

**Question A**

**Aim:** Elicit possible endings for the first phrase. Set for individual work and pairwork checking. For students to show that they can identify the word set and add an additional item.

**Method:** Work through the first one as an example, pens down. Point out that, in this case, there are several correct answers.

**Marking guide:** 1 mark for each correct identification.

**Total marks:** 10

**Answers**

Possible answers underlined:

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 the queen of ...      | <u>England</u>                  |
| 2 the king of ...       | <u>Saudi Arabia</u>             |
| 3 the president of ...  | <u>the United Arab Emirates</u> |
| 4 the capital of ...    | <u>Australia</u>                |
| 5 the area of ...       | <u>a circle</u>                 |
| 6 the population of ... | <u>Abu Dhabi</u>                |
| 7 the month of ...      | <u>June</u>                     |
| 8 the end of ...        | <u>the lesson</u>               |
| 9 the subject of ...    | <u>today's lecture</u>          |
| 10 the problem of ...   | <u>global warming</u>           |

**Question B**

**Aim:** For students to show that they can identify the key information and copy it into the table, converting where necessary, e.g., full month names to abbreviations, numbers in words to numbers in figures, morning to a.m.

**Method:** Point out that the notes in the *India* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of ten minutes.

**Note:** This exercise appears in the Student Book. You may feel that this is not a valid test and you can leave it out if you wish.

**Marking guide:** 1 mark for each correct note.

**Total marks:** 4

**Methodology note**

Students are familiar with this format if they did Starting Skills in English Part A.

This is a basic question type from this point on in the course. It is called TEXT to NOTE to TEXT. There is often also a TRANSFER writing activity at the end. Because this type of question recurs throughout the course, you can usefully spend considerable time on it at this point, taking students through the stages step by step in order to ensure that they understand exactly what is required of them.

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## Answers

Model notes

	China
Pre-school	3, 4, 5-6 (42%)
Primary	6-12
Secondary	Junior: 12-15
	Senior: 15-18/19
University / college	18/19-22/24 (c10%)

### Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about India. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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## Answers

Model answer

*In this article, I am going to look at the education system in India. There are four main stages of education. Fifteen per cent of children go to pre-school. They start at 4 or 5. Pre-school ends at 6. After pre-school, all children go to primary school for 5 years then to secondary school for 6 or 7 years. There are three stages at secondary level. First, children study in a Middle school from eleven to fourteen. Then they go to secondary school from fourteen to sixteen. Finally, they go to senior secondary school from sixteen to eighteen. After senior secondary school, six per cent of children go to university or college for three years.*

### Question D

**Aim:** For students to show that they can construct a personal text with a model to work from.

**Method:** Make sure students realize that this time they have to write about themselves. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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## Answers

Answers depend on students.

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## Question E

**Aim:** For students to show that they can find key information in a text, and transfer it, where appropriate to a diagram.

**Method:** Explain that all the information they need is in the text. Set a time limit of two minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:**

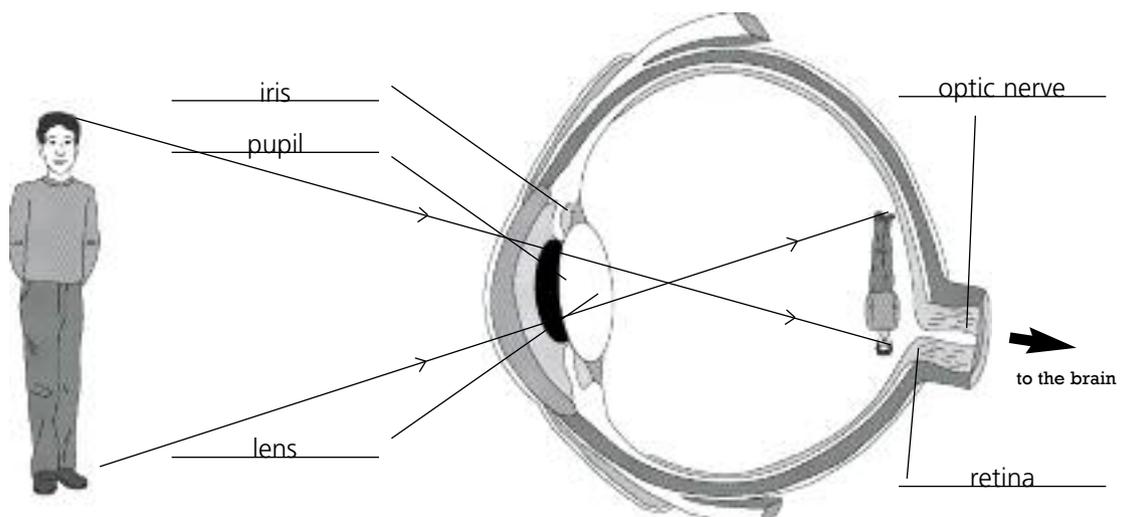
- 1 Give one mark for each correct label.
- 2 Give one mark for each correct line
- 3 Give three marks for a reasonable answer
- 4 Give three marks for each section

**Total marks:** 17 as follows:

- 1 5
  - 2 2
  - 3 3
  - 4 3 + 3
- 

### Answers

- 1 The following should be correctly labelled:
  - pupil
  - lens
  - retina
  - optic nerve
  - iris
- 2 There should be lines as shown on the diagram below.
- 3 Model answer:
  - You see two people OR The person moves
- 4 Model answers:
  - It turns the picture the right way up.
  - It turns two pictures into one picture.



## Question A

**Aim:** For students to show that they can recognize a suitable collocation in target sentences.

**Method:** Point out that they must only write one word. Point out also that there are many possible answers in most cases. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct identification.

**Total marks:** 10

## Answers

Possible answers underlined:

- 1 Yesterday was a hot / cold / wet / dry day.
- 2 We have hot / cold nights in June.
- 3 Could you give me some more / extra information about this?
- 4 When is the hot / dry / wet / cold season in your country?
- 5 That is not the main / only reason.
- 6 Do you ever / often sleep in the afternoon?
- 7 I visit him every week.
- 8 They go to a restaurant once / twice a month.
- 9 He usually gets up at quarter to / past six.
- 10 The rain was very heavy so we didn't go out.

## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *Brazzaville* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct note. Give 1 mark for any mistake in copying.

**Total marks:** 10

## Answers

Model notes

<i>cap. of Amazon</i>
<i>just s. of Equ.= v. hot all year</i>
<i>no sum. or win.</i>
<i>wet = Nov – May</i>
<i>wetter = Jun – Oct</i>

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### Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about Brazzaville. Set a time limit of 10 minutes.

**Marking guide:** Give a total of 9 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 9

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### Answers

Model answer

*Brazzaville is the capital of the Congo. The city is just south of the Equator so it is very hot all year. The city does not have summer and winter, but it has two seasons. There is a dry season and a wet season. The months from December to February are dry but the months from March to November are wet.*

### Question D

**Aim:** For students to show that they can construct a personal text with a model to work from.

**Method:** Make sure students realize that this time they have to write about their own country. Set a time limit of ten minutes.

**Marking guide:** Give a total of 9 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 9

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### Answer

Depends on students.

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## Question E

**Aim:** For students to show that they can find key information in a text.

**Method:** Explain that all the information they need is in the text. Point out that they only have to tick the correct sentence. Set a time limit of 4 minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 2 marks for each section.

**Total marks:** 12

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### Answers

Correct answers are ticked.

- 1 What is a drought?
  - a It is a period of low rainfall.
  - b It is a period of low ground-water levels. ✓
  - c It is a period of dry lakes and rivers.
  
- 2 Where does the word 'drought' come from?
  - a It comes from the word 'dry'.
  - b It comes from the word 'drugoth'. ✓
  - c It comes from the word 'dryness'.
  
- 3 Where do droughts happen?
  - a They only happen in India, China, Russia and East Africa.
  - b They only happen in Africa and Asia.
  - c They can happen in most parts of the world. ✓
  
- 4 When do droughts happen?
  - a They can happen in any month. ✓
  - b They only happen in the summer.
  - c They only happen in the winter.
  
- 5 Why do droughts happen?
  - a They happen because there is not enough rainfall.
  - b They happen because people are using the water.
  - c They happen because of a and b above. ✓
  
- 6 What do droughts do?
  - a They bring death to plants, animals and people.
  - b They bring forest fires.
  - c They bring a and b above. ✓

**Question A**

**Aim:** For students to show that recognize missing items from contextual clues – in this case, jobs, employment sectors, workplaces.

**Method:** Go through the examples. Elicit the reason for choosing the particular words. Point out that other words could fit as long as they are related. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct placement line – i.e., two words in all items except #6.

**Total marks:** 10

**Answers**

Any suitable combination of job/employment sector/workplace in each case.

**Question B**

**Aim:** For students to show that they can identify missing items of grammar from context.

**Method:** Point out that they are looking for grammatical items, like *do, does, can*, not content words like *job, bank, leisure industry*. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word.

**Total marks:** 10

**Answers**

Target items underlined:

My mother and father don't have much money. My father doesn't have a job at the moment and my mother doesn't earn very much in her job. She is a secretary in an international company. I would like to get a summer job so I can earn money to help them, but they say I should have a holiday. I can get a full-time job at a supermarket or a part-time job at a hotel, but I don't want to upset my parents. What should I do?

**Question C**

**Aim:** For students to show that they can use notes to construct a text without a model to work from.

**Method:** Make sure students realize that they have to write an answer to the letter in Exercise F. Set a time limit of ten minutes.

**Marking guide:** Give a total of 5 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 5

**Answers**

Model answer:

*I think you should get a job and have a holiday. Get a part time job and have fun the rest of the time. However, I think you should tell your parents before you get the job. Explain your reasons to them.*

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### Question D

**Aim:** For students to show that they can construct a personal text with a model to work from.

**Method:** Make sure students realize that this time they have to think of a problem to write about. Set a time limit of ten minutes.

**Marking guide:** Give a total of 6 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 6

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#### Answers

Depend on students.

### Question E

**Aim:** For students to show that they can find key information in a text.

**Method:** Explain that all the information they need is in the text. Point out that they only need to write short answers. Set a time limit of five minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 1 mark for each section. Do not mark for grammar or spelling.

**Total marks:** 7

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#### Answers

- 1 Last year.
- 2 In a factory.
- 3 Operates a machine.
- 4 Last month.
- 5 In a hospital.
- 6 Makes beds and other things.
- 7 Long hours.
- 8 Boring.

### Question F

**Aim:** For students to show that they can find key information in a text.

**Method:** Explain that all the information they need is in the text. Set a time limit of two minutes.

**Marking guide:** Give 2 marks for each point.

**Total marks:** 4

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#### Answers

Model answers:

- 1 talk to her brother and sister
- 2 work hard in her first job

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## Question G

**Aim:** For students to show that they can find key information in a graph, reading for an established purpose.

**Method:** Explain that all the information they need is in the graph. Set a time limit of two minutes.

**Marking guide:** Give 2 marks for each section.

**Total marks:** 8

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### Answers

Correct answers are ticked:

- 1 The figure shows ...
  - a average earnings in the US in 2005. ✓
  - b average earnings in the UK in 2004.
  - c average earnings in the UAE in 2003.
  
- 2 A teenager earns, on average, about ...
  - a \$25 per year.
  - b \$2,500 per year.
  - c \$25,000 per year. ✓
  
- 3 A 20-30 year old earns, on average, about ...
  - a the same as a 15-20 year old.
  - b twice the money of a 15-20 year old. ✓
  - c three times the money of a 15-20 year old.
  
- 4 Average earnings ...
  - a go up in each age group. ✓
  - b go down for the 60+ age group.
  - c go up at first and then go down.

**Question A**

**Aim:** For students to show that they can recognize common phrases with adjective + noun.

**Method:** Go through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct match.

Note that there are some collocations which are possible but it is extremely unlikely that students will know them, e.g., *heavy industry* so there is only one set of common collocations.

**Total marks:** 9

**Answers**

- |                 |    |                |
|-----------------|----|----------------|
| 1 bright        | 8  | fog            |
| 2 compulsory    | 5  | industry       |
| 3 foreign       | 9  | job            |
| 4 heavy         | 3  | language       |
| 5 manufacturing | 4  | rain           |
| 6 religious     | 10 | season         |
| 7 low           | 1  | sunshine       |
| 8 thick         | 6  | studies        |
| 9 well-paid     | 7  | qualifications |
| 10 wet          | 2  | subject        |

**Question B**

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *sunny* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct note. Give ½ mark for any mistake in copying.

**Total marks:** 8

**Answers**

	
Place 1	Cape Disappointment; Washington State, (NW USA)
Info.	2,552 hrs p.a. = 106 days p.a.
Place 2	Wellington (cap. NZ)
Info.	5 days (Feb '05)

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## Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about sunny places. You might like to highlight the fact that the first record is in the present – because it is a ‘fact’ and an average - whereas the second record is in the past – because it is an event in the past. Set a time limit of ten minutes.

**Marking guide:** Give a total of 14 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 14

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### Language and culture note

In this theme, students are taught the usage of *this* and *these* to refer back to specific nouns. In this activity, the use of *that* to refer back to an idea or a fact, rather than a specific noun, is previewed. It is dealt with fully later in the course.

Feed back, building up a model text on the board.

### Answers

Model text:

*On average, the sunniest place in the world is Yuma. It is in Arizona in the south west of the USA. It has an average of 4,055 hours of sunshine a year. That is over 11 hours a day. However, Yuma does not hold the record for the longest period of sunny days. St. Petersburg in Florida recorded 768 consecutive days of sunshine between February 9<sup>th</sup> and March 17<sup>th</sup> 1969.*

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## Question D

**Aim:** For students to show that they can use a key skill from the course – scanning for capitalized items.

**Method:** Explain that all the information they need is in the text. Set a time limit of five minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 1 mark for each item.

**Total marks:** 10

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### Answers

	country	capital city	something else
South America			✓
Brasilia		✓	
Brazil	✓		
Colombia	✓		
Bogota		✓	
Caracas		✓	
Georgetown		✓	
Buenos Aires		✓	
Ecuador	✓		
Montevideo		✓	
Uruguay	✓		
Strait of Magellan			✓

## Question E

**Aim:** For students to show that they can find key information in a text and use it to label a map.

**Method:** Explain that all the information they need is in the text. Set a time limit of five minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 1 mark for each item.

**Total marks:** 9

## Answers



**Question A**

**Aim:** For students to show that they can remember key information from the theme and correctly associate key words.

**Method:** Work through the first two as examples. Point out that the missing information might be one word or two. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct word or pair of words. Take half a mark for a spelling mistake.

**Total marks:** 20

**Answers**

Possible answers underlined:

- 1 The largest continent in the world is Asia.
- 2 It covers nearly 50 million square kilometres.
- 3 The widest river is the Amazon.
- 4 At one point, it has a width of 11 kilometres.
- 5 The longest river in the world is the Nile.
- 6 It has a length of 6,825 kilometres.
- 7 The highest mountain in the world is Mount Everest.
- 8 It has a height of nearly 9,000 metres.
- 9 The largest ocean in the world is The Pacific.
- 10 It covers almost two thirds of the Earth's surface.
- 11 The deepest lake in the world is Lake Baikal.
- 12 It is 1,637 metres deep.

**Question B**

**Aim:** For students to show that they can identify the key information and copy it into the table, converting where necessary, e.g., square kilometres to km<sup>2</sup> or sq km.

**Method:** Point out that the notes in the 'mountains' column will help them to decide what sort of information to put in each space, and what form it should be in. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct note – see Answers.

**Total marks:** 4

**Answers**

Model notes:

Aus. (s. hemi) = 7.7 m km <sup>2</sup>	1
not island so Greenland = 2.2 m km <sup>2</sup>	1
youngest = Surtsey nr Iceland (N. At. Oc.) = 3.2km <sup>2</sup>	1
appeared 40 yrs ago	1

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### Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about mountains. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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### Answers

Model answer:

Mountains

The tallest mountain in the world is Mauna Kea. It is in Hawaii. It is 10,200 metres high. However, nearly 6,000 metres of the mountain is below sea level, so Mount Everest in the Himalayas is the highest mountain. It has a height of 8,850 metres.

The youngest mountains in the world are the Himalayas. They appeared about 70 million years ago.

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### Question D

**Aim:** For students to show that they can find key information in a text.

**Method:** Go through the example. Make sure students realize that they can write short answers. Set a time limit of ten minutes.

**Marking guide:** Give 2 marks for each answer. Take marks off for mistakes in units, e.g., kilometres not square kilometres, and for spelling.

**Total marks:** 16

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### Answers

- |   |   |
|---|---|
| 1 What is the highest large lake called?    | <u>Titicaca</u>                                 |
| 2 What height is it above sea level?        | <u>3,810 metres</u>                             |
| 3 Where is it?                              | <u>Between Peru and Bolivia</u>                 |
| 4 How deep is it?                           | <u>370 metres</u>                               |
| 5 How large is it?                          | <u>8,300 square kilometres / km<sup>2</sup></u> |
| 6 What is the lowest point on Earth called? | <u>The Dead Sea</u>                             |
| 7 What height is it below sea level?        | <u>420 metres</u>                               |
| 8 Where is it?                              | <u>Between the West Bank and Jordan</u>         |
| 9 How big is it?                            | <u>1,035 square metres</u>                      |

**Question A**

**Aim:** For students to show that they can recognize the type of linked information missing from common structures.

**Method:** Work through the first one as an example. Point out that, in this case, there are many possible words which would fit. Set a time limit of five minutes.

**Marking guide:** 1 mark for each appropriate word. 1 extra mark for handwriting.

**Total marks:** 20

**Answers**

Possible answers – target items underlined:

- 1 The area of a *circle* is *pi r squared*.
- 2 Rome is the capital of Italy.
- 3 The people of Brazil speak Portuguese.
- 4 King Abdullah is the ruler of Saudi Arabia.
- 5 The ruler of the UK in 1850 was Queen Victoria.
- 6 The population of the UAE is about two million.
- 7 The wet season in north west India is June to September.
- 8 Most people in my country work for the government.
- 9 Doctors earn more money than teachers in my country.
- 10 He works in the leisure industry. He's a receptionist.

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**Question B**

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *China* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** See Answers for detailed guide.

**Total marks:** 10

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**Answers**

	item	marks
<b>Climate</b>	3 seasons:	1
<i>win.</i>	Nov. – Mar: warm; snow in n.	1
<i>sum.</i>	Apr – Jun: v. hot	1
<i>wet</i>	Jun – Dec - w. coast; Oct – Dec - e. coast	1
<b>Education</b>	4 stages:	2 marks for all items correct here
<i>pre.</i>	15%	
<i>pri.</i>	100%	
<i>sec.</i>	100%	
<i>uni. / coll</i>	6%	
<b>Employment</b>	(1999)	1
<i>agr.</i>	60%	1
<i>man + con.</i>	17%	1
<i>fin, ret, lei</i>	23%	1

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## Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about China. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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### Answer

Model answer

*There are three seasons in China. Winter is from December to April. It is cool but very cold in the north. Summer is from May to August. It is very hot. The wet season is from March to April in the south and the east. It is from June to August in the west.*

*There are four stages of education in China. Forty-two per cent of children go to pre-school. All children then go to primary school and secondary school. Ten per cent go on to university or college.*

*After school or university, forty-nine per cent of people work in the agriculture sector. Twenty-two per cent go into manufacturing or construction. Twenty-nine per cent go into finance, retail or the leisure industry. These figures are from 2003.*

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## Question D

**Aim:** For students to show that they can find key information in a text.

**Method:** Explain that all the information they need is in the text. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct answer.

**Total marks:** 10

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### Answers

Correct answers are ticked.

- |   |  |
|---|--|
| 1 Computers work in this way –<br>a input, process, output. ✓<br>b input, output, process.<br>c process, input, output. | 4 Process means ...<br>a input.<br>b change. ✓<br>c information.                                       |
| 2 To input information, we can use ...<br>a a keyboard.<br>b a thermometer.<br>c a keyboard or a thermometer. ✓         | 5 Output is ...<br>a a noun.<br>b a verb.<br>c a verb or a noun. ✓                                     |
| 3 A thermometer tells you ...<br>a the time.<br>b the temperature. ✓<br>c the day.                                      | 6 To output information, we can use ...<br>a a monitor or a printer. ✓<br>b a monitor.<br>c a printer. |

**Question A**

**Aim:** For students to show that they can identify the missing items in a biographical text, and put them into the correct form.

**Method:** Work through the first one as an example. Make sure students realize they must get both the verb and the form correct for full marks. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word. Take off ½ mark for incorrect form – tense or spelling.

**Total marks:** 10

**Answers**

Jane Austen was *born* in 1775. Her family **1** lived in the south of England. She **2** started writing at the age of 12. She **3** wrote her most famous novel, *Pride and Prejudice*, in 1797. Her father **4** sent it to a publisher but he did not **5** reply. In 1801, the Austen family **6** moved to Bath but Jane did not **7** go with them. She lived on her own and never **8** married. She **9** became famous in 1813 when her first novel appeared. In 1817, Jane Austen **10** died at the age of 41.

**Question B**

**Aim:** For students to show that they can extract key information to complete a table.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table. Set a time limit of five minutes.

**Marking guide:** 5 marks for a complete set of notes.

**Total marks:** 5

**Answers**

Model notes:

	<b>UK</b>
<b>Birth</b>	<i>presents</i>
	<i>child = toy / money</i>
	<i>party</i>
	<i>song 'Happy Birthday to you'</i>
<b>Marriage</b>	<i>man = ring to woman</i>
	<i>4<sup>th</sup> finger, 1 hand</i>
<b>Death</b>	<i>stone = name, DOB, date of death</i>
	<i>sentence about a person</i>

**Question C**

**Aim:** For students to show that they can make a set of notes for a written passage.

**Method:** Explain that they must think of information for each item.  
Set a time limit of five minutes.

**Marking guide:** 5 marks for a full set of reasonable notes.

**Total marks:** 5

**Answers**

Depend on students.

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## Question D

**Aim:** For students to show that they can produce a short explanatory text on life events from their own notes.

**Method:** Students have seen in the theme all the patterns which would enable them to make a good attempt at the text. Remind them of the work they did in Reading and Writing and in this theme so far. Set a time limit of ten minutes.

**Marking guide:** Give up to 12 marks for accuracy and variety of structure. Take marks off for spelling and punctuation mistakes.

**Total marks:** 12

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### Answers

Depend on students but structure may be similar to that in the Students' Book.

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## Question E

**Aim:** For students to show that they can extract key biographical information from a text.

**Method:** Explain that all the information they need is in the text. Set a time limit of five minutes.

**Marking guide:** See Answers for detailed marking guide.

**Total marks:** 9

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### Answers

	item	marks
b.	29/05/1917*	1
school	private school (US?)	1
university	Harvard (US) – History	1
jobs	father's sec.*	1
	member of parl. (1946)*	1
	senator (1952)	1
	Pres. of USA 1960 – 63*	1
m.*	1953 – Jacqueline Bouvier	1
children*	Caroline (1957)	½
	John (1960) – d. 1999 plane crash*	½
d.	1963 – killed*	1

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## Question F

**Aim:** For students to show that they can recognize the implication of information or combine pieces of information.

**Method:** Explain that this is the first time students have seen this kind of test. Make sure students realize that each statement is true. They have to find evidence in the text for each statement. Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each reasonable explanation.

**Total marks:** 9

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## Answers

- 1 *There were nine children in his family.*
- 2 He was the second child.
- 3 He was not a healthy child.
- 4 He was popular at school.
- 5 He was not the best student.
- 6 His favourite subjects were English and History.
- 7 He got into Harvard, one of the best universities in the USA.
- 8  $1953 - 1917 = 36$
- 9 He was born in 1960 and she was born in 1957.
- 10 He was a representative, then a senator, then president, so senator must be higher than rep but lower than pres.

## Question A

**Aim:** For students to show that they can recognize the part of speech of a new word and guess its meaning in context .

**Method:** Go through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct identification. Don't mark for spelling on this occasion.

**Total marks:** 6

## Answers

Possible definitions

- |   |   |     |                         |
|---|---|-----|-------------------------|
| 1 | There are four main ways to <u>gauge</u> transport safety.                            | v   | measure, find out about |
| 2 | The passenger <u>suffered</u> many injuries in the accident.                          | v   | received                |
| 3 | Planes are probably the safest <u>vehicles</u> .                                      | n   | methods of transport    |
| 4 | There have been many <u>serious</u> accidents on this road.                           | adj | bad                     |
| 5 | The driver received <u>fatal</u> injuries in the accident and died later in hospital. | adj | causing death           |
| 6 | Bad weather probably <u>led</u> to the plane crash.                                   | v   | caused                  |

## Question B

**Aim:** For students to show that they can recognize a logical continuation of *was doing when did/did when did* sentences.

**Method:** Point out that students have to think of their own information for each space. Point out that they must write more as the sentences continue. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each logical continuation. ½ mark for a structural/grammatical mistake.

**Total marks:** 5

## Answers

Possible answers:

- |   |   |                                |
|---|---|--------------------------------|
| 1 | The car was travelling at 150 kph when it ... | <u>crashed.</u>                |
| 2 | The plane was flying very low when ...        | <u>it hit a tree.</u>          |
| 3 | The man was crossing the road when ...        | <u>a car hit him.</u>          |
| 4 | When the car hit the wall, ...                | <u>the driver died.</u>        |
| 5 | When the plane crashed, ...                   | <u>it caught fire.</u>         |
| 6 | When the boat sank, ...                       | <u>the passengers drowned.</u> |

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### Question C

**Aim:** For students to show that they can extract key information to complete a table.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table notes. Refer students to the illustration. Check/teach the word *airship*. Get students to tell you that it is filled with gas – hydrogen in this case – which is inflammable – they should be able to circumlocute that.

**Marking guide:** ½ mark for each line of notes.

**Total marks:** 4

---

### Answers

Model notes:

	Hindenburg
<b>From</b>	<i>Frankfurt</i>
<b>To</b>	<i>New Jersey</i>
<b>Pass. / Crew</b>	<i>36 / 61</i>
<b>Action</b>	<i>landing</i>
	<i>(03 / 05 / 1937)</i>
<b>Interruption</b>	<i>caught fire</i>
<b>Result</b>	<i>fell / ground</i>
<b>pass. /crew d.</b>	<i>36 / 22</i>

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### Question D

**Aim:** For students to show that they can produce a short explanatory text on a transport accident from notes.

**Method:** Refer students to the illustration. Draw an iceberg on the board and check/teach the word *iceberg*. Elicit what happened to the ship. Students have seen in the theme all the patterns which would enable them to make a good attempt at the text. Remind them of the work they did in Reading and Writing and in this theme so far. Set a time limit of ten minutes.

**Marking guide:** Give up to 12 marks for accuracy and variety of structure.

**Total marks:** 12

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### Answer

Model text

*The most famous sea accident in history involved the Titanic. The Titanic was the largest passenger ship in history. It sailed from the port of Southampton. It was going to New York. There were 1,316 passengers and 913 crew. On April 14<sup>th</sup> 1912, it was sailing in the North Atlantic when it hit an iceberg. It went down in just under three hours. Eight hundred and eighteen passengers died and six hundred and ninety-eight crew.*

---

## Question E

**Aim:** For students to show that they can extract key information to complete a table.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table notes with a date and a key event on each line. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each line of notes.

**Total marks:** 16

---

## Answers

Date	Event
1873	<i>born</i>
1891	moved to France
1897	first flights in balloons
1898	designed and built a balloon
1901	won a prize/flew round the Eiffel Tower
1903	started designing aeroplanes
1906	flew 60 m. at 3 m
1910	had an accident/stopped flying
1932	died

---

## Question F

**Aim:** For students to show that they can extract key information from a text.

**Method:** Explain that all the information they need is in the text. Work through the example. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct choice.

**Total marks:** 7

---

### Answers

Correct answers are ticked:

- 1 Santos-Dumont was ...
  - a Brazilian. ✓
  - b French.
  - c American.
- 2 His father was ...
  - a a farmer.
  - b an engineer.
  - c a farmer and an engineer. ✓
- 3 He designed and built ...
  - a balloons.
  - b balloons and airships.
  - c balloons, airships and planes. ✓
- 4 He flew around the Eiffel Tower in ...
  - a a balloon.
  - b an airship. ✓
  - c a plane.
- 5 He became famous because ...
  - a he won \$10,000 francs.
  - b he flew around the Eiffel Tower. ✓
  - c gave some money to people.
- 6 After his flight in 1906, ...
  - a he became a father.
  - b he got the name 'The Father of Flying'. ✓
  - c he worked on a newspaper.
- 7 The Wright brothers made their first flight ...
  - a in the same year as Santos-Dumont.
  - b three years before Santos-Dumont. ✓
  - c three years after Santos-Dumont.
- 8 Most people do not know the name of Santos Dumont today because ...
  - a he stopped flying in 1910.
  - b he died in 1932.
  - c he didn't make the first powered flight. ✓

## Question A

**Aim:** For students to show that they can remember key phrases from the theme and make correct collocations.

**Method:** Work through the example. Point out that the missing word is a verb. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct word or pair of words. Half a mark for a spelling mistake. Accept other good collocations.

**Total marks:** 10

## Answers

Possible answers:

- 1 build a house
- 2 draw a picture
- 3 land a plane
- 4 write a novel
- 5 climb a mountain
- 6 become rich
- 7 have an adventure
- 8 find a treasure
- 9 fall in love
- 10 meet a person
- 11 solve a crime

## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table, converting where necessary, e.g., square kilometres to km<sup>2</sup> or sq km.

**Method:** Point out that the notes in the Cartoon Films column will help them to decide what sort of information to put in each space, and what form it should be in. Set a time limit of ten minutes.

**Marking guide:** See detailed marking guide in Answers

**Total marks:** 12

## Answers

Model notes:

Name	Charlie Chaplin	1
Born	1889, Lon.	1
Died	1977, Switz	1
Age	88	1
First Film	Making a Living	2
Date	1914	1
Number	>75	1
Info about films	most films = person with funny walk, hat, stick; has trouble, gets girl	4

---

### Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about Cartoon Films. Set a time limit of ten minutes.

**Marking guide:** Give a total of 16 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 16

---

### Answers

Model answer:

Cartoon Films

The most famous cartoon films in history are probably the ones by Walt Disney. Disney was born in Chicago, USA, in 1901. He made his first cartoon film, called *Tommy Tucker's Tooth*, in 1922. He made more than 600 cartoon films. He died in Florida, USA, in 1966, aged 65. In many of his films, there is a mouse called Mickey Mouse. He has several friends including Minnie, another mouse, Pluto, a dog and Donald, a duck.

---

### Question D

**Aim:** For students to show that they can find key information in a text.

**Method:** Go through the examples. Set a time limit of ten minutes.

**Marking guide:** Give 1 mark for each answer. Take marks off for mistakes in units, e.g., kilometres not square kilometres, and for spelling.

**Total marks:** 12

---

### Answers

	<b>Writer</b>	<b>Born</b>	<b>Died</b>	<b>Novel Title</b>	<b>Date</b>	<b>Main person</b>
<b>Book 1</b>	Stevenson	1850	1894	<i>Treasure Island</i>	1883	Jim Hawkins
<b>Book 2</b>	Mallory	c 1410	1471	<i>Morte D'Arthur / The Death of Arthur</i>	1485	King Arthur

## Question A

**Aim:** For students to show that they can recognize missing information from a target structure.

**Method:** Make sure students notice that they can use one word twice. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct identification.

**Total marks:** 8

## Answers

- |   |              |   |         |
|---|--------------|---|---------|
| 1 | laugh?       | 5 | too     |
| 2 | interesting. | 6 | enough  |
| 3 | interested   | 7 | because |
| 4 | very         | 8 | too.    |

## Question B

**Aim:** For students to show that they can recognize missing preposition from a target structure.

**Method:** Make sure students realize that they can use the same preposition more than once. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct identification.

**Total marks:** 5

## Answers

Target words underlined:

- |    |   |              |                                |
|----|---|--------------|--------------------------------|
| 1  | We learnt                                     | <u>about</u> | Turkey in Geography yesterday. |
| 2  | There are no seasons                          | <u>at</u>    | the Equator.                   |
| 3  | The tilt of the Earth is the main reason      | <u>for</u>   | the seasons.                   |
| 4  | There are winds of 300 kph                    | <u>on</u>    | the continent of Antarctica.   |
| 5  | Dallol in Ethiopia has an average temperature | <u>of</u>    | 24.6°C.                        |
| 6  | Most people in Roman times were dead          | <u>by</u>    | the age of 28.                 |
| 7  | The average life expectancy rose              | <u>to</u>    | 33 in the Middle Ages.         |
| 8  | In 1899, Edwin Sewell was driving his car     | <u>down</u>  | a steep hill.                  |
| 9  | He was travelling                             | <u>with</u>  | a passenger called Richer.     |
| 10 | Sewell crashed and Richer fell                | <u>out</u>   | of the car and died.           |

---

## Question C

**Aim:** For students to show that they can identify key information in a text and transfer it to a table.

**Method:** Remind students to look at the kind of information and its form in the column on Star-gazing to help them choose the correct information for each section. Set a time limit of five minutes.

**Marking guide:** See marking guide in Answers.

**Total marks:** 9

---

### Answers

Model notes:

	Item	Marks
	<i>Bird watching</i>	1
	<i>(ornithology)</i>	
History	<i>old as civilization</i>	1
	<i>Anc. India (1500 BCE) studied birds</i>	1
	<i>Aristotle (Gr. C4<sup>th</sup> BCE) = 170 types</i>	1
	<i>(10,000 types!)</i>	1
	<i>Gr. 'ornitha' = chicken</i>	1
	<i>'logos' = science</i>	1
1 <sup>st</sup> magazine	<i>'Ibis' (1859)</i>	1
Why do they do it?	<i>relaxing;</i>	1
	<i>birds = interesting</i>	

---

## Question D

**Aim:** For students to show that they can produce a short text about a hobby from notes.

**Method:** Students have seen in the theme all the patterns which would enable them to make a good attempt at a biography of Shakespeare. Remind them of the work they did in Reading and Writing and in Lessons 1 and 2 of Vocabulary and Grammar. Set a time limit of ten minutes.

**Marking guide:** Give up to 12 marks for accuracy and variety of structure.

**Total marks:** 12

---

### Answer

Model text

*Astronomy is as old as civilization. People in Ancient India studied the stars and the planets in 1500 BCE. The Greek philosopher Aristotle said the planets went round the Earth. Nowadays we know that the planets go round the Sun. The name comes from two Greek words. The word 'astron' means law and the word 'nomos' means stars. The first magazine for amateur astronomers appeared in 1929. It was called 'Amateur Astronomer'. People study the planets and the stars because they are beautiful. Amateur astronomers also find new stars and planets sometimes.*

---

### Question E

**Aim:** For students to show that they can predict content from a heading.

**Method:** Point out that this is a prediction exercise. Set a time limit of two minutes.

**Marking guide:** Give up to 2 marks for good predictions.

**Total marks:** 2

---

#### Answers

Possible prediction:

The text will be about the bad results of children watching too much television – and perhaps some of the good results, too.

---

### Question F

**Aim:** For students to show that they can use a key skill – understanding the implicit content in a text.

**Method:** Work through the two examples. Make sure that students realize they have to give a reason if they decide a statement is false. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correct answer

**Total marks:** 12

---

#### Answers

Target items underlined:

- |   |  |   |   |
|---|--|---|---|
| 1 | Everybody thinks TV is bad for children.                                   | F | <u>Some people say they learn things from TV.</u> |
| 2 | The text gives four reasons against TV.                                    | I |   |
| 3 | Some people say children under 7 shouldn't watch TV at all.                | F | <u>children under 2</u>                           |
| 4 | You can say to a frightened 10 year-old child 'Don't worry! It's not real' | I |   |
| 5 | Children under 8 think adverts and programmes are the same.                | I |   |
| 6 | Children see people smoking in adverts.                                    | F | <u>in TV programmes</u>                           |

---

### Question G

**Aim:** For students to show that they can react to a text personally.

**Method:** Point out that students have to give their own reaction here but it must come from the text. Set a time limit of two minutes.

**Marking guide:** 1 mark for quoting something surprising, interesting or worrying from the text.  
1 mark for giving a good reason.

**Total marks:** 2

---

#### Answers

Depend on students.

**Question A**

**Aim:** For students to show that they can recognize the missing word in target structures.

**Method:** Point out that students can use the same word more than once. Point out also that they need to make some sentences negative. Set a time limit of five minutes.

**Marking guide:** 1 mark for each suitable word in the correct form.

**Total marks:** 9

**Answers**

Target words underlined:

- |   |               |  |
|---|---------------|--|
| 1 By 2050, average life expectancy                      | <i>will</i>   | be 85.   |
| 2 Do you think I  | <u>should</u> | continue my education?                           |
| 3 Get good qualifications and you                       | <u>will</u>   | probably get a good job.                         |
| 4 How much  | <u>can</u>    | you remember about the History lesson on Monday? |
| 5 If you are tired, you                                 | <u>won't</u>  | drive very well.                                 |
| 6 If you friends  | <u>can't</u>  | help you, ask the teacher.                       |
| 7 If you smoke, you                                     | <u>may</u>    | get lung cancer.                                 |
| 8 Research has shown that apples                        | <u>can</u>    | help stop cancer.                                |
| 9 The most famous adventure story in English literature | <u>could</u>  | be <i>Tom Sawyer</i> by Mark Twain.              |
| 10 What   | <u>would</u>  | you like to do when you leave school?            |

**Question B**

**Aim:** For students to show that they can recognize the missing word in target structures.

**Method:** Point out that students must think of one word for each space. Set a time limit of five minutes.

**Marking guide:** 1 mark for each suitable word in the correct form.

**Total marks:** 9

**Answers**

Target words underlined. Other words may be possible – check carefully.

- |  |                  |  |
|--|------------------|--|
| 1 Write a summary of the   | <i>important</i> | words.   |
| 2 This is not the  | <u>main</u>      | reason for the seasons.  |
| 3 Research   | <u>shows</u>     | that higher qualifications are linked to higher earnings.                                    |
| 4 On   | <u>average</u>   | , the coldest place in the world is Plateau in Antarctica.                                   |
| 5 The Amazon sends around 120 million litres of fresh water in the Atlantic Ocean every second.  | <u>That</u>      | is one fifth of the fresh water in the oceans of the world.                                  |
| 6 At the start of the 20 <sup>th</sup> century, average life expectancy started to rise quickly. | <u>probably</u>  | because the houses were cleaner, the water was cleaner and the food was cleaner.             |
| 7 Many people came to watch the competition between railway engines,                             | <u>including</u> | William Huskisson, a member of the British Government.                                       |
| 8  | <u>Perhaps</u>   | the most famous horror story in English literature is <i>Frankenstein</i> , by Mary Shelley. |

- 9 At first, stamp collectors were also started collecting.  
children, but soon, adults
- 10 We need sunlight to make too much sun is very dangerous.  
Vitamin D, but

### Question C

**Aim:** For students to show that they can extract key information to complete a table.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table notes. Refer them to the notes on brushing teeth to indicate the kind of information and form they must provide.

**Marking guide:** See marking guide in Answers.

**Total marks:** 10

### Answers

Model notes:

	Item	Marks
Topic:	<i>Wash your hands with soap</i>	1
General advice	<i>many health problems → germs;</i>	1
	<i>soap kills germs so wash hands with soap;</i>	
	<i>If wash hands = kill billions of germs</i>	
Research results	<i>regular washing = ? save 1m lives p.a.</i>	1
Who said?:	<i>London School of Hygiene and Tropical Medicine.</i>	1
When?:	<i>2003</i>	1

### Question D

**Aim:** For students to show that they can produce a short explanatory text on a health tip from notes.

**Method:** Students have seen in the theme all the patterns which would enable them to make a good attempt at the text. Remind them of the work they did in Reading and Writing and in this theme so far. Set a time limit of ten minutes.

**Marking guide:** Give up to 14 marks for accuracy and variety of structure.

**Total marks:** 14

### Answer

Model text:

#### **Brush your teeth**

*Many health problems start with germs. However, toothpaste kills germs so you should brush your teeth after eating or drinking. If you leave food in your teeth, they will go bad.*

*Research has shown that you should use a soft toothbrush. You should brush for three minutes. Most people only brush for one minute. (The American Dental Association, 2005).*

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## Question E

**Aim:** For students to show that they can understand information in a short text.

**Method:** Explain that all the information they need is in the text. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct answer.

**Total marks:** 8

---

### Answers

Correct items are ticked:

- 1 This text is about ...
  - a food poisoning.
  - b viruses.
  - c food poisoning by the Norwalk virus. ✓
- 2 The Norwalk virus causes ...
  - a all cases of food poisoning.
  - b a few cases of food poisoning.
  - c over half the cases of food poisoning. ✓
- 3 Norwalk virus is ...
  - a a bigger problem in one season. ✓
  - b a problem all year round.
  - c a problem in summer.
- 4 You can get the Norwalk virus ...
  - a from eating shellfish.
  - b from dirty vegetables.
  - c from shellfish and dirty vegetables. ✓
- 5 The word 'outbreak' means ...
  - a a problem in hospitals, hotels or schools.
  - b lots of people getting ill at the same time. ✓
  - c a problem caused by a cook.
- 6 The virus got its name from ...
  - a a school in the USA. ✓
  - b a town in the USA.
  - c the Norovirus.
- 7 You can kill the virus ...
  - a by cooking food properly.
  - b by washing your hands.
  - c by a and b above. ✓
- 8 The Norwalk virus ...
  - a last for 48 hours.
  - b kills 20 million people every year in the US.
  - c does not cause long-term problems. ✓