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 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 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 activities from the final five units. To increase the interest and challenge factors in this, change one or two features, e.g. students roleplay an interview for a different job.

A World Heritage site

Exercise 1, page 92

Remind students of the expressions on page 53 for describing tourist attractions. They then complete the text about Barbados with the words in the box.

**1** located **2** consists **3** dates back

**4** comprises **5** elegant **6** insight

Architectural features

Exercise 2, page 92

Review the descriptions of the features in the Winter Palace on pages 54–55. Students then match the words with their definitions.

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

Tour guiding

Exercise 3, page 92

Refer students to the guiding expressions on page 56. Students then complete the extract from a guided tour with the words in the box.

**1** vaulted **2** depicts **3** sweeping **4** restored

**5** colonnades **6** ornate **7** wing **8** carved

Talking about the past

Exercise 4, page 92

Remind students of the language used to talk about past habits, events and beliefs and refer them if necessary to the Grammar box on   
page 53 and the Grammar reference section on pages 113 and 114. Students then rewrite the sentences using the prompt word in brackets.

**1** The area around St Petersburg used to be a marshy swamp.

**2** In 17th-century London merchants would   
often discuss business in one of the new coffee houses.

**3** Historians used to believe that Egyptian pharaoh Ramses III was poisoned.

**4** It is now believed/thought that Ramses III was assassinated by his wife and son.

**5** It is said that the Viking explorer Erik the Red reached North America 500 years before Christopher Columbus.

Hypothetical situations

Exercise 5, page 93

Review expressions used to describe hypothetical situations in the Grammar box on page 61 and page 114 of the Grammar reference section. Remind them to use a comma after the *if* clause. Students then rewrite the sentences, starting each one with *If.*

**2** If she hadn’t been wearing a microphone, no one would have been able to hear her presentation.

**3** If the pitch hadn’t been frozen, the match wouldn’t have been called off.

**4** If I’d known the projector wasn’t working, I would have called a technician.

**5** If we hadn’t invited the most popular bands, the festival wouldn’t have been such a great success.

**6** If we’d had a generous sponsor, we wouldn’t have lost a lot of money / so much money.

Contracts

Exercise 6, page 93

Refer students to the Professional skills section of Unit 7 on pages 64–65 to review the language of contracts. They then complete the extract from a contract with the words in the box.

**1** shall apply **2** shall be liable **3** null and void

**4** assign **5** prior **6** in writing **7** provisions

**8** shall be construed

Event concept

Exercise 7, page 93

Remind students of the vocabulary used when describing plans for an event and refer them to pages 62–63 if necessary. They then circle the correct option in each sentence.

**1** attend **2** put off **3** cater for **4** liaise

**5** showcase

Dependent prepositions

Exercise 8, page 94

Refer students to the Grammar box on dependent prepositions on page 71 and the Grammar reference on page 114. Remind students that the preposition may be dependent on a noun, verb or adjective. They then complete the sentences with appropriate prepositions.

**1** in **2** for **3** for **4** in **5** from **6** in **7** to

**8** to **9** in **10** with **11** of

Job interviews

Exercise 9, page 94

Refer students to the Professional skills box on page 72 to review the list of difficult interview questions. They could also refer to the audio script for the interviews in tracks 8.4 and 8.5 on pages 125–126. They then match the questions with the answers.

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

Personal qualities

Exercise 10, page 94

Remind students of the adjectives describing personality and refer them to page 70. They could also review the job advertisement on page 71. They then complete the adjectives.

**1** autonomous **2** outgoing **3** methodical

**4** ambitious **5** articulate **6** reliable

Describing dishes

Exercise 11, page 94

Review the adjectives describing food on page 78. Students then match the food items with the adjectives commonly used to describe them.

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

Culinary tourism

Exercise 12, page 95

This exercise reviews the vocabulary from   
Unit 8 as a whole. Students could read quickly through the unit first, then complete the text about a culinary holiday with the words in the box.

**1** palate **2** fare **3** slow food **4** savouring

**5** produce **6** whet **7** dine out **8** gourmet

Modal verbs

Exercise 13, page 95

Review modal verbs for speculation in the Grammar box on page 87 and page 115 of the Grammar reference section. Students then read the newspaper article about a lucky escape and complete the sentences with verbs using the words in the box with an appropriate modal.

**2** may/might have suffered

**3** could have been

**4** may/might have used

**5** should have carried out

**6** should have laid

**7** should have been posted

**8** must have had