

# 2 REVIEW AND CONSOLIDATION

These exercises are designed to evaluate students' progress in assimilating the grammar and vocabulary from units 6–10. They are suitable for either revision or testing.

For revision purposes, review the language area with the students in open class first, and then allow the students to work together in completing the exercises. Feed back as a class, asking for justification of the answer where appropriate.

For testing purposes, set a time limit for students to do one or more of the exercises individually in class. Alternatively, set the exercises as homework. If you choose to use these exercises for testing, it is worth first discussing with the students the best approach to each exercise, in particular reading a text to understand its overall meaning before attempting to complete the gaps. Take the answers in to correct or provide the students with the answers to correct each other's.

You may also wish to evaluate students' progress in communicative performance. To do this, repeat one of the Speaking/Writing exercises from units 6–10. To increase the interest and challenge factors in this, change one or two features, e.g. students roleplay a waiter describing different menu items to a customer with a different set of requirements.

## Describing dishes

### Exercise 1, page 92

Refer students to the exercises on describing dishes on page 56 of the coursebook to revise language if useful.

1 cuisine 2 meal 3 appetizers 4 olives  
5 slices 6 served 7 sauce 8 cooked in  
9 made 10 dishes 11 seafood 12 eaten

## Quantifiers

### Exercise 2, page 92

Review the different quantifiers covered. Refer students to the Grammar box on countable and uncountable nouns on page 55 of the coursebook or to page 114 of the Grammar reference.

1 a lot of 2 many 3 some 4 much 5 some  
6 an / a 7 – / – 8 Anything 9 some 10 a

## Future forms

### Exercise 3, page 92

Review future forms if needed. Refer to the Grammar box on page 60 of the coursebook or page 115 of the Grammar reference section. Page 117 of the Grammar reference explains non-action (stative) verbs if these require revision. Remind students that they should choose the incorrect alternative, and encourage them to explain why it is incorrect.

- 1 c – The present continuous isn't possible here because *love* is a non-action (stative) verb.
- 2 b – The bus tour is going to leave tomorrow at 8.30 a.m.
- 3 b – They aren't going to go glacier trekking this week.
- 4 a – Will we take the flight-seeing tour on day 2?
- 5 c – The present continuous isn't possible here because *be* is a non-action (stative) verb.

## Presentations

### Exercise 4, page 93

Revise how to structure presentations if needed by referring to the Professional skills box on page 65 of the coursebook.

- 1 I'd like to show you a video of this amazing tour. [V]
- 2 Hello I'm Tamsin and I'm going to tell you about Auckland in New Zealand. [S]
- 3 Right, I'll be happy to take any questions now. [E]4
- 4 Have you ever heard of Queenstown? It's our adventure capital. [S]
- 5 So, if you love outdoor activities, Auckland is for you! [E]
- 6 As you can see, the geographical diversity of our country is enormous. [V]

## Obligation

### Exercise 5, page 93

Suggest students go through the text, writing in the answers they know before rereading it to work out the more difficult ones. For revision of modals of obligation, refer students to the Grammar box on page 71 of the coursebook and to pages 115–116 of the Grammar reference.

1 should 2 should 3 are allowed 4 is allowed  
5 has 6 don't have to 7 must 8 must  
9 should 10 must 11 shouldn't 12 must

## Air travel

### Exercise 6, page 93

Suggest students fill in the answers they know, crossing off the clues used. If useful, review travel-related vocabulary in Unit 8 or have students work in pairs to complete the crossword.

#### Across

4 arrivals 6 gate 8 flight 9 calm 10 delay

#### Down

1 departures 2 take-off 3 land 5 security  
7 baggage

## Present perfect

### Exercise 7, page 94

Elicit how to form the present perfect before doing the exercise. Refer students to the Grammar box on page 77 of the coursebook or page 116 of the Grammar reference section if further review is needed. After checking the answers, students could work in pairs to roleplay the conversation, taking turns to be the reporter.

1 have you added  
2 've (have) extended  
3 have you installed  
4 Have there been  
5 's(has) redesigned  
6 've (have) replaced  
7 made  
8 Have you renovated  
9 restored  
10 's (has) bought  
11 's (has) also put  
12 Have you finished

## Hotel checkout

### Exercise 8, page 94

Students complete the conversation, referring to the Professional skills box on page 81 if necessary. After checking the answers, students could work in pairs to roleplay the conversation, taking turns to be the reporter.

1 help 2 bill 3 laundry 4 records 5 check  
6 mistake 7 sorry 8 balance 9 paying  
10 enjoyed 11 assistance 12 staying

## Tourism marketing

### Exercise 9, page 94

If review of this language is required, refer students to pages 84–85 of the coursebook before they complete the exercise.

1 promotion 2 distribution 3 segments  
4 products 5 marketing 6 attract 7 research  
8 Sponsorship 9 advertising/advertisements  
10 promoted

## Making recommendations

### Exercise 10, page 95

Elicit how the first conditional is formed and what contracted forms are. If revision is required, refer students to the Grammar box on page 87 of the coursebook or page 116 of the Grammar reference section.

1 visit 2 'll (will) see 3 go 4 won't see  
5 goes 6 should always bargain 7 visits  
8 won't see 9 'll (will) love 10 's (is)  
11 're (are) 12 'll (will) love

## Hotel refurbishment

### Exercise 11, page 95

Refer students to the vocabulary in Exercise 4 on page 77 and Exercise 4 on page 78 of the coursebook.

1 Refurbishment: decorate, refresh, remodelling, renovation, upgrade  
2 Furniture: armchair, bedside table, closet, desk, drawers  
3 Fittings: anti-theft clothes hangers, bath-side LCD screen, electronic blinds, lighting, shower screen

## Negotiating

### Exercise 12, page 95

Review the language of negotiating in the Professional skills box on page 89 of the coursebook as required.

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