. They write a set of questions about each idea in the list, e.g. What type of students would enter a talent contest? How many students are interested in poetry? etc.
- Ask the rest of the students which idea they prefer, and organise them into groups for each idea. Get them to write a list of reasons to justify their choice to the rest of the class. Refer them back to the questions in the task to help them.
- Put students into new groups with a mixture of students from the previous groups and a school representative in each group. You can also take this role with some of the groups.
- Set a time limit of about 10 minutes for the groups to decide which activity should be introduced in the school. The school representatives can ask the questions that they wrote, and the other students can discuss their ideas. Make sure they cover all the ideas, so that all students have a chance to contribute.
- Ask the school representatives to tell the class about their group's decision in a short feedback session.

Reading

- 1 B 2 D 3 I 4 F 5 C 6 H
7 E 8 A

Use of English

- 1 some 6 common
2 cleaning 7 marriage
3 shows 8 seen
4 marry 9 later
5 sent 10 highest

Preparation: Listening

Students will hear three people talking about shopping.

Listening

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

Transcript

Man Three young people, Lucy, Pete and Tina are here in our studio to talk about shopping. They are going to share their opinions on different kinds of shops and also tell us what they like buying. Surveys show that most teenagers like shopping in big shopping centres because they can also go to the cinema or meet friends there. Lucy, do you enjoy shopping in the malls?

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Lucy It depends. If I want to go to the cinema or I need something for the computer, I go to a big shopping centre because it's easy, but in general I hate shopping there. The crowds get on my nerves and the music is awful. Just before Christmas it's the worst, when they play the same music non-stop.

Man So where do you buy your clothes?

Lucy I go to small boutiques or street markets. I love wearing ethnic clothes, so my favourite place is the market near my house. I look for unusual clothes and then alter them to fit me. Sometimes you can get a real bargain. If I need something elegant then I go to the boutiques.

Man What about you Tina? Do you also go to boutiques to buy your clothes?

Tina Never. They're much too expensive. And I enjoy spending time at the mall. There is usually a sale in one of the big shops and I always buy something. I don't mind wearing the same clothes as everyone else. I wouldn't feel good in an unusual outfit. I prefer to look normal and fit in. Besides, when I am at the mall, I often meet my friends. We go bowling or have a drink in a café. It's a social place for me.

Man Tina, do you ever buy your clothes via the Internet?

Tina Not really. I sometimes look at things on Internet shopping sites but I never buy anything.

Man So, Pete, are you a typical man, who doesn't like going to shops?

Pete Oh, yes. I hate it and I avoid it whenever I can. But that doesn't mean I don't buy anything. I buy loads of CDs but I usually order them on the Internet.

Man And why do you prefer to shop on the Internet?

Pete In my opinion, Internet shopping is the most convenient. You can buy anything you need without leaving home. Browsing in shops is a waste of time. If I want to buy a certain thing – a CD or some jeans, or even a piece of furniture, I look for it on the Internet. It only takes a few minutes. I can look at something and if I'm not sure I really want to buy it I can come back to it any time. When I make up my mind, I order it and either pay by credit card or when I receive it. It's very convenient, really.

Man Thank you very much. So what about you? Call us and tell us about your shopping preferences ...

- What do you have to include in your description?

all the information listed in the task

- How many paragraphs will you need for your text?

at least four

- What information should you include in each paragraph?

paragraph 1: greeting your friend

paragraph 2: information about the flat, say what you like/dislike about it

paragraph 3: information about the area, talk about the activities you do there to make it sound more personal

paragraph 4: information about your room and how you feel about the new flat.

(paragraph 5: signing off)

Preparation: Writing a description

- What style and format should you follow?

informal e-mail

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 7

7A Body language page 60

- 1 1 shake 5 point
2 pat 6 cross
3 fold 7 hold
4 shake
- 2 1 They're holding hands. She's pointing at the boat.
2 He's shaking his head. She's folding her arms.
3 They're hugging. He's patting him on the back.
4 They're shaking hands. They're bowing.
5 She's nodding. He's crossing his legs.
6 She's beckoning. He's waving.
- 3 1 Lie down!
2 Turn over!
3 Sit up!
4 Stand up!
5 Put up your hands!
6 Lift up your foot!
7 Hold out your arms!
8 Bend down!
9 Turn round!
10 Sit down!

7B must, mustn't and needn't page 61

- 1 1 In Japan you mustn't wear shoes indoors.
2 In some Muslim countries women must cover their hair.
3 In many Asian countries you mustn't eat with your left hand.
4 In many countries you mustn't point at people with your finger.
5 In American restaurants you must leave the waiter a 15% tip.
6 In the USA you mustn't touch people if you don't know them very well.
7 You mustn't call people after about 10 pm unless it's an emergency.
- 2 1 needn't 5 mustn't
2 must 6 must
3 needn't 7 mustn't
4 mustn't 8 needn't
- 3 1 You needn't wear a tie.
2 You mustn't be late.
3 You needn't eat with a knife and fork.
4 You mustn't wink at women.
5 You needn't take off your shoes if you don't want to.
6 You needn't take a gift when you visit him.
7 You mustn't belch at the table.
8 You needn't accept the invitation if you don't want to go.

Challenge!

Students' own answers

7C Bonfire night page 62

- 1 1 last 5 charity
2 tradition 6 turkey
3 ill 7 parade
4 harvest
- 2 1 celebrate
2 organise
3 soup
4 Traditionally
5 took place
6 occasion
7 come together
- 3 1 The 5th of November.
2 People eat potatoes and drink soup.
3 They burn him on the fire.
4 He tried to kill the king.
5 In 1606.

Challenge!

Students' own answers

7D First conditional page 63

- 1 (order may vary)
1 You'll have seven years of bad luck if you break a mirror.
2 If you see a magpie in the morning, you'll get good news that day.
3 If a man smiles a lot during his wedding, his first child will be a girl.
4 You'll have visitors if you see a spider in your house.
5 If you wash your hair on the morning of an exam, you won't remember what you've learned.
6 You'll make lots of money during the year if you eat lentils on 1st January.
- 2 1 If there is a good film on TV, we'll watch it.
2 I'll help you if you want.
3 If we don't hurry, we'll miss the train.
4 He won't mind if you don't phone him.
5 If I have time tomorrow, I'll help you with your homework.
6 I'll make you a sandwich if you are hungry.
- 3 1 won't wait
2 rains
3 don't turn round
4 won't be able
5 lie down
6 'll open
- 4 1 she'll trip over the bag
2 he'll sit in his dinner
3 it'll turn into a prince
4 he'll bump his head

5 she'll get a surprise

6 he'll squash the cat

7E Unusual festivals page 64

- 1 1 at risk 6 casualties
2 banned 7 sign up
3 injured 8 horns
4 Participants 9 concerned
5 Spectators
- 2 1 T 2 F 3 F
- 3 1 When did *la tomatina* start?
2 Who stopped the fight?
3 How long does the tomato fight last?
4 When does *la tomatina* take place?
5 How many people join in the fight?
6 What happens after the fight?

Challenge!

Students' own answers

7F Making invitations page 65

- 1 1 shopping
2 for a bike ride
3 skateboarding
4 to a rock concert
5 to the cinema
6 friends
7 a barbeque
8 a party
9 lunch in a café
10 basketball
11 computer games
12 a football match

Challenge!

Students' own answers

- 2 1 on 5 at
2 at 6 on
3 - 7 -
4 on
- 3 1 A 2 B 3 A 4 B
- 4 (Answers may vary)
1 I'd love to, thanks.
2 I'm afraid I won't be able to make it.
3 Yes. That sounds great!
4 I'm sorry, I can't.
5 I'd love to but I can't.
6 Thanks, I'll definitely be there.
- 5 Diana What are your plans for Saturday?
Toby I'm going for a bike ride with my sister.
Diana Really? That sounds fun.
Toby Do you fancy joining us?
Diana I'd love to but I can't.
Toby That's a shame. Why not?
Diana I'm going shopping in London with my parents.
Toby Oh. Sorry you can't make it.

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

7G A note page 66

- 1 1 Thanks very much for your note. a
2 I'll definitely be there. e
3 I hope you have a great picnic. c
4 I'm afraid I won't be able to make it. b
5 Thanks very much for the invitation to your birthday party. d
6 What time does it start? f
- 2 1 mates 4 too bad
2 make it 5 guess
3 hear from you
- 3 1 e.g. 4 CDs
2 a.s.a.p. 5 etc.
3 tel.
- 4 1 come with us, friends
2 Tel., Rd., RSVP
- 5 Students' own answers

Self check 7 page 67

Across

- 1 bent 11 lie
2 wave 12 must
6 if 14 sounds
7 stand 18 needn't
10 sit 19 put

Down

- 1 bow 9 glad
3 afraid 13 up
4 shake 15 shame
5 mustn't 16 don't
8 arms 17 won't

Get ready for your exam 5 page 68–69

- Look back at *Get ready for your exam 4* and ask your students to address their strengths and weaknesses. What are they going to concentrate on? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Refer students to the Reading tips on page 68. Tell the class that if they have scored below 50% in the Reading tasks so far, they should apply the strategies in the tips carefully. (You can ask them to do this in all the remaining exam sections)
- Set the Reading task (matching sentences to paragraphs) for homework.
- In class, ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to

support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Use of English

- Refer students to the Use of English tips on page 68. Also give them the following advice:
 - Read the text carefully, as some of the words you need to build can be negative.
 - If you don't know the answer, try to think logically, e.g. if you decide you need a noun, think which suffixes are used to make nouns and try to guess.
- The task (word-building) can be done in class or set for homework.
- After students have done the task individually, let them compare their answers in pairs. If they aren't sure, they can check in a dictionary. Alternatively, check the answers with the class. Elicit the correct spelling when students give the answers.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 69.
- Give students time to read the sentences in the task (correcting false statements).
- Play the recording once. Ask the students to check their answers in pairs. Don't give the correct answers at this stage.
- Play the recording again.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- Before students do the Writing task (a note), refer them to the tips and to the Writing Bank on page 102.
- Give students time to read the task. Make sure students understand the information they need to include.
- Remind them to keep a check on the number for words and edit their note if necessary.

Speaking

- As preparation for the Speaking task (picture comparison), you can ask students to write down a list of jobs

they wouldn't mind doing for a few weeks or months, but not for a career.

- Get them to compare their lists in pairs/small groups. Give them any necessary vocabulary to discuss the pros and cons of different jobs. Then discuss students' answers in a short feedback stage.
- Put students in pairs for the picture comparison task and/or do it with some of the students yourself to simulate the exam situation. If you choose to do the roleplay with students, get the rest of the class to observe and then give feedback on the task. This can be rather stressful for the student doing the task but will illustrate what happens in the exam.

Reading

- 1 D 2 A / B / C 3 A / B / C
4 A / B / C 5 A 6 B 7 C
8 C / D 9 C / D 10 D

Use of English

- 1 different 6 traditional
2 feeling 7 newest
3 wonderful 8 introduced
4 interested 9 dangerous
5 information 10 training

Listening

- 2 bathroom – hall
3 Sunday – Saturday
4 six – seven
5 lunch – bed
6 grandfather – grandmother
7 traffic – fog
8 office – airport

Transcript

- 1
(*sound of door opening and closing*)
Mum Hello Gran! Hello children. I'm home!
(*sound of girl crying*)
Mum What's wrong, dear?
(*girl continues to cry*)
Mum Tommy. What's wrong with your sister?
Tommy It's Fred.
Mum Her hamster?
Tommy Yes, he died.
Mum I expect it was because it was old, Debbie. Don't you agree, Gran?
Gran I knew it was going to happen. The old mirror in the hall fell off the wall and smashed into pieces this morning. I knew it was a bad sign. I told you, Debbie, didn't I?
(*girl begins to cry even more loudly*)

- 2
I'm a fisherman. I'm not good at it, but I love it. You need a lot of luck when you go fishing. That's why all fishermen are superstitious. Last Saturday was my lucky

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

day. Usually all the others catch more fish than I do. I don't really mind. But that day, I was doing really well, catching lots of fish. I just knew I had more than anyone else. So I stopped to see how many I had. Seven fish. It was a big mistake. My luck changed completely. After that, I didn't catch another single fish.

3

Woman I'm so tired. I didn't sleep at all last night.

Man Was there something wrong? Were you worrying about something?

Woman No, I don't know why. Well, I do, but you'll think I'm mad.

Man I'm sure I won't.

Woman Well, I was making the bed yesterday when my friend phoned to ask if I wanted to go shopping with her. So I put on my hat and went out. I finished making the bed when I came home. So I'm sure that's why I wasn't able to sleep.

Man Well, I've never heard of that superstition before. Who told you that?

Woman I heard it from my grandmother when I was small.

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 8

8A Global issues page 70

1

Q	W	A	Z	E	W	E	R	J	N	M	F	G	T	Y	U	I
F	A	M	I	N	E	P	A	S	R	A	C	T	S	M	D	F
G	R	H	J	D	K	L	Z	X	C	V	B	N	G	M	N	Q
R	Z	W	S	A	X	E	D	C	R	C	F	V	L	T	G	B
Y	H	N	U	N	J	M	I	T	K	H	O	L	O	P	M	H
N	B	V	C	G	X	Z	L	E	K	I	J	H	B	G	F	O
D	S	A	P	E	O	I	U	R	Y	L	T	R	A	E	W	M
T	H	E	A	R	M	S	T	R	A	D	E	P	L	M	N	E
J	I	U	H	E	B	V	G	O	Y	L	T	F	W	C	X	L
P	D	R	E	D	W	S	Z	R	Q	A	H	G	A	M	B	E
O	Q	W	E	S	R	T	Y	I	U	B	I	O	R	P	A	S
V	S	D	F	P	G	H	J	S	K	O	L	Z	M	X	C	S
E	V	B	N	E	M	L	K	M	J	U	H	G	I	F	D	N
R	S	E	P	C	O	O	U	Y	T	R	R	E	N	W	Q	E
T	F	C	D	I	S	E	A	S	E	U	H	V	G	B	H	S
Y	O	K	N	E	R	D	X	E	S	Z	K	A	J	I	M	S
R	T	Y	U	S	J	P	O	L	L	U	T	I	O	N	N	F

war, famine, endangered species, racism, global warming, homelessness, terrorism, child labour, poverty, disease, pollution, the arms trade

- 2 1 the arms trade
2 poverty
3 war
4 disease
5 global warming
6 famine
7 terrorism

- 3 1 disease
2 homelessness
3 endangered species
4 pollution

- 4 inform information
suggest suggestion
sad sadness
discuss discussion
dark darkness
good goodness
organise organisation
act action
educate education
happy happiness

8B Second conditional page 71

- 1 (Structure and order may vary)
1 He'd be healthier if he had enough to eat.
2 If they stopped using their car, they'd cause less pollution.
3 There would be much less disease, if everybody had clean water to drink.
4 If people didn't kill tigers, they wouldn't be an endangered species.
5 She wouldn't sleep on the street if she weren't homeless.

- 2 1 won 5 'd shake
2 'd help 6 knew
3 'd phone 7 'd discuss
4 rang 8 had

- 3 1 If you gave me £200, I'd buy a guitar.
2 If I bought a guitar, I'd practise every day.
3 If I practised every day, I'd play really well.
4 If I played really well, I'd join a band.
5 If I joined a band, I'd give concerts around the world.
6 If I gave concerts around the world, I'd become famous.
7 If I became famous, I'd earn a lot of money.
8 If I earned a lot of money, I'd give you £1000!

4 Students' own answers

Challenge!

Students' own answers

8C Going green page 72

- 1 1 decompose 6 warming
2 ozone 7 recycles
3 ultra-violet 8 pesticides
4 oil 9 organic
5 renewable 10 improve

2 1 is false.

- 3 1 British families now recycle about 22% of their waste.
2 In Germany and Holland they recycle about 60%.
3 Households in England produce 25 million tones of waste a year.
4 People could recycle garden waste, paper, cardboard, kitchen waste, plastic, wood, glass and aluminium cans.
5 If we changed the way we shop, we could reduce the amount of packaging that we throw away (by shopping in places that use less packaging).

Challenge!

Students' own answers

8D I wish... page 73

- 1 1 I wish I could speak French.
2 I wish I didn't have a headache.
3 I wish I had some money.
4 I wish my brother wasn't at home.
5 I wish the weather was nicer.
6 I wish it was the weekend.
- 2 1 I wish I lived there. d
2 I wish I were taller. a
3 I wish I knew the answers. f
4 I wish I had an umbrella. c
5 I wish I liked pizza. e
6 I wish I spoke Japanese. b

- 3 1 I wish I wasn't feeling ill.
2 I wish you were listening to me.
3 I wish we weren't losing.

- 4 I wish it wasn't raining.
5 I wish I was wearing my glasses.
6 I wish you weren't eating all the chocolate.
7 I wish I wasn't still doing my homework.
8 I wish I was feeling optimistic.
9 I wish she wasn't dancing with my friend.

Challenge!

Students' own answers

8E Disaster! page 74

- 1 1 volcano 6 energy
2 future 7 damage
3 tonnes 8 catastrophe
4 tsunami 9 equipment
5 directions 10 eruption

- 2 1 a meteorite
2 a crater

- 3 1 fall 6 devastate
2 reach 7 cause
3 hit 8 predict
4 travel 9 protect
5 happen

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

8F Giving advice page 75

- 1 lend, borrow
give, take
find, lose
mend, break
remember, forget
- 1 forgets 4 borrowed
2 found 5 gives
3 lost 6 broke
- 2 a 5 b 3 c 2 d 6 e 4 f 1

3 (Answers may vary)

- 1 If I were you, I'd buy her a new one.
2 In my opinion you should tell the phone company.
3 I think you should ask a friend to record it.
4 I think you ought to send him a card to say sorry.
5 In my opinion, you shouldn't stay up so late in the evenings.
6 Why don't you get a part-time job?
- 4 1 Can I ask your advice about something?
2 Sure. What's the problem?
3 I think you should buy her some flowers.
4 That's a good idea.
- 5 Students' own dialogues

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

8G An essay page 76

- 1 1 first 5 next
2 buses 6 also
3 make 7 Finally
4 mind
- 2 5 things
- 3 1 Because there aren't enough trains and buses, and they are often overcrowded.
2 Because he finds it difficult to get up early in the morning.
3 Because we have to wait too long to see a doctor at the hospital.
- 4 1 convinced 4 believe
2 don't think 5 As
3 view 6 In
- 5 1 I'd make lessons shorter.
2 I'd make the government build more roads.
3 I'd make sure there weren't any homeless people.
4 I'd make smoking illegal.
5 I'd make sure lorries only used motorways.
- 6 Students' own essays.

Self check 8 page 77

Across

- 1 arms 12 don't
2 had 15 idea
6 information 16 could
7 species 18 darkness
10 wouldn't 19 were

Down

- 1 advice 9 sadness
3 ought 11 opinion
4 would 13 labour
5 discussion 14 racism
8 if 17 didn't

Get ready for your exam 6 page 78–79

- Look back at *Get ready for your exam 5* and ask your students what they found difficult. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Set the Reading task (answering questions) in class or for homework.
- When students have done the task, ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are

wrong, but let them discuss queries with a partner.

Use of English

- Students do the task (open cloze) in class. If students have scored below 50% in previous tasks, allow them to refer to the Grammar Reference in the Workbook and a dictionary. (You can ask them to do this in all the remaining exam sections)
- After students have done the task individually, let them compare their answers in pairs.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Depending on the class, you may want to elicit the exam strategies taught in the previous *Get ready for your exam* Listening sections. Ask students if they can suggest other strategies they find helpful.
- Refer students to the Listening tips on page 79.
- Give students time to read the statements in the Listening task (true/false).
- Play the recording through once and get students to write their answers.
- Students check their answers in pairs. Play the recording again so that students can check/complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- Read the Preparation tasks with the whole class. Students make notes for the Writing task (a for/against essay) and write their paragraph plan.
- Refer students to the Writing tips on page 79.
- Students do the Writing task for homework. Remind them to constantly keep the task and the tips in mind as they write.
- In class, students can work in small groups to check their introductions and conclusions, and comment on each one. Ask them to check if they

have included only one main idea in each paragraph.

- Ask students to check their essays for grammar and vocabulary, correct them, and write the final draft for homework.

Speaking

- Refer students to the Preparation tasks and the Speaking tips on page 79. When they look at the Functions Bank on pages 100–101, refer them particularly to the Giving opinions section.
- In class, students do the Speaking task in pairs.
- When they have finished, ask them to summarise their ideas for and against supermarkets and ask several pairs to present them to the class.

Reading

- 2 Khrushchev.
3 The haunting photography.
4 The cool costumes.
5 A box office success.
6 A cult movie.

Use of English

- 1 for 9 each / every
2 is 10 an
3 not 11 ago
4 or 12 after
5 There 13 to
6 going / planning 14 them
7 which 15 a
8 no

Listening

- 1 T 2 F 3 T 4 T 5 F 6 F 7 T

Transcript

P= Presenter, JG=Jim Greengrass, HL=Howard Leyland

- P New Orleans, in the southern US state of Louisiana, is a city famous for its jazz music, its Mardi Gras festival and the relaxed approach to life of its 480,000 residents. On 29th August 2005, all that changed when Hurricane Katrina arrived. First of all, winds of up to 130 km/h hit the city, damaging property and breaking electricity power lines. Many people, including the army, had warned that a hurricane of this strength could cause lots of damage and thousands of deaths. But no one seemed prepared for what was going to happen in the days following Katrina's arrival. Here's local resident Jim Greengrass:
- JG When Katrina blew into the city we knew it was time to leave. Although the winds hadn't caused that much damage, everyone was talking about what would happen if the levees broke.
- P A levee is a wall that is built at the side of a river to stop it from flooding. In New Orleans the levees are vital, as the city is below sea level and sits between the

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Mississippi river and Lake Ponchartrain. It is only the levees that stop New Orleans from being underwater permanently. The storms caused Lake Ponchartrain to rise by about a metre. This extra water was enough to break the levees in three places across the city, immediately flooding large areas and making thousands of people homeless.

P 80% of New Orleans was soon under water. Most of the residents who stayed in the city were poor and had nowhere to go. The authorities had problems getting help to them, as most of the roads into and out of the city were cut off. There was no electricity and no fresh water. The world watched as people in the city went hungry. To stay alive, people had to steal food and water from shops. Howard Leyland was one of those people who stayed.

HL It was like hell on earth. There was nothing to eat, people were getting hungry and angry. Old people were dying from the heat, the lack of food and water. The smell was awful. But the worst thing of all was that nobody was helping us. We felt like America had forgotten the people of New Orleans. It broke my heart then and it still does today.

P Eventually, the help came. The authorities sent 58,000 soldiers to help with the aftermath and the government gave over \$60 billion in aid for the victims. But despite this, over 1500 people were killed by Hurricane Katrina in New Orleans, and hundreds of thousands of people lost their homes. The city of New Orleans and its people will never forget that day in August 2005 when Hurricane Katrina blew into town.

Preparation: Speaking

You are going to talk to a friend from abroad about shopping

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

- Do you know if this is your friend's wallet?
- Have you any idea why your brother is angry?
- Can you tell me when you left home?
- Do you know if he lives near here?
- Can you tell me how often you come into town?

4 Students' own answers

5 Students' own answers

9G A story page 86

1 1 Past simple

2 Past continuous

3 Past perfect

2 1 was walking

5 had gone

2 saw

6 had phoned

3 were looking

7 arrived

4 didn't break

8 were running

3 1 c 2 f 3 a 4 e 5 d 6 b

4 this evening, Suddenly, After a while, Then, As soon as, this time, immediately, while

5 1 end

4 later

2 while

5 following

3 one

6 soon

6 Students' own stories

Self check 9 page 87

Across

2 had

14 were

4 somebody

16 that

6 had

17 murdered

10 identification

19 help

13 shoplifter

20 thief

Down

1 tourist

9 vandalise

3 artist

11 writer

5 hadn't

12 steal

7 describe

15 builder

8 fill

18 done

Get ready for your exam 7 page 88–89

- Look back at *Get ready for your exam 6* and ask your students to point out their strengths and weaknesses. What are they going to concentrate on? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Refer students to the Reading tips on page 88.
- Set the Reading task (matching true/false sentences to paragraphs) for homework. Remind the students to follow the tips when doing the task.

- When students have done the task, ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 88.
- Do the Listening task (identifying statements) together in class.
- Play the recording through once and get students to complete the task.
- Students check their answers in pairs. Play the recording again so that students can check/complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Use of English

- Refer students to the Use of English tips on page 88.
- The task (multiple-choice) can be done in class or set for homework.
- After students have done the task individually, let them compare their answers in pairs.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Writing

- Ask students to work on the Preparation stages for the Writing task (a letter of application) at home. Refer them to the Writing Bank on page 102 for a model letter and further tips.
- Ask students to write the letter in class. Set a time limit and tell students when they have five minutes' writing time left.
- When they have finished, ask them to make sure they have included all the required information. Also ask them to count the words and adjust the length, if necessary.

Speaking

- Give students time to do the Preparation stages for the Speaking tasks (situational dialogue and role-play). Refer them to the Functions Bank on pages 100–101. If you are short of time, students can prepare for the Speaking tasks at home.
- Do the Speaking tasks in class. While students are working in pairs, walk round and listen, taking notes on any grammar and vocabulary problems to discuss later.
- When students have finished, bring the class back together and ask several pairs to perform the tasks for the rest of the students. They should listen carefully and say whether the key points of the tasks have been covered.
- Give feedback, highlighting good use of language and techniques, and correcting any common language errors.

Reading

1 false B

6 false A

2 true C

7 false B

3 true B

8 true C

4 false A

9 false A

5 true D

Listening

Information given: A, C, D, F

Transcript

The hit TV show *Lost* was a big success for the American network ABC. In its first year, it won many industry awards and on average more than 15.5 million viewers watched every episode. Currently into its third season, and with another season planned, it seems like it could go on for ever.

The series was based on both the film *Cast Away* and the reality TV show *Survivor*. The producers made two episodes to see how audiences would react to the idea. Making such pilot episodes is normal, but what was unusual about these episodes was the cost. ABC spent about 12 million US dollars on these shows. But it was money well spent. The first episode was shown on September 2nd, 2004, and was an immediate success.

The plot follows the lives of 48 airline passengers who survive an air crash in a tropical island and have to learn to live together. The series is shot on location in Hawaii.

One interesting aspect of *Lost* is its distribution. As well as being able to watch it on TV, fans can buy the programmes on DVDs or download them from the Internet.

The show has won many awards in the USA but it has also won an award from the British Academy of Film and

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Television. People all over the world watch it, and in 2006 it was the second most popular TV show in the world.

Like all popular shows, there are many merchandise spin-offs. There is a board game, and there will be games for computers and mobile phones in the future.

Use of English

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

Preparation: Writing a formal letter

- What kind of letter should you write?
formal, with appropriate greeting and signing-off expressions
- What information do you need to include?
all the information listed in the task
- How will you divide your letter into paragraphs?
introduction: explain why you are writing
first main paragraph: provide some basic information about yourself
second main paragraph: write about your education and skills (this could be divided into two paragraphs)
last paragraph: describe your personality

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

Unit 10

10A Publications page 90

- 1 1 manual 8 cookery book
2 autobiography 9 dictionary
3 novel 10 guide book
4 atlas 11 play
5 newspaper 12 magazine
6 textbook 13 comic
7 encyclopaedia 14 biography

- 2 1 cookery book 5 textbook
2 dictionary 6 novel
3 manual 7 newspaper
4 guide book 8 play

- 3 1 A hardback
2 On the spine and the front cover
3 The title and writer's name
4 A paperback
5 The contents page

10B The passive (present simple) page 91

- 1 1 This book is printed in China.
2 Laws are made by Parliament.
3 A lot of crimes are committed every year.
4 Cheese is made from milk.
5 Rugby is played in Australia.
6 Shakespeare's plays are performed all over the world.

- 2 1 are contacted 5 is written
2 are visited 6 are checked
3 are taken 7 is printed
4 are chosen 8 is sold

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

- 4 1 are seen 4 are decorated
2 are given 5 are hidden
3 are sold 6 are rolled

Challenge!

Students' own answers

10C Romeo and Juliet page 92

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

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

- 3 Students check answers

- 4 1 potion 4 priest
2 Conflict 5 cousins
3 Poison

Challenge!

- 1 A 2 A 3 A 4 B 5 B

10D The passive (other tenses) page 93

- 1 1 This book was written in 1956.
2 This car was made in Japan.
3 *Lost in Translation* was directed by Sofia Coppola.

- 4 The pyramids were built more than 4500 years ago.
5 The crime was committed at 5 o'clock this morning.
6 The photo was taken by my sister.

- 2 1 The rubbish has been picked up.
2 The bus stop has been repaired.
3 The flowers have been planted.
4 The pavement has been cleaned.
5 The hedge has been cut.
6 The house has been sold.

- 3 1 was 4 have been
2 has been 5 has just been
3 was

- 4 1 was educated
2 was completed
3 wasn't published
4 have been sold
5 were created
6 have been translated
7 were made

Challenge!

Students' own answers

10E Philip Pullman page 94

- 1 1 A 2 A 3 B 4 B 5 B
6 A 7 A 8 A 9 A

- 2 C

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

- 4 1 When did he start reading comics?
2 Where did he study English?
3 Why does he believe stories are so important?
4 Where does he write?
5 How much does he write every day?

10F Buying books page 95

- 1 1 Students' own answers
2 Greatest paintings
3 Robbie Williams: the true story
4 Students' own answers
5 Quick Dinners
6 Get Fit
7 The Great War 1914–18
8 Students' own answers
9 Teach yourself English
10 Trees and Flowers
11 Shakespeare's complete plays
12 Students' own answers
13 How Computers Work
14 Great Footballers
15 Students' own answers

- 2 1 We don't have it in stock. c
2 I can't see it on the shelves. e
3 How long will it take? a
4 I wonder if you could help me. d
5 I can order it for you. b

- 3 1 I wonder if you could help me.
2 I can't see it on the shelves.
3 we don't have it in stock.

- 4 I can order it for you.
5 How long will it take?

- 4 Students' own dialogues

10G A book review page 96

- 1 Title *Eragon*
Author Christopher Paolini
Type of book fantasy novel
Set in an imaginary place
Main character 15-year-old boy
What happens an adventure full of magic

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

- 3 1 Horror
2 Science fiction
3 Historical novels
4 Fantasy
5 Comic novels
6 Classic novels
7 Short stories
8 Crime

- 4 Students' own answers

Self check 10 page 97

Across

- 1 wonder 12 is
4 capital 13 aren't
6 by 14 hyphen
7 dictionary 15 written
9 Are 18 newspaper
10 atlas

Down

- 2 out 11 science
3 hardback 15 was
5 magazine 16 title
6 by 17 been
8 order

Get ready for your exam 8 page 98–99

- Look back at *Get ready for your exam 7* and ask students to evaluate their progress. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Before students do the Reading task (multiple-choice), remind them of the following strategies:
 - Read the text quickly to find out what it is about.
 - You don't have to understand every word in the text to do the task. Remember that you can guess the meaning of many words from the context.
 - Read the questions but not the options (A–D). Find the part of the text which answers each question

SOLUTIONS PRE-INTERMEDIATE WORKBOOK KEY

and read it carefully. When you have found the answer, underline it.

- Choose the correct option (A–D) to answer each question. Make sure that the other options are wrong.
- Do the Reading task in class or set it for homework.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with a partner.

Use of English

- Before students do the Use of English task (word-building), remind them of the strategies they can use:
 - Read the whole text quickly to find out what it is about.
 - Read each sentence and decide the type of word you need (a noun, a verb, an adjective, or an adverb)
 - Some of the answers may be negative, so read the context carefully.
 - If you don't know the answer, try to make a logical guess, e.g. if you decide you need a noun, think which suffixes are used to make nouns and use one.
 - When you have finished, read the whole text again.
- Set the task to be done in class or for homework.
- After students have done the task individually, let them compare their answers in pairs. They can use a dictionary to check their answers and spelling.
- Check the answers with the class. Don't give students the key yet. Elicit the answers from them and let them discuss any points of disagreement.

Listening

- The recordings for the Listening tasks are on the MultiROM. Remember that students should hear each recording twice.
- Refer students to the Listening tips on page 99. Also advise them to check that their answers are spelt right and fit the notes grammatically.
- Do the Listening task (completing a gapped text) in class.
- Play the recording through once and get students to complete the text.
- Students check their answers in pairs. Play the recording again so

that students can check/complete their answers.

- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.
- If you are short of time, students can do the Listening task for homework. Check their answers in class, following the above procedure.

Writing

- For homework ask students to read the story and tips on page 104 of the Writing Bank. Refer them back to lesson 9G.
- In class, ask students to write phrases, prepositions and conjunctions they can use to sequence a story (*when, while, during, then, as soon as, later, in the end, finally, etc.*).
- Ask students to do the Preparation stages for the Writing task in class. This will help them to organise their ideas and plan their writing.
- Before handing in their stories, students can check each other's work and comment on it.

Speaking

- As preparation for the Speaking task (picture comparison), refer students to the instructions and tips on page 99. Discuss the tips as a class before giving students time to prepare for the task in pairs.
- Do the Speaking task in class. Remind the students to use correct tenses, to keep to the topic and to avoid simplistic descriptions of the pictures. It's important that they *compare* and *contrast* the pictures.
- When they have finished, ask a few pairs of confident students to perform the task in front of the class. Then ask other students to suggest additional information and ideas to what they have heard. If appropriate, they could also assess the performance of the pairs who do the task in front of the whole class. Choose the criteria you want them to concentrate on (fluency, accuracy, range of vocabulary, etc.).

Reading

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

Use of English

- 1 hidden
- 2 personal
- 3 meaningful
- 4 reality
- 5 advertisements / adverts / advertising
- 6 writers

- 7 unknown
- 8 building
- 9 artistic
- 10 illegal
- 11 dangerous

Listening

- | | |
|-----------|------------|
| 1 over 30 | 5 1960s |
| 2 6 | 6 final |
| 3 18 | 7 huge fan |
| 4 scripts | |

Transcript

I= Interviewer, MC=Mary Colville

- I I am joined in the studio today by Mary Colville, the author of over thirty books for adults and children. She is best known for *The Secrets of the Night*, a series of mystery novels based on real people in the village that she grew up in. The Colville family are no strangers to literature; her mother Rose was a poet, and her brother George writes science fiction. She still writes all her novels by hand and refuses to use a computer. Mary lives in Hampshire, England, with her husband and Labrador dog, Goldie.
- I When did you begin writing and what influenced you?
- MC I began writing soon after I started school. I think I was 6 then. The teacher gave me a writing pad and I began filling it with descriptions of people I met, places I visited and short stories about people I knew. But it wasn't until my mother took me to the library for the first time when I was about 8 or 9 that I really fell in love with books. I remember the first time I read *The Lion, the Witch and the Wardrobe* and *The Secret Garden* and how much they influenced me in my first novel, written when I was 18.
- I When you have written a book, how do you know if it's going to be successful?
- MC I always read my books to my children. If they enjoy it and can't wait to know how it ends, then I feel that other children will probably like it as well.
- I What about when you write for adults? Do you do anything differently?
- MC Yes. There are many differences. I can concentrate more on descriptions, the thought processes of characters, flashbacks and the nuances of life. But there is no great difference in the structure of plots. A good story is a good story. Sometimes it really is that simple.
- I In recent years you've been writing scripts for television dramas. How does this compare with writing novels?
- MC It's completely different. There are so many other things you have to think

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about. In a novel the only limits you have are your own imagination, but in television you have to think about the cost, the practicalities of what you want to do, the timing, and of course writing something that lots of people will want to watch. It's tremendously hard work and can be quite upsetting when a director and producer change things that you have done.

I Have you ever collaborated with another writer?

MC No, I've never collaborated with another writer. I'm not sure I could. My books are like my children and I'm very protective over them. Working with someone else would mean giving something up and I don't think the end result would be very satisfying at all.

I You wrote short stories for magazines back in the 1960s. Is that something you would like to do again?

MC It was very exciting to write fiction for magazines back then because you would get to know what people thought of your work very quickly. It was a great way to improve as a writer and I learnt a lot. But these days I think I'm getting too old for all that! I'll leave it for the talented younger writers, and there are so many of them around these days.

I What are you working on at the moment?

MC I'm writing the final part of *The Secrets of the Night*, which is taking up nearly all of my time. I feel it's very important that I get it right as I have so many readers waiting to find out what is going to happen. It's a huge responsibility.

I And can you tell us any of the secrets now?

MC Ha, ha, ha! No, you'll just have to wait until it's published, which I hope will be in time for Christmas next year.

I Okay, we'll look forward to that then. Mary, what authors do you like to read when you relax at home?

MC Right now I'm a huge fan of Phillip Pullman's books, he's such an original and fascinating writer. What else? I've just finished reading *The Life of Pi*, by Yann Martel, which was a truly magical and heart-warming book. But the writers I'll always return to are Jane Austen, the Brontë sisters and Thomas Hardy.

I And finally, I have a question from one of your younger readers, Andrea Martin, aged seven and a half, from Barnsley in Yorkshire: What makes you happiest?

MC Walking in the countryside with my husband and my dog, breathing in fresh air, and hearing nothing but birdsong. It's at these times that I feel happiest because I realise how lucky I've been, in love and in life.

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Review 1 page 105

- 1 1 a 6 minutes
2 was 7 of
3 in 8 part
4 in 9 as
5 also 10 one

- 2 1 help 9 shy
2 eat 10 quite a
3 came 11 watching
4 She's living 12 volleyball
5 to become 13 sometimes go
6 was 14 was coming
7 met 15 didn't like
8 friendly

Review 2 page 106

- 1 1 *Spider-Man 3* isn't as long as *Pirates of the Caribbean*.
2 Life in a small village isn't very stressful.
3 There aren't many old houses in this town.
4 I only met a few interesting people on holiday.
5 In my opinion, Keira Knightley is the most attractive actress in the world.
6 There isn't much pollution in rural areas in Scotland.
7 It isn't warm enough to have lunch outside.
8 My brother is too young to watch horror films.
9 Now we've finished our exams, shall we go to the cinema?
10 They haven't got enough money to finish making the film.
- 2 1 had
2 easier
3 enough revision
4 as
5 tell
6 met
7 volleyball
8 excited
9 couldn't
10 too young
11 we're going
12 the
13 a few
14 any
15 stream

Review 3 page 107

- 1 1 revealed 6 have
2 waste 7 learn
3 cost 8 received
4 are 9 admitted
5 are 10 bought

- 2 1 watched 9 buy
2 loved 10 much
3 best 11 getting
4 yet 12 a lot of
5 some 13 most
6 stereo 14 ever
7 I'm listening 15 I'm going to
8 becomes

Review 4 page 108

- 1 1 C 2 D 3 A 4 B 5 D
6 D 7 A 8 C 9 D 10 B
- 2 1 a 9 I'd
2 boring 10 I'm going to
3 go 11 I'll phone
4 good enough 12 some
5 usually stay 13 I don't know
6 funniest 14 yet
7 more 15 I'll
8 I lived

Review 5 page 109

- 1 1 sentence 6 thieves
2 trial 7 minutes
3 guilty 8 sell
4 crime 9 stolen
5 history 10 become
- 2 1 I haven't written
2 a little
3 gone
4 are watching
5 he had
6 hadn't
7 some
8 most
9 were
10 didn't come
11 I'm going
12 could
13 couldn't
14 living
15 I'll visit