

THIS IS ENGLISH

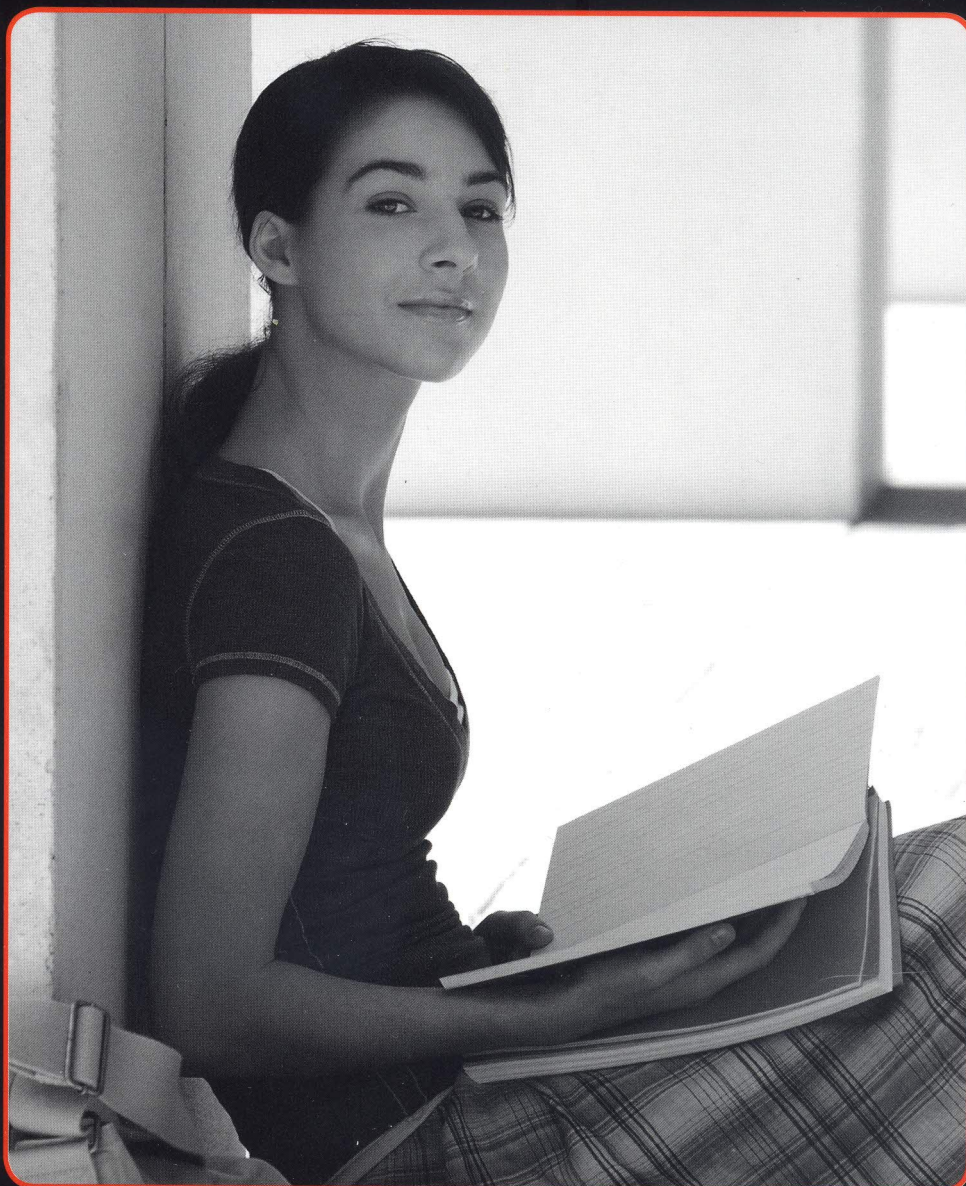


LONGMAN EXAM ACCELERATOR

Teacher's Book

classroom and self-study preparation
for all B2 level exams

Marta Umińska | Dominika Chandler



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INTRODUCTION

STUDENTS' BOOK

REFERENCE PART

- The structure of the Reference Part **reflects the structure of a typical school-leaving exam at B2 level** – a separate section is devoted to each part of the exam.
- The Reference Part includes:
 - **information about typical exam task types** and an explanation of **exam strategies**
 - **useful phrases** and relevant functional language
 - exercises and **typical exam tasks** which can help students put the vocabulary and exam tips into practice
 - **sample writing tasks, text models** and extensive lists of **useful phrases**
- The Reference Part is primarily **intended for self-study**. However, as it is closely linked to the Thematic Part, it can also be used in class. The teacher can refer to it while discussing particular topics from the Thematic Part.

LEXICAL-GRAMMATICAL PART

- The Lexical-grammatical Part offers extensive practice of the **Use of English** part of the exam. It covers **task types and structures that are typically found** in this part of the exam.
- Each section in this part of the book offers extensive practice of the structures which are most commonly tested in the given type of exam task and includes **two typical exam tasks**.

THEMATIC PART

- The Thematic Part consists of twelve units covering typical **exam topics**, which allows for **organised revision** of the material and offers **extensive practice** of all types of most common exam tasks in a relevant context.
- It has a definite lesson-like feel to it, offering **complete and logical lessons**.
- It is geared towards **practical use of the language**. Thus it helps to avoid unnecessary repetition of the same exam information in each unit of the book.
- Every unit includes a **Word Bank** with a phonetic transcription which can be a very useful revision tool before the exam.
- **examWORKOUT** tasks help students apply and activate proper exam strategies to solve specific exam tasks, or provide them with the necessary language to do so.
- **examTASK** exercises allow students to **solve typical exam tasks in an exam-like context**.
- The **examWORKOUT** and **examTASK** exercises are clearly linked to the strategies from the Reference Part.
- At the end of each unit there are **Quick Revision** sections, revising vocabulary and phrases from the given unit.
- The *English and the Arts* section enhances students' perception of the **cultural element in the English language**.

KEY

The Key section of the Students' Book contains the answers to the exercises from the Reference Part and the Lexical-grammatical Part.

TAPESCRIPT

The Tapescript contains the scripts of the recordings from the Students' Book.

CDs

The CDs contain the recordings from the Students' Book.

TEACHER'S BOOK

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

USE OF ENGLISH TESTS

- This section of the Teacher's Book contains **four Use of English tests** with the answer key. Each test is related to one of the task types from the Lexical-grammatical Part.

THEMATIC PART

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

PHOTOCOPIABLE MATERIAL

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

VOCABULARY TESTS

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

INTRODUCTION

REFERENCE PART

The Reference Part is intended mainly for self-study, and – as the name suggests – for reference while working on exam tasks in the Thematic Part. It can also be used for quick revision before the exam. It contains a systematic presentation of the different components usually found in school-leaving examinations at B2 level – Listening, Reading, Use of English, Writing and Speaking – and the types of tasks students may come across in each component.

It will help the students if the teacher tells them at the beginning of the school year which task types occur in the exam they are preparing for. They could flag those task types in the Reference Section.

THE WRITTEN EXAM

LISTENING, READING, USE OF ENGLISH

These three sections have a very similar structure. In each of them students will first find general information and guidelines. Those are followed by sub-sections on different task types. Each sub-section contains task-specific tips, one exam task and a 'task analysis' exercise illustrating how the tips work in practice.

WRITING

This section also starts with general guidelines on writing, followed by eight sub-sections on different text types. Each of the sub-sections contains writing tips, an exam task with a model response, and a 'task analysis' exercise. There is a list of useful words and phrases for each text type for students at the end of the section.

THE ORAL EXAM

This section starts with general tips on preparing for and taking oral exams, followed by five sub-sections on the different types of exam tasks. Each sub-section contains a description of the task, task-specific tips, one or two exam tasks with a recorded sample answer, and 'task analysis' exercises. At the end there are lists of useful words and phrases for each task type.

WHEN IS THE RIGHT TIME TO COVER THE REFERENCE PART?

It is recommended that students familiarise themselves with the section related to each type of exam task before they first meet that type of task in the Thematic Part. One way of achieving this is to start the school year by working through all of the Reference Part, or rather through all the task types that are relevant to your students (i.e. the types of tasks which occur in the exam that your class is preparing for). This, however, might prove a bit monotonous unless interspersed with more light-hearted activities. Another way is to ask students to read up only the specific task types they will soon encounter in the Thematic Part. For example:

- Before starting Unit 1, ask students to work through the following:
 - ⇒ The general information and guidelines on reading on page 12;
 - ⇒ Reading – matching on page 12;
 - ⇒ The general information and guidelines on listening on page 8;
 - ⇒ Listening – multiple choice on pages 9-10.
- Before covering the section on Word Building in Unit 1 on page 62, ask students to study the relevant section of the Lexical-grammatical Part on pages 52-56.
- Before starting the Speaking section in Unit 1 (page 63), ask students to read the tips on *presenting your opinion* (page 36) and to listen to the model presentation. When working on the mini-presentation in Unit 1, students may refer to the list of phrases on page 38.
- Before starting the Writing section on page 63 in Unit 1, ask students to read the general guidelines on writing on page 24 and the section on descriptions on page 26. Encourage students to use the list of phrases on page 33 when working on their descriptions.

The same procedure should be applied to other units, until students have worked through the entire Reference Part. The model texts and the lists of phrases should be used for reference whenever working through a Writing section, and the lists of phrases for the oral exam should be used whenever working on oral tasks.

LEXICAL-GRAMMATICAL PART

The Lexical-grammatical Part offers extensive practice of the Use of English part of the exam. This part of the book is divided into four sections, each of them focusing on a different type of exam task:

Multiple Choice, Sentence Transformations, Open Cloze and Word Building. Each section reviews lexical and grammatical structures that are typically tested in the given type of exam task as well as including two typical exam tasks.

The table below lists the lexical and grammatical structures covered in each section.

Section	Lexical and grammatical structures
Multiple Choice	<ul style="list-style-type: none">• tenses (grammatical tenses, reported speech, the passive)• modal and auxiliary verbs• determiners and quantifiers• prepositions• linking words• synonyms• collocations• phrases and expressions
Sentence Transformations	<ul style="list-style-type: none">• reported speech• the passive and <i>have/get something done</i>• conditionals• grammatical tenses• inversion• wishes, advice and suggestions• structures with <i>I wish</i> and <i>If only</i>• linking words• modal verbs (referring to the past)• verb patterns• phrasal verbs
Open Cloze	<ul style="list-style-type: none">• modal and auxiliary verbs• articles• prepositions• linking words• collocations• idioms, phrases and expressions• phrasal verbs
Word Building	<ul style="list-style-type: none">• prefixes and suffixes

In each section students will first find information about the given exam task as well as some general guidelines. Those are followed by the examples of structures that are most commonly tested in the given type of task, including a **TEST YOURSELF!** exercise allowing students to test their knowledge in a controlled way. Next, there is a set of exercises reviewing these structures and showing the students how they could be incorporated into the given exam task type. Finally, there are two typical exam tasks of the given type at the end of each section, which enables students to test their knowledge in an exam-like context.

THEMATIC PART

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

The quotations at the start of each unit can be used for speaking practice: students may prepare (or improvise) short presentations, saying how they understand the quotation and whether they agree with it. This can be done as a lead-in to the topic, or while you are working on the Speaking section, or at any time when you have five minutes left at the end of a lesson. Alternatively, some of the quotations can be used as starting points for discussion.

VOCABULARY

All the Vocabulary sections can be covered in class or set as homework (with the exception of exercises which require students to talk in pairs). A mixture of the two will probably work best. If the section is done at home and checked in class, the speaking exercises will provide a break from the monotony of going over the answers. Remind students to use the Word Banks to help them. There are two basic ways to do this:

- When doing closed exercises (choosing the right word, matching), start by doing the exercise and refer to the Word Bank when not sure of the answer.
- When doing open-ended exercises, especially those featuring sophisticated vocabulary, start by studying the relevant section of the Word Bank.

examWORKOUT

Tasks with this heading are designed to provide guided step-by-step preparation for all types of exam tasks, each time focusing on a different strategy, technique or tip.

examTASK

Tasks with this heading are exercises allowing students to solve typical exam tasks in an exam-like context.

READING AND LISTENING

The sections devoted to receptive skills are designed as lesson material. 'Pure' exam tasks are accompanied by a variety of lead-in and follow-up exercises, the latter usually involving speaking practice and vocabulary work. If you are short of time, the actual reading can be set as homework.

If a reading or listening task is preceded by an **examWORKOUT** section, the strategy or tip practiced in that section is also applicable to some of the questions in the main exam task.

As the reading exam tasks are intended to imitate the exam as closely as possible, they are not preceded by exercises which would require students to read for gist. However, it is a good idea to remind students that they should read the whole text once for general understanding before they do the exam tasks. If you wish to start off any of those tasks with reading for gist, appropriate questions for each text are provided in the teaching notes.

USE OF ENGLISH

All Use of English sections contain **examWORKOUT** tasks which focus on specific grammatical or lexical points. The teaching notes will refer to the corresponding sections in the Lexical-grammatical Part, which you may choose to do before or after the Use of English sections from the Thematic Part.

SPEAKING

Each Speaking section focuses on one of the types of exam tasks described in the Reference Part: talking about photos, discussion, role play and speaking on a set topic (including presenting your opinion and narrating or describing).

The aims of the preparatory exercises include:

- analysing the requirements of the task,
- considering a 'bad' model response and analysing its shortcomings,

- considering a good model and what makes it successful,
- structuring a response,
- preparing the language necessary to deal effectively with the task,
- the students assessing each other's performance.

When doing the exam tasks in pairs, one student will take on the role of the examiner. You may wish to remind students that the examiner's role is to utter only minimal prompts, while the candidate should try to say as much as possible.

WRITING

All Writing sections contain **examWORKOUT** tasks, in which students are invited to consider and discuss various features of good writing. The **examWORKOUT** should be done in class and the writing itself set as homework. Most Writing sections contain two tasks: one is used for the *workout* and the other one is intended to be set as homework. However, you may wish to allow students to choose the task they prefer.

When working on the Writing sections, students should refer to the relevant text models and lists of phrases in the Reference Part.

QUICK REVISION

Revision is the key to remembering new vocabulary. The materials in the Student's Book and in the Teacher's Book provide you with three ways to revise the vocabulary from any given unit.

- 1 At the end of each unit, on the spread which contains the Word Bank there is one column of short, light-hearted questions designed to help students revise vocabulary. That is the Quick Revision. This section can be used to fill the last five minutes of a lesson or set as homework. In class, students may do it individually or quiz each other in pairs. An alternative way is to have students work in teams of two or three: the first team to answer all the questions correctly wins.
- 2 At the end of the teaching notes for each unit in this Teacher's Book there is a revision activity focusing on vocabulary.
- 3 The photocopiable activities for each unit focus on vocabulary revision and speaking.

ENGLISH AND THE ARTS

Towards the end of the book (on pages 154–159) there are three culture sections entitled *English and the Arts*. They are intended to give the students a feel for the cultural element in language and the influence of the arts on language. Each of these sections is organised around a specific idea. The first presents the wealth of idioms created by Shakespeare, which many contemporary speakers of English use without being aware of their origin. The second focuses on cult lines from films which have entered everyday language. The third and last section deals with literary characters whose names and characteristics are familiar to all native speakers. What the three topics have in common is that the cultural influences described and the linguistic features that have arisen from them are part of the shared heritage of English speakers and of their common language.

The culture sections are meant to provide a break from the incessant exam practice. They are intended to be informative but light-hearted and they contain no exam tasks. They may be used at any point during the school year.

LANGUAGE AND CULTURE

Throughout the book, **LANGUAGE & CULTURE** boxes provide bits of information which lie somewhere on the border between language and culture, for example on such institutions as the Open University or Consumer Direct.

ADDITIONAL READING

Advanced level students should be exposed to a variety of literary texts. For copyright reasons, few such texts can be reproduced in a coursebook. After the teaching notes for each unit you will find suggestions for additional reading: short stories, extracts from novels, an occasional poem. Most of the texts can be found on the Internet.

INTRODUCTION

HOW TO USE THE THEMATIC PART?

The quotations at the start of each unit can be used for speaking practice or as starting points for a discussion.

The Vocabulary section of each unit aims to review the vocabulary related to the given exam topic.

More Word Building exercises can be found in the Lexical-grammatical Part.

SCHOOL

"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child."

George Bernard Shaw (1856-1950)

WORD BANK PAGE 80

EXERCISES

1. Complete the sentences with appropriate words. The first letter has been given.

- My granddad went to a _____ school at the age of nine. He hated leaving home.
- My little brother's just four years old. He goes to _____ school.
- Joe's parents have decided to send him to an _____ school as they are critical of state education. Now they have to pay school fees.
- If you want to train to be a mechanic, go to a _____ school.
- In some systems, there's a _____ or _____ school between primary and high school.

2. Match the sentence beginnings and endings.

3. The school year

- There's a _____ for every subject.
- Some subjects are _____.
- In most schools, _____.
- At the end of secondary school, _____.
- a. is divided into terms.
- b. students take external exams and receive a certificate.
- c. there are also extra-curricular activities.
- d. until the age of eighteen.
- e. which means you don't have to take them.
- f. which says what teachers are supposed to teach.

4. Label the objects in the picture.

Folder, file, notepad, ruler, set square, compass, pencil sharpener, highlighter, paperclip, stapler, hole punch, rubber.

5. Choose the two words which complete each sentence.

- Robert took / passed / did the driving test last week, but he failed it.
- How many points did you score / get / achieve in the French test?
- Julia failed the history exam, so she'll have to repeat / retake / rest it next month.
- Exam results will come out / be announced / appear next week.
- Masara is a(n) external / internal / school-leaving exam.

6. Complete the sentences with the words from the box.

entrance flunked mark mock papers past set

7. We're going to have _____ exams soon to check how well we've prepared for the real ones. We've been going over a lot of _____ papers this week to practice. Everyone remembers how last year our History teacher _____ an exam which was so difficult that 75 per cent of the class _____ it. Mind you, the teachers are going to have a hard time too: they'll have to _____ dozens of exam _____.

8. Personally I don't like exams. And I really hate the thought of having to take _____ exams to college.

9. Complete the text with the correct prepositions.

Dear Grace,

I'm in so much trouble! I always used to do reasonably well at school. My reports generally said I was a good _____ the good work. _____ until last term I was _____ school for two months because of a serious illness. When I returned, I tried to catch _____ with the rest of the class, but I had fallen _____ so badly that it was really difficult. I felt discouraged and often couldn't get _____ to work in the evening. I started handing _____ homework late or not at all. I've also got concentration problems. I find it difficult to pay attention and now I'm _____ what the teachers are saying in class. And if I do get it, I started to skip lessons because I felt so bad at school. I'm terrified. I don't want to be one of those kids who drop _____ of school as fifteen and never get an education! Please help me - what should I do?

Chloe

10. Complete the text with words formed from the words in brackets.

When I was eight years old, my primary school teacher told my parents that learning _____ (DIFFICULT) my reading was slow and found it hard to _____ (MEMORY) things. My mum took me to an educational _____ (PSYCHOLOGY) that was changed my life. She gave me a test to measure my _____ (ABLE) in different areas. She showed me a piano and played music to me. Then she told my mother I was slightly _____ (DYSLEXIA). She said I might not achieve outstanding _____ (ACADEMIC) results, but I was _____ (GIFT) and talented in other ways. She said I wouldn't do standard tests and the school should use other, pupil-friendly forms of _____ (ASSESS). Finally, she suggested sending me to dance and drama classes to let me develop _____ (ARTISTIC). Now I'm twenty-five and I'm a professional dancer. I often think with gratitude of the specialist who believed _____ (CREATE) was no less important than literacy.

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UNIT 3 (SCHOOL), PAGES 74-75

The Reference Part contains general tips as well as task-specific strategies, typical exam tasks and task analysis exercises. It can be referred to at any time while working on the exam tasks in the Thematic Part or used for revision before the exam.

The **examTASK** exercises are typical exam tasks, allowing students to test their knowledge and practise their skills in an exam-like context. They are accompanied by lead-in and follow-up exercises, involving speaking and vocabulary work.

The **LANGUAGE & CULTURE** boxes provide information on the border of language and culture.

Daily News

Monday 21st November 2009

A SECOND LOOK AT SCHOOL LIFE

THE FIRST DAY AT A NEW SCHOOL IS NEVER EASY. You're wearing new clothes but you're not sure if the astronaut helmet makes you look like a fool. Your teacher bows down the floor, waiting for the first stragglers to arrive. A missing classmate eventually turns up twenty minutes late: she'd been trapped in a cloud of bubbles. Welcome to school life - in Second Life.

Second Life - the online 3D computer game - is being used to teach teenage pupils as part of 'School', a project set up by Peter Twining, director of the centre for curriculum and teaching studies at the Open University. The main aims of School (School + Home) are to overcome the problems within the current education system and to develop a better way of learning for the 21st century.

Initially, Dr Twining and his colleagues spent six months trying to get young people to suggest creative ideas for new education systems, but the results were disappointing. Then they realised that the virtual world of Second Life offers a better way to test new designs and ideas. In a traditional classroom, everyone knows what the rules are, what the teachers and pupils are supposed to do. But in a school in a virtual world you can challenge the established rules, and students can control what they do in a way that would be too expensive or difficult in reality.

School Park is a private island in Teen Second Life, which is restricted to those under the age of eighteen. In a conventional workshop the kids turn up and wait to be told what to do, but in workshops in School Park, the kids might come in, stay for a while to see if they're interested in the subject, and if not, fly off. They're not just skipping lessons, they're busy creating school buildings and scripting scenarios for other workshops and activities. As a result, the classes are quite unusual. Archaeology classes which take place on a recreation of Hadrian's Wall. Physics experiments to calculate the value of gravity within Second Life, and Philosophy seminars set in a Japanese Zen garden.

In School Park nobody knows who you really are. You can change the appearance of your avatar - the character you play in the world. This anonymity means that the students are less worried about making mistakes and so feel free to be more creative, and this, in turn, builds their confidence. I have never met any of these children in real life, says Dr Twining. 'All I know is their avatar. My guess is those children are projecting themselves as something they're really not. And that's very liberating.'

Reaction from the pupils has been overwhelmingly positive. They have discovered that learning isn't just a teacher talking at a class, that clear communication is vital, and that teamwork is essential. They can also run experiments that in real life would be impossible, for example with giant pendulums. One Sharker wrote: 'Everyone has their own ideas and contributions and School Park allows everyone to make these contributions with confidence. Scripting and building both encourage you to think through problems and to try new ways of doing things.'

And that is just what School is: a new way of testing ideas for a new type of education. And 'may well be what we'll be doing in the real world tomorrow.'

* Hadrian's Wall is a 117-kilometre fortification built by the Romans in what is now the north of England.

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UNIT 3 (SCHOOL), PAGES 76-77

The Reference Part offers extensive practice of the Use of English part of the exam, including sections focusing on typical exam task types (Multiple Choice, Sentence Transformations, Open Cloze and Word Building). It can be referred to at any time while working on the exam tasks in the Thematic Part or used for revision before the exam.

Speaking sections focus on the exam task types described in the Reference Part and contain **examTASK** exercises and **examWORKOUT** tasks, helping students to analyse the requirements of the exam task and sample answers, and to structure their own responses as well as prepare the language necessary to do the exam task.

All Writing sections contain **examWORKOUT** tasks reviewing various features of good writing and **examTASK** exercises to be set as homework. When working on the Writing sections, students should refer to the text models and useful phrases in the Reference Part.

[illegible]

UNIT 3 (SCHOOL), PAGES 78–79

The Word Bank contains a list of vocabulary from the given unit with a phonetic transcription and can be used with the relevant exercises in the Vocabulary section or as a revision tool.

[illegible]

Quick Revision are short, light-hearted questions designed to help students revise vocabulary, accompanied by revision activities and photocopiable exercises in the Teacher's Book.

UNIT 3 (SCHOOL), PAGES 80–81