ÉRETTSÉGI AKTÍVÁTOR
angol nyelv
vizsgafelkészítő tanfolyamokra és egyéni gyakorlásra
Teacher’s Book
Bob Hastings / Marta Umińska / Dominika Chandler

CONTENTS

2 INTRODUCTION
6 THEMATIC PART (UNITS 1–12)
18 PHOTOCOPIABLE MATERIAL
22 VOCABULARY TESTS
62 GRAMMAR TESTS
62 KEY • VOCABULARY TESTS
62 KEY • GRAMMAR TESTS
**REFERENCE PART**

- The structure of the Reference Part reflects the structure of the exam – a separate section is devoted to each part of the exam.
- The Reference Part includes:
  - information about the exam and an explanation of exam strategies,
  - a functions bank with useful phrases and relevant functional language,
  - a set of exercises and a typical exam task which can help students put the vocabulary and exam tips into practice,
  - a set of sample writing tasks, text models and extensive lists of useful expressions.
- 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.

**THEMATIC PART**

- The Thematic Part consists of twelve units covering specific Érettségi topics, which allows for organised revision of the material and offers extensive practice of all types of 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, avoiding unnecessary repetition of the same exam information in each unit of the book.
- Every unit includes a Wordbank (a list of vocabulary phrases) which can be a very useful revision tool before the exam.
- Érettségi workout tasks help students apply and activate proper exam strategies to solve specific exam tasks, or provide them with the necessary language to do so.
- Érettségi exam tasks allow students to solve exam tasks in an exam-like context.
- The érettségi workout and érettségi exam exercises are clearly linked to the strategies from the Reference Part.

**GRAMMAR REFERENCE PART**

- The Grammar Reference Part includes reference sections devoted to the most important grammar points and a set of grammar review exercises for each of them.
- The last exercise in each section is an Exam Practice task, which sums up a particular grammar area and shows how a given grammar structure could be used to complete various types of exam tasks.

**KEY**
The Key section of the Student’s Book contains the answers to the exercises from the Reference Part and the Grammar Reference Part.

**TAPESCRIPT**
The Tapescript contains the scripts of the recordings from the Student’s Book.

**CD**
The CD contains the recordings from the Student’s Book.
The Teacher’s Book contains references to sections of the Reference Part that can be used in class while working on the material from the Thematic 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 speaking and vocabulary exercises and revision activities,
  - Culture Notes related to topics from the Student’s Book,
  - the Key to all the exercises from the Student’s 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 **answer keys**.
  Each test is related to one unit from the Thematic Part.

**Grammar Tests**
- This section of the Teacher’s Book contains **eighteen grammar tests** with **answer keys**.
  Each test is related to one grammar point from the Grammar Reference Part.
This part of the book focuses on the examination itself. It consists of a systematic presentation of each part of the exam which includes requirements, strategies and advice for candidates as well as sets of practical exercises and sample examination tasks. As the title suggests, it is primarily intended for self-study, providing the candidates and their teachers with relevant reference material whenever they may need it. The colour coding system used throughout the book will make this cross-referencing even easier and more effective. On the other hand, the Reference Part can also be used in the classroom: both strategies and exercises provide the teacher with a lot of useful material which can form part of a lesson or be set as homework.

**WRITTEN EXAM**

**READING COMPREHENSION**

**LISTENING COMPREHENSION**

The sections of the book dedicated to listening and reading are structured in a similar way. They both start with a brief presentation of the listening and reading parts of the exam respectively. This is followed by a set of exam strategies which tackle a range of typical problems such as ways of dealing with unknown vocabulary or answering various types of exam tasks. The strategies are accompanied by exercises designed to provide the candidates with opportunities to immediately put into practice some aspects of the ‘theory’ and advice they have just been offered. The listening and reading sections then proceed to the presentation of all types of examination tasks. After a brief introduction to each task type, the candidate is provided with exercises which include a typical examination task and an exercise focusing on strategies needed to deal with specific parts of the task. This kind of awareness-raising activity is particularly recommended for classroom use as it can help students build their skills and confidence for the exam.

**USE OF ENGLISH**

This section of the Reference Part offers overview of all types of exercises which are found in the Use of English part of the exam. There is a separate sub-section devoted to each type of the exam tasks, offering a set of exam tips and strategies as well as a selection of exercises that help the students to apply the strategies in practice. The last exercise in each section is a typical exam task.

**WRITING**

Starting with a general brief introduction to the writing part of the examination, this section of the book is then divided into two sub-sections. The first of them offers advice and exercise practice focused on writing a short text. Following a range of strategies which address the main challenges in writing this type of text, there is a selection of exercises aiming to gradually build the structures necessary to deal with the exam task using the Reference Part, the Grammar Reference Part and the Vocabulary sections. In the case of Situational Roleplay sections, the strategy or tip practised in the exam strategies when tackling this part of the exam. The remaining sections could be done in class, as they offer a step-by-step guidance on how to apply selected exam strategies when tackling this part of the exam. The sections devoted to receptive skills are designed as lesson material. ‘Pure’ exam listening or reading tasks (érettségi exam) are accompanied by a variety of lead-in and follow-up exercises (the latter usually involving speaking practice and vocabulary work). If you are very short of time, the reading can be set as homework. If a reading or listening task is preceded by an érettségi workout, the strategy or tip practised in the Workout is then used to answer questions in the main exam task.

**USE OF ENGLISH**

This section of every unit offers a typical exam task. The exam tasks are introduced either by érettségi workout tasks, or by lead-in speaking exercises. It is suggested that the sections with the érettségi workout tasks could be done in class, as they offer a step-by-step guidance on how to apply selected exam strategies when tackling this part of the exam. The sections devoted to receptive skills are designed as lesson material. ‘Pure’ exam listening or reading tasks (érettségi exam) are accompanied by a variety of lead-in and follow-up exercises (the latter usually involving speaking practice and vocabulary work). If you are very short of time, the reading can be set as homework. If a reading or listening task is preceded by an érettségi workout, the strategy or tip practised in the Workout is then used to answer questions in the main exam task.

**SPEAKING**

All the units contain a SPEAKING section devoted to the Situational Roleplay part of the exam. There are also numerous speaking exercises interspersed throughout the book (in Reading, Listening and Use of English sections) which can be used to practice conversations similar to the first part of the exam. Additionally, there are six clearly referenced Picture Based Discussion sections, devoted to this part of the exam, to be found at the back of the book. Each section includes a typical exam task (érettségi exam) and an érettségi workout exercise, the aims of which include analysing the exam task, considering a ‘bad’ model response and analysing its shortcomings, considering a ‘good’ model response and what makes it successful and preparing the language and structures necessary to deal with the exam task using the Reference Part. Grammar Reference Part and Vocabulary sections. In the case of Situational Roleplay, one of the students is supposed to take on the role of the examiner, so the students are encouraged to do the task twice, swapping roles so that both of them can do the exam task. All speaking sections are definitely classroom material.
Picture Based Discussion
All Picture Based Discussion sections contain érettségi workout tasks, focusing on such skills as finding things to say about a photo, speculating about the picture, predicting the examiner’s questions, applying appropriate exam strategies and providing students with relevant vocabulary and functional language. The Picture Based Discussion sections also include érettségi exam tasks which are typical exam tasks.

Writing
All writing sections contain érettségi workout tasks, the purpose of which is to analyse the exam task and ‘collect’ all the language necessary to deal with it. The érettségi workout should be done in class and the writing itself set as homework. After covering a few units, and when students are therefore familiar with the structure and purpose of érettségi workout, it is possible to set the whole writing section as homework if you are short of time.

Language & Culture
Throughout all the units, little Language and culture boxes provide bits of information which lie somewhere on the border between language and culture. Who can you describe as a colleague? Where did the slogan ‘Make Poverty History’ come from? What’s ‘Catch 22’?

While it is true that grammar is tested directly only in the Use of English part of the exam, students should understand that knowledge of grammar contributes to achieving good grades in all parts of both the spoken and written exam. It is definitely important to make students aware that grammatical accuracy is not the major focus of assessment in the Érettségi Exam, but at the same time, they should realize how grammar impacts on their final grade.

The book provides both a grammar reference in English (with examples) and exercises that allow for the practice of the eighteen most important grammatical points. This section of the book can be used very flexibly – either as guided work in class or individual work at home. It is also suitable for mixed-ability/level classes, where some students might need more theoretical background and practice than others. Students’ individual strengths and weaknesses in the area of grammar can be quickly assessed while they are doing Érettségi Workout tasks. If any difficulties arise, students are directed to the grammar point in question since all tasks contain cross-references to other sections of the book. It is also possible to concentrate on a particular grammar point and make it a focus of one separate grammar revision lesson. Students could be asked to do some or all practice exercises in the book and then be assessed on how they have mastered the content of the lesson through a short test (provided in the Teacher’s Book).

In every section of this part of the book there is an EXAM PRACTICE task, which shows how a particular grammar point should be used to complete a typical exam task set in either oral or written part of the exam. This exercise is probably the best illustration of how grammar is interwoven with other language elements and skills.
1 People, family and social life

Warm-up
This is a lead-in to the unit. Write on the board: I am human because... / Humans are wonderful because... / Humans are dreadful because... Ask the students to complete the sentences. Ask for a few responses to be read aloud. If there are quite a few interesting or funny responses, you can display them in your room.

Vocabulary
The whole section can be set as homework. To check exercises 2 and 7, play the recorded dialogues.

Answers
2 1 looks 2 sandal 3 underwear 4 shorts 5 jumper 6 hat 7 scarf 8 gloves 9 skirt
3 1 head 2 chest 3 nose 4 chin 5 mouth/lips 6 eye 7 ear 8 neck 9 shoulder 10 hand
11 fingers 12 chest 13 stomach 14 arm 15 knee 16 hip 17 thigh 18 ankle 19 wrist
20 foot
4 1 and 4
5 1 sensible 2 busy 3 relaxed 4 sensible 5 ambitious 6 friendly 7 reliable 8 rebellious 9 cheerful
10 selfish
6 If 2h 3a 5g 6c 7d 8e
7 I dubbing 2 play 3 entertainment 4 watching 5 go out 6 listen 7 dance
8 I get 2 have 3 go 4 play 5 take

Reading 1
After doing Exercise 1, you can ask students to read the text quickly to find out if any of their ideas appear in it. Apart from including vocabulary for family life and everyday activities, the text touches on important social issues. The aim of Exercise 4 is for students to reflect on children’s standard of living in their country. When they have written the profiles, they should compare them in small groups.

Answers
1 1B 2 B 3 C 4 B 5 A 6 A
2 I am only child 2 cousins 3 orphan 4 elderly 5 pocket money 6 lie in

Listening 1
If students have difficulty thinking of ideas in the pre-listening task, you can write the following prompts on the board or read them aloud:

Appearance / Clothes today / Personality / Likes and dislikes / Mood today

Additional activities
1 Exploring ideas
When discussing Exercise 3, ask students to recall some of the predictions the speaker makes about future humans. Ask if they think these ideas might be true.
2 Exploring language
Play the recording from <Look around you... What do you see?>. Ask students to write down as many words describing appearance as they can. Students compare lists in pairs or groups and choose 4-5 words to describe themselves.

Answers
1a 2b 3b 4a 5c 6c

Use of English – Open Cloze
The aims of the Workout are to make students aware that it is useful to read the text first ignoring the gaps, to get the general idea of what it is about, and that considering grammar of the text and the words that come before and after the gaps are both equally important when doing this type of task. As a follow-up task, you can ask the students if they have ever felt “test anxiety” and ask them to share their own ideas about how to beat it.

Answers
1a
• Test anxiety is a type of performance anxiety.
• When performance is important.
• Use stress to your advantage. Learn to accept mistakes, try to relax.
1b
2a 2c 3d 4e 6f 7g 8d
1c and 1d Students’ own answers
2 I have 2 so 3 of 4 an 5 out 6 that 7 if 8 them 9 feel/are 10 takes

Reading 2
érettségi workout
The aim of the Workout is to demonstrate the process of selecting the right answer in a multiple choice exercise, by first eliminating the obviously wrong one(s), then analysing the remaining ones and identifying the elements that make all but one of them not quite correct.

Answers
2 1 Option A. 2 Option A. You present women as object... 3 Option D. Why don’t you print articles about women who are brave or intelligent, or who have done something special for other people? 4 Suggested answers: ...the consequences for other people... what might happen as a result.

Speaking 1
The aim of the Workout is to provide students with some useful language that they could use when doing the exam task in Exercise 2.

Answers
1a 1 met 2 like 3 about 4 get
1b 2 properly 3 casual 4 tight 5 years 6 loose 7 gorgeous 8 reliable 9 relaxed

Speaking 2
érettségi workout
In the oral exam, many students do less well than they could because they do not know what to say about the picture. The Workout introduces an effective strategy to prevent that from happening: the candidate should ask herself/himself a series of set questions about the picture.

Answers
1 The student can’t think of much to say about the picture.

Writing – Informal Letter
érettségi workout
The Workout should be done in class and the writing itself set as homework. Its aim is to provide the students with some natural-sounding phrases they can include in their letter and to revise opening and closing phrases for personal letters. Encourage students to use the Wordbank and the texts in the unit to choose words and phrases to describe appearance and personality.

Answers
1a Positive: 3, 4, 6, Negative: 1, 2, 5
1b C: Dear Kitty, H: Ricky. E: Love, All the best, Best wishes, Yours,

Revision activity
Distribute blank slips of paper. Students write their names on them and put them in a hat or a box. Everyone then draws a slip and has to write a description of the person they drew without mentioning the name. Write the following prompts on the board: Appearance / Clothes today / Personality / Likes and dislikes / Mood today. The descriptions are all placed on the board and everyone has to find the description of themselves. Use your judgement to decide if there is any risk of nastiness towards any individuals!
Warm-up
This activity works at any age in the unit.
Prepare a lot of slips of paper approximately A6 in size, sticky tape, drawing pins and Blu-Tack. Ask students to label all the parts of the room (e.g., walls, windows) and all the furniture and furnishings (desks, radiators etc.).

Vocabulary
The whole section can be set as homework except Exercise 3 (pair work, speaking). Exercise 6 is checked by listening to the recording of the dialogue. Afterwards, you may ask students to read the dialogue in pairs, trying to imitate the intonation of the recording.

Answers
1. 1 fence 2 gate 3 drive 4 garage 5 balcony 6 roof 7 chimney 8 window 9 door 10 sofa
2. 1 rug 2 TV 3 floor 4 cooker / oven 5 bath / bathtub 6 ceiling 7 washbasin 8 bed 9 wardrobe 10 desk 11 chair 12 lamp / light
3. 1 fridge 2 cupboard 3 sink 4 freezer 5 microwave 6 cooker 7 dishwasher
4. A: move house / in / out; pay the rent; go home; feel homesick; stay at home / in

Reading 1
In Exercise 1, as in all speaking exercises, encourage students to prepare what they are going to say before they start talking. They should look at WORDBANK (p. 77), especially at the sections 'Types of houses and flats' and 'Condition and size'.

In Exercise 5, encourage students to use the property ads from the reading material as models. If there is time, the activity can be extended: display all the ads on a notice board, ask students to come up and read them and to talk about someone whose flat they would like to buy. Use your judgment as to whether this might result in any unkindness to students who are not well off.

Answers
1. 1C 2G 3A 4E 5D 6F

Listening 1
Additional activity
If there's time, you can hand out copies of the tapescript and ask students to underline all the words connected with the topic of housing. If students have got them, they should take both vocabulary and grammar structures into consideration while preparing to talk.

The aim of the Workout is to provide students with some functional language they could use when doing the exam task. If the students have difficulty doing Exercise 1, you might want to review forming questions.

Answers
1. 1C 2G 3A 4E 5D 6F

Listening 2
Use of English — Banked Cloze

Answers
1. 1B 2A 3B 4D 5B 6B

Reading 2
Érettségi workout
The purpose of the Workout is to make students aware of how quantifiers change the meaning of sentences, and the implications for answering True/False questions. People often fail to notice that 'most people' does not mean the same as 'all the people', or that 'almost nobody' is not synonymous with 'nobody'. You may wish to do the grammar section on quantifiers (p.180) before starting the Workout. You can also tell students to read or re-read strategy 6 (p.11) of the reference section.

Answers
1. 1C 2F 3A 4E 5B 6D
2. 1 ✓ 2 X 3 ✓ 4 ✓
3. 1A 2C 3B 4C
4. 1A 2B 3C 4A 5B 6A

Listening 2
Exercises 4 and 5 aim at rounding up all the vocabulary from the unit. Encourage students to look through the unit and use WORDBANK when preparing to talk.

Answers
1. 1A 2B 3A 4A 5B 6C
2. 3 in their bedroom: under the bed, in the chest of drawers, in the wardrobe; on top of the wardrobe; in/on the bookshelves; in/on the kitchen; in/on the cupboard; under the sink, in/on the microwave; in/on the bathroom: behind the mirror, in/on the shower, behind the toilet; in/on the living room: behind the curtain, on/off the sofa where their mother is sitting.

Writing — Letter of Enquiry
Érettségi workout
The aim of the Workout is to prepare useful language: vocabulary related to the topic, opening and closing phrases appropriate in formal letters and indirect questions. It is recommended to do the section on indirect questions from the Grammar Reference Part (p.188) before starting the Workout. There is a model letter of enquiry in the Reference Part (p.44). After all the preparation work, the writing itself is best set as homework.

Answers
1. 1B 2C 3 ✓ 4 ✓

Revision activity
Students work in pairs. Distribute large (A3–A4) sheets of paper and ask students to do the following activity:

1. Si open their books to the WORDBANK (p.77) and draw a picture containing as many of the things and ideas listed there as they can — at least 12. Encourage them to include not only objects, e.g. ‘coffee table’, but also phrases, e.g. ‘do the dishes’ or ‘share a room’.
2. Pairs get together in groups of four or more and show one another their pictures. First they try to name as many things as they can in each other's pictures/describe each other's pictures. Then the pair who drew each picture point out the elements the others didn't notice.
3 SCHOOL

WARM-UP
This activity works best before starting the Vocabulary section. Write the title SCHOOL on the board, and underneath write the headings: types of schools, places in a school, people in a school, subjects, things used at school. All students come to the board (in groups of 3–5, depending on how much chalk or how many whiteboard pens you have got) and write 2 words each, each one in a different category.

VOCABULARY
The whole section can be set as homework except Exercises 3 and 9. These can be done while checking those done at home. Exercises 2 and 10 are designed to help students find appropriate English words to describe their experiences within the Hungarian educational system. It is important to communicate to students that not all school concepts can easily be translated, as school reality differs from one country to the next.

ADDITIONAL VOCABULARY INFORMATION
listently finok – the words form teacher, form tutor, class teacher, class tutor, homeroom teacher (AmE) are all used.
Érettségi – best rendered by a description, such as school-leaving exams.
The British have A-levels, but the term might be unfamiliar to anyone who’s not from Britain. The most confusing word of all, however, is college. Here is a note on its different meanings and usage:

The meaning of college
Most generally, a college is a place where students go to study after they've finished school. More specifically...
• It can be an institution of higher education with a lower status than a university.
• A college of further education (especially in Britain) is a place where students are trained for a specific job, e.g. a secretarial or agricultural college.
• In old universities, such as Oxford and Cambridge, colleges are independent parts of the university, located in separate (often historic) buildings. They are not like departments in that the division is not related to the subjects studied – a college offers many different subjects, and the same subject can be studied at different colleges. Students may also live at their college.
• Sixth-form college is an upper secondary school for students over the age of 16, preparing to take A-levels.
• Community colleges are local, state-owned educational institutions which run courses for adults (for example, computing, dancing or flower arrangement).

ANSWERS
1 a 1 going  2 give  3 go
2 a true
3 a 1 board / blackboard, chalk  2 notebooks  3 files / folders  4 textbook  5 rubber, pencil case
4 a British person would understand that, and the exams are different)

READ 1
In Exercise 1, let the students walk around the classroom and interview others about their ideas. You may set a limit on the number of people they talk to:
Ask five people. Next, you may ask students to read the texts quickly to find out if they contain any of their ideas.

ANSWERS
1 3C 2F 3E 4B 5A
2 study hard, revise for exams, learn things by heart, do your homework; take notes; hand in homework

LISTENING 1
In Exercise 3, ask a few pairs to perform their dialogues in front of the class.

ANSWERS
1 B 2 C 3B 4A 5C

USE OF ENGLISH – WORD BUILDING

The aim of the Workout is to make students aware that various words might be made from the same root word, including antonyms made with prefixes and suffixes.

ANSWERS
1a ADJECTIVE ADVERB VERB NOUN
happy happily happily happiness
able able able ability
fast fast faster fastness
fair fairly fairly fairness
educated educationally educate education
early early earlier earliness
power powerful powerfully power power

1b indifferent, differently, unhappy, unhappily, unimportant, unable, unbearably, unfairly, uneducated, powerfully, powerfully

2 a 1 different 2 happily 3 able 4 lower 5 unfair 6 education 7 easily 8 powerful

READING 2
CULTURE NOTE – THE BRONX

The Bronx is one of the five boroughs (districts) of New York. The other four are Brooklyn, Manhattan, Queens and Staten Island. President John F. Kennedy as well as actors Al Pacino and Jennifer Lopez were born in the Bronx. Hip-hop music and breakdancing originated there. The Bronx has experienced serious social problems in the 1970s and 1980s. Since the 1990s efforts have been made to improve the quality of life in the borough, and these have begun to show positive results.

ANSWERS
1 True
2 A 3A 4C 5B 6B
3 a New York City, the nation’s largest metropolis
b New York City, the largest metropolis

Speaking 1

The purpose of the Workout is to make students realize that work on a listening task starts before the recording is played: while reading the questions, they should be making predictions about what they might hear. Another point worth emphasizing is that when the same word appears in one of the recordings and one of the sentences, it does not necessarily mean the two go together. The use of the word strict is an example.

ANSWERS
1 a got 2 gave 3 go
2 b Police. I see your point, but... I am not sure it’s very educational.

Writing – Formal Letter (a Letter of Enquiry)

The aim of the Workout is to emphasise the importance of including all the information required by the rubrics in the writing task and to present ways in which students can develop their answers.

ANSWERS
1a The writer has included all the bullet points but the letter is not properly developed – it is too short and does not include a proper closing line.
1b Dear Sir or Madam, I have read your advertisement and I am interested in taking a course. However I would like to know some more details. Could you please tell me something about the school’s facilities? For example, is there a computer room and a library? I also wonder about the social activities that you mentioned in the advertisement. What are they exactly? Finally, may I ask you to let me know the price of a one-month General English course? Yours sincerely, Anna Nemec

Revision Activity
Ask students to think of some memorable school experiences. Students then look through the vocabulary section (pp.78–79) and WORKBANK (p.85) and choose at least 15 words/ phrasal verbs to use in describing one particular experience. If there is time, ask students to first tell a partner about the experience, and then write about it, using the selected vocabulary. If time is short, do either the speaking or the writing, depending on the needs of your class.
4 WORK

WARM-UP
This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. It’s best of students sit in a semi-circle for this activity. The first student says the name of a job. The second student has to say a word they associate with that job (for example, doctor → hospital). Then the second student names a job and the third one has to give an association, and so on. The same jobs must not be repeated.

VOCABULARY
The whole section can be set as homework except Exercise 4, which can be done after checking Exercises 1–3. It is also worth listening to the dialogue in Exercise 9. You may then wish to ask students to read it in pairs.

ANSWERS
1 accountant 2 director 3 electrician 4 librarian 5 musician 6 policeman 7 computer programmer 8 postman 9 psychologist 10 photographer 11 scanner
2 I’d 2 e 3 f 4 g 5 c 6 d 7 a
3 I’d 2 g 3 a 4 f 5 b 6 e 7 e
4 I need (a plumber) 3 doctor 4 vet 5 waiter 6 mechanic 7 lawyer 8 hairdresser
5 The vertical word is SERVICES.
6 I badly paid 2 temporary 3 part-time
7 I apply 2 advertisement 3 CV 4 qualifications 5 experience 6 responsible 7 skills 8 interview
8 I 1 c 2 e 3 f 4 g 5 a 6 d 7 b
9 I 1 c 2 a 3 b 4 a 5 c 6 b 7 b
10 I 1 for 2 as 3 on 4 of 5 for 6 for 7 for 8 on

READING 1

érettségi exam

Students may ask why title D is not appropriate for part 1. There are two reasons: 1. the ad states that candidates with musical or sports ability are preferred, so an interest in music is not a requirement; 2. ‘artistic’ in English describes a person good at visual arts, not at any art form, e.g. music.

ADDITIONAL WRITING ACTIVITY
Ask students to imagine they are doing one of the jobs described in the text and write a postcard to a friend describing their day. In groups, students swap and read each other’s postcards.

ANSWERS
1 accountant 2 director 3 electrician 4 librarian 5 musician 6 policeman 7 computer programmer 8 postman 9 psychologist 10 photographer 11 scanner
2 I’d 2 e 3 f 4 g 5 c 6 d 7 a
3 I’d 2 g 3 a 4 f 5 b 6 e 7 e
4 I need (a plumber) 3 doctor 4 vet 5 waiter 6 mechanic 7 lawyer 8 hairdresser
5 The vertical word is SERVICES.
6 I badly paid 2 temporary 3 part-time
7 I apply 2 advertisement 3 CV 4 qualifications 5 experience 6 responsible 7 skills 8 interview
8 I 1 c 2 e 3 f 4 g 5 a 6 d 7 b
9 I 1 c 2 a 3 b 4 a 5 c 6 b 7 b
10 I 1 for 2 as 3 on 4 of 5 for 6 for 7 for 8 on

LISTENING 1

ADDITIONAL ACTIVITY
After finishing the section, you may ask students to work in pairs and make their own conversations, choosing one of the situations listed in Exercise 1 (job interview etc.).

ANSWERS
1 I’d 2 e 3 a 4 f 5 b 6 c
2 I’d 2 a 3 c 4 f 5 d
3 I 1 don’t match any of the conversations
4 I salary 2 benefits 3 paid holiday 4 sick pay 5 day care
5 I bus driver, driving instructor, factory worker, cook, postman, sales rep (representative)

USE OF ENGLISH – MULTIPLE CHOICE

érettségi workout

The aim of the Workout is to present how one of the exam strategies could be applied while doing a multiple choice exercise. Students are provided with a set of questions they should consider before making their final choice.

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

READING 2

Pre-teach perks, germs, drawer, famine, manual labour. You can use this matching exercise if you like, or just the definitions from it:

1 perks a work done with your hands
2 germs b a situation when many people have little or no food and
3 drawer c many die
4 famine d additional benefits at work, for example a company car
5 manual e part of a desk that can be pulled out
6 labour f bacteria

ANSWERS
1 A 2 D 3 C 4 A 5 C
2 1A 2D 3C 4A 5C
3 1 long 2 working 3 from 4 applying 5 strike

LISTENING 2

Some of the terms in the survey may need explaining, for example like this: varied – not the same all the time; worthwhile – important, interesting and worth doing; recognise someone’s achievements – to notice and appreciate them.

ANSWERS
1 a I... b 1 exactly what my duties are going to be? 2 how much I am going to earn?
2 a I... b 1 exactly what my duties are going to be? 2 how much I am going to earn?
3 a I... b 1 exactly what my duties are going to be? 2 how much I am going to earn?
4 a I... b 1 exactly what my duties are going to be? 2 how much I am going to earn?
5 a I... b 1 exactly what my duties are going to be? 2 how much I am going to earn?

SPEAKING

This Workout focuses on the correct use of various grammar structures that the students will need to do the exam task in Exercise 2. It contains clear references to the Grammar Reference Part, so you might refer to if the students have problems with the Workout.

ANSWERS
1 a I... b 1 I have done 2 I was doing 3 I have always enjoyed
2 a I... b 1 I have done 2 I was doing 3 I have always enjoyed

WRITING – LETTER OF APPLICATION

érettségi workout

The aims of the Workout are:

• Exercises a–c: To point out two common mistakes candidates make in the exam: not including some of the information required by the rubric and writing a letter that is significantly below the word limit. You may want to refer to the reference section, pp. 39–42 and p. 46.

• Exercise d–f: To prepare language which will help students do the exam task: vocabulary, linking, and a first sentence.

ANSWERS
1 a I explain (1) what job you are applying for and (2) where you found out about it
b I (3) describe your experience in similar work and (4) say if you enjoyed it
c I (5) say why you are suitable for the job
2 a I (6) rephrase the requirements (for the job)

Exercises a–c: To point out two common mistakes candidates make in the exam task. It contains clear references to the Grammar Reference Part, so you might refer to if the students have problems with the Workout.

ANSWERS
1 a I explain (1) what job you are applying for and (2) where you found out about it
b I (3) describe your experience in similar work and (4) say if you enjoyed it
c I (5) say why you are suitable for the job

Exercises a–c: To point out two common mistakes candidates make in the exam task. It contains clear references to the Grammar Reference Part, so you might refer to if the students have problems with the Workout.

ANSWERS
1 a I explain (1) what job you are applying for and (2) where you found out about it
b I (3) describe your experience in similar work and (4) say if you enjoyed it
c I (5) say why you are suitable for the job

Exercises a–c: To point out two common mistakes candidates make in the exam task. It contains clear references to the Grammar Reference Part, so you might refer to if the students have problems with the Workout.

ANSWERS
1 a I explain (1) what job you are applying for and (2) where you found out about it
b I (3) describe your experience in similar work and (4) say if you enjoyed it
c I (5) say why you are suitable for the job

Revision activity
5 Open their books to the Wordbank (p.93). Students read through the section ‘jobs’ and choose the job they would like to do. In pairs, they tell each other their choices. The partner’s role is to write at least 4–5 arguments why that job is in fact perfect for their partner. They have to use at least 6 words or expressions from the word list. Then they read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

Revision activity
5 Open their books to the Wordbank (p.93). Students read through the section ‘jobs’ and choose the job they would like to do. In pairs, they tell each other their choices. The partner’s role is to write at least 4–5 arguments why that job is in fact perfect for their partner. They have to use at least 6 words or expressions from the word list. Then they read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

Revision activity
5 Open their books to the Wordbank (p.93). Students read through the section ‘jobs’ and choose the job they would like to do. In pairs, they tell each other their choices. The partner’s role is to write at least 4–5 arguments why that job is in fact perfect for their partner. They have to use at least 6 words or expressions from the word list. Then they read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.

Revision activity
5 Open their books to the Wordbank (p.93). Students read through the section ‘jobs’ and choose the job they would like to do. In pairs, they tell each other their choices. The partner’s role is to write at least 4–5 arguments why that job is in fact perfect for their partner. They have to use at least 6 words or expressions from the word list. Then they read their arguments either in pairs or in small groups. Monitor the activity and choose some of the best/funniest arguments to be read to the whole class.
5 Food

Warm-up

This is intended as a lead-in to the unit, but it can also be done at the start of any lesson within it. Write on the board: Are you hungry? What would you like to eat and drink right now? Students ask and answer these questions in small groups. (Alternatively: students stand up and ask the questions of at least five classmates.)

Vocabulary

The whole section can be set for homework. When checking Exercise 3, you can ask a few students about their preferences: How do you like your tea, weak or strong? What kind of water do you prefer? etc.

Additional vocabulary information

The meaning of pudding

Pudding means so many different sweet and savoury things that you can’t help wondering why English speakers don’t fall into total confusion. Here are the main meanings:

SWEET
• In Britain, pudding can be synonymous with dessert, as in: What’s for pudding?
• It can also be one of several types of sweet dish, a sort of cake with fruit or jam in or on it, often served hot, e.g. treacle pudding, Christmas pudding, sponge pudding, summer pudding.

SAVOURY

In Britain, pudding can be a hot dish similar to a pie, made of pastry filled with meat and/or vegetables and/or gravy: Yorkshire pudding, steak and kidney pudding.

Answers

1 a 2 d 3 a 4 b 5 f 6 c 7 e
2 (The words in italics are sample answers.)
   - Cereal products: breakfast cereal, pasta, rice, rolls, bread, cereals
   - Vegetables: cabbage, cauliflower, cucumbers, green peas, lettuce, radish, red pepper, sweetcorn, tomato, potato, carrot
   - Fruit: apricots, cherry, grapes, peaches, pears, plums, strawberry, watermelon, apple, banana, orange
   - Meat: bacon, beef, pork, sausage, steak, turkey, ham, chicken
   - Fish and seafood: cod, herring, tuna, salmon, prawns
   - Dairy products: cottage cheese, eggs, milk, yogurt, yoghurt, milk, cheese
   - Fats and sweets: chocolate, margarine, olive oil, butter, cakes, ice cream
   - Vegetables: cabbage, cauliflower, cucumbers, green peas, lettuce, radish, red pepper, sweetcorn, tomato, potato, carrot

Reading 1

School lunches are a pet hate in many schools. If that’s the case in yours, you can give students the opportunity to complain and say what they think should be changed, as long as they do it in English.

Additional vocabulary information

English names of meals can be confusing. The most common situation nowadays is as follows: Most people have breakfast in the morning, lunch sometime between noon and 1.30 (the size of this can vary greatly depending on the person), and dinner – the largest meal of the day – in the evening. Fewer and fewer people have tea (a late-evening meal), as some time between noon and 1.30 (the size of this can vary greatly depending on the person), and dinner – the largest meal of the day – in the evening. Fewer and fewer people have tea (a late-evening meal), or supper (a late-evening meal), as most people nowadays try to avoid overeating.

Answers

1 C 2 A 3 E 4 B 5 F
2 a noodles b veg c buffet d soft drinks e Paiza

Listening 1

After completing the section, put these questions on the board. Students ask and answer in pairs.

Have you seen any TV advertisements for food recently? What sorts of foods were advertised? Did you buy any of them?

Answers

1 E 2 C 3 F 4 B 5 A

Use of English – Banked Cloze

The aim of the Workout is to remind students that even though it is not a reading exercise, they should first read the text ignoring the gaps, to get the general idea of what it is about. Only then should they start to complete the gaps using the given options. The Exercise 2 uses the same options as the exam task, which shows how the same words might be used in different contexts. You might want to have the students explain their choices before they proceed to doing Exercise 3 to make it easier for them to complete the actual exam task correctly.

Answers

1 T 2 F 3 T
2 1 who 3 extremely 4 served 5 Addition: 6 saying
3 1 who 2 found 3 that 4 saying 5 too 6 extremely 7 added 8 served 9 Addition

Reading 2

We hope students will enjoy some of the zany humour of the story. You can ask a few additional questions:

What does the sentence ‘We haven’t eaten in five hundred and seventy-six thousand million years’ suggest? (That the characters have jumped in time.)

What do the last two lines tell us about Zaphod? (That he’s got two heads.)

Answers

1 c e 2 e 3 g 4 b 5 f 6 d 7 a
2 a C 3 A 4 A 5 B 6 C
3 c 4 a 5 d 6 c 7 a 8 b 9 d

Speaking 1

The Workout focuses on two areas: functional language for negotiating and building an extended response.

Answers

1 I think you good 2 sure 3 about 4 do 5 What

Speaking 2

The Workout here encourages students to prepare the language they are going to use in their descriptions (remind them that this is something they should always do.)

Answers

1a Suggested answers: a group of young people, fresh/healthy/delicious vegetables, sunny weather, tasty sandwiches, vegetable salad, a plastic/large bowl, slim girls, a bottle of red wine
1b have a snack, unpack the basket, slice a tomato, pour a glass of wine
1c A: fresh/healthy/delicious vegetables, vegetable salad, a plastic/large bowl, slim girl, slice a tomato. B: a group of young people, sunny weather, tasty sandwiches, paper plates, a bottle of red wine. A: have a snack, unpack the basket, pour a glass of wine.
1d Suggested answers: A – mix, prepare chop B – sit, eat, relax

Writing – Note

The Workout illustrates how following the bullet points one by one, perhaps writing one paragraph for each, is a simple but effective way of structuring a text and at the same time making sure that you do not leave out any information required by the rubric.

Answers

1 T
2 T
3 T
4 F
5 F
6 T
7 T
8 F
9 T
10 F

Revision activity

So open their books to the Workbank (p.101).

1 Each student makes a shopping list of about 10–12 items. Encourage them to include some quantities and packaging (a carton of juice etc.).
2 Students have a minute to memorize their lists.
3 Students work in pairs. Each of them goes shopping, but has left his/her shopping list at home. First student A is the shopper and student B the shop assistant. A asks for all the items from his/her list he/she remembers, then checks the list to see what he/she has forgotten. Then they switch roles.
**WARM-UP**

This is a whole class activity. It works best if students are sitting in a circle or semi-circle. The teacher starts off by saying: I went shopping yesterday and I bought some apples... [or anything else that starts with an ‘a’]. The first student has to say: I went shopping yesterday and I bought some apples and a/some [something that starts with a 'b']. Each next student has to repeat the whole line (which gradually becomes longer) and add one item starting with the next letter of the alphabet. Stop when everyone's added an item or when you’ve reached the end of the alphabet. Ideas for items starting with 'y' and ‘x’; some yoghurt or a yacht, and a xerox machine or a xylophone. At the end of the activity, you may ask the class to name some of the shops they must have been in order to buy the items they named.

**VOCABULARY**

The whole section can be set for homework except Exercise 3. Exercises 5 and 9 should be checked with the recording, and it is worth asking students to read the dialogue from Exercise 5 in pairs, as it is an exam-type conversation.

**LISTENING 1**

ADDITIONAL ACTIVITY

Directly after Exercise 2, read out these statements from the dialogue and ask students to shout and correct you if they hear one that’s impossible.

1. I got your wine at the off-licence.
2. I bought some sausages at the greengrocer’s.
3. I went to the baker’s and got some rolls for breakfast.
4. I got a new handbag... at the DIY store.
5. I got some fresh fish at that big furniture shop in Camden. (at the fishmonger’s)

ANSWERS

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

**READING 1**

érettségi workout

You may wish to give your students these additional explanations:

Statement 3 is true because it says: ... depending only on the price, and ‘paras’ also mentions another criterion he/she uses when shopping: if an advert irritates me, I make sure I never buy the product it’s advertising.

Statement 4 is false because ‘Nailah’s’ write about car advertisements encouraging people to drive too fast, not to buy the cars.

ANSWERS

1 A 2 C 3 A 4 B 5 C 6 A 7 A

**USE OF ENGLISH – OPEN CLOSE**

As a follow-up exercise you might want to encourage students to talk about places where they like and dislike shopping.

ANSWERS

1 a 2 b 3 4 c 5 6 e 7 f 8 h 9 i 10 j
7 TRAVELLING AND TOURISM

WARM-UP
This warm-up works best before starting the vocabulary section.
Write on the board: ‘Travel and Tourism’. Ask everyone to write down 10 words they associate with this topic. Allow 1 minute to 90 seconds. Students get together in small groups and compare their lists. Ask them to think of some categories into which the words could be divided (for example, if they’ve written down train, car, plane, those words belong to the category ‘means of transport’). You may wish to write some of the suggested categories on the board if you are moving on to the vocabulary section in the book.

VOCABULARY
The whole section can be set as homework except Exercise 2. To add variety, you may wish to do the quiz (Exercise 12) in class as a competition (in pairs or small groups).

ANSWERS
1 air travel, plane, flight, terminal, runway
2 rail travel, sleeping car, dining car, platform, compartment
3 road travel, coach, motorbike, motorway, traffic jam
4 sea travel, ferry, yacht, harbour, cruise, voyage

READING 1
With a weak class, you might choose to pre-teach the highlighted words before reading (definitions can be found in Exercise 4), or ask students to look them up. Possible introductory reading activity before starting the exam task, ask students to read the text quickly and find three bits of information that might be useful to them.

ANSWERS
1 1B 2A 3C 4C 5C 6B
2 ﬂight, economy class, how to save money
3 1B 2A 3C 4C 5C 6B

LISTENING 1
If your students are tired of doing exam tasks, you can do Exercise 4 as a first listening task, before Exercise 3.

ADDITIONAL ACTIVITY
If students seem interested, you may ask them to look up Alastair Humphreys’ website at home and find out, for example, the route of his journey, or what he went through to prepare for the expedition. If students seem interested, you may ask them to look up Alastair Humphreys’ website at home and find out, for example, the route of his journey, or what he went through to prepare for the expedition.

Writing – postcard
erétségíeworkout
The Workout focuses on using richer and more varied language and avoiding repetition. Make sure students consult the reference section on writing postcards (p.35).

ANSWERS
1 the response is monotonous, because the candidate uses only one adjective: ‘nice.’
2 ‘She uses it 6 times in 3 sentences!’
3 ‘The second description is much better. The student starts with a general statement, like ‘The photo shows a young man (or woman) camping alone in the mountains.’ Then he discusses the most relevant details – the scenery, what the character is doing, how he may be feeling.’

REVISION ACTIVITY
1 ‘So open their books to the Vocabulary section on p. 10. Tell students they have 60 seconds to read through Exercise 8 and memorize as many of the phrases as they can.’
2 ‘After 60 seconds, students close their books and write down all the phrases they can remember (reassure them this is not a test)’
3 ‘Everyone composes three sentences using three different collocations from Exercise 8. Ask for some sentences to be read aloud.’

READING 2
After doing Exercise 1, you can ask students to read the text quickly and find out if the people in the story had any of the problems they listed.

ADDITIONAL ACTIVITY
At the end of the lesson, if there is time left, ask students to write a short list of dos and don’ts for people travelling abroad, to help them avoid such problems. You can put the following sentence openings on the board: You should...

Make sure you...

[Whatever you do] don’t...

ANSWERS
1 1B 2A 3D 4C 5C 6C
2 Verb phrases: board a train, catch a train, (also possible: put someone on a train)
3 Nouns: express train, station, platform
WARM-UP
This activity works best as a lead-in to the unit. Write the following on the board:
What would you like to do tonight?
• go to the cinema, go to the theatre, go to a concert (what kind of music?),
• see a film on video, stay at home and read (what?), stay at home and watch TV,
• go to an art gallery or museum
Ask everyone to decide what they would like to do. Then ask students to stand up and find one or two people who'd like to do the same thing. Students can sit down together in the groups they have formed and start working on the Vocabulary section, beginning with the topic that interests them most (music, film, etc.)

VOCABULARY
The whole section can be set for homework. Remind students to use the Wordbank (p.125) to help them.

ANSWERS
1 The second invitation: parents 3 An exhibition of paintings by Year 12 students 4 Date, time, place, guest of honour
2 A first invitation: 1 The news 2 serials / soap operas 3 sitcoms 4 quiz shows 5 cartoons

LISTENING 1

ADDITIONAL ACTIVITY
If you feel your students need some more vocabulary before doing Exercise 5, write the following on the board:
What makes a film bad?
• too much violence
• not enough action
• a boring plot
• sentimental scenes
• bad acting
Ask students to choose the points they agree with and think of examples of films they disliked for these reasons. Ask them to discuss their ideas in pairs.

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

SPEAKING 1
After students have read the exam task, encourage them to brainstorm ideas. What are the most interesting places in your town/city/region? List ideas on the board and help with vocabulary. If your local government has a good website in English on local cultural events, you may ask students to read it beforehand (possibly at home). Alternatively, you may bring printouts to class.

SPEAKING 2
The Workout here is aimed at helping the students prepare their descriptions. Exercise 1 reminds students to start by answering basic questions about the pictures and helps them to develop the description.

ANSWERS
1 The photo shows a young woman in a room full of books. She's sitting on the back of a sofa and reading a book.
The woman is quite pretty, slim, with long brown hair tied in a ponytail and a sensitive, thoughtful face.
She is probably interested in literature, perhaps also in theatre. Or perhaps in psychology?

WRITING – INVITATION
The Workout draws students’ attention to the content and organization of invitations, and to the differences in style between the two sample texts. It is not intended that students should study the differences between formal and informal style in depth at this point, this is just to signal that such differences exist. It is expected that in the exam task students will instinctively go for the more relaxed and easier style of the second model.

The relevant section of the Reference Part is on page 37.

ANSWERS
1 a The first invitation: 1 Everyone in the school / The headmaster, staff and students 2 All parents 3 An exhibition of paintings by Year 12 students 4 Date, time, place of honour 5 Quite formal 6 – request the pleasure of your company.

THE SECOND INVITATION: 1 A Year 12 student called Sally 2 Sally’s grandma
3 An exhibition of paintings by Year 12 students 4 Date, place, Sally’s picture are going to be there, there will be snacks and drinks 5 Friendly and informal 6 I would be very happy if you could come
b concert festival exhibition

REVISION EXERCISE
You will need Scrabble tiles or just pieces of paper with all the letters from a to w on them, one of each.
1 Ask students to write out the letters of the alphabet in a column. As they work on it, write the alphabet on the board. Ask everyone to check if they have got all the letters (including g). Cross out x, y and z – they will not be used.

THE STRATEGY PRACTISED IN THE WORKOUT IS RELATED TO QUESTIONS 3 AND 6.

SPEAKING 4
Students draw 1–2 Scrabble tiles or pieces of paper each. Everyone has to write a sentence using culture-related words beginning with the letters they draw.

ADDITIONAL ACTIVITY
If you feel your students need some more vocabulary before doing Exercise 5, write the following on the board:
What makes a film bad?
• too much violence
• not enough action
• a boring plot
• sentimental scenes
• bad acting
Ask students to choose the points they agree with and think of examples of films they disliked for these reasons. Ask them to discuss their ideas in pairs.
**SPORT**

**WARM-UP**
This warm-up activity can be used before starting the unit, after students have done the vocabulary section at home, or at the start of any lesson within the unit.

Bring a ball (any kind, but not too heavy) to class. Students stand in a circle. Explain that you want them to name all the sports they can think of that are played using a ball. Throw the ball to a student and say the name of a sport (e.g. table tennis). He or she then throws the ball to a classmate and says another name. Allow students to help each other. When they run out of ideas, introduce the next category: sports in which you move from place to place, for example running, swimming. (Other ideas: cycling, rollerblading, skiing, sailing, horse riding, skating.) The third category can be combat sports (e.g. boxing).

**VOCABULARY**
The whole section except Exercise 8 (speaking) can be set for homework.

**Answers**
1 football 2 skiing 3 tennis 4 swimming 5 volleyball 6 fencing 7 yoga
8 running / athletics

1) Basketball, 2) Badminton, 3) Skiing, 4) Water polo, 5) Marathon

**SPORT**

**SPORTPERSON**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Sportsperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>running</td>
<td>runner</td>
</tr>
<tr>
<td>skiing</td>
<td>skier</td>
</tr>
<tr>
<td>ski jump</td>
<td>skier</td>
</tr>
<tr>
<td>sailing</td>
<td>sailor</td>
</tr>
<tr>
<td>tennis</td>
<td>tennis player</td>
</tr>
<tr>
<td>hockey</td>
<td>hockey player</td>
</tr>
<tr>
<td>football</td>
<td>football player / footballer</td>
</tr>
<tr>
<td>basketball</td>
<td>basketball player / basketballer</td>
</tr>
<tr>
<td>cycling</td>
<td>cyclist</td>
</tr>
<tr>
<td>athletics</td>
<td>athlete</td>
</tr>
</tbody>
</table>

**GO**

<table>
<thead>
<tr>
<th>Go</th>
<th>Play</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td>football</td>
<td>yoga</td>
</tr>
<tr>
<td>rollerblading</td>
<td>tennis</td>
<td>archery</td>
</tr>
<tr>
<td>skateboarding</td>
<td>badminton</td>
<td>karate</td>
</tr>
<tr>
<td>cycling</td>
<td>squash</td>
<td>aikido</td>
</tr>
<tr>
<td>skiing</td>
<td>basketball</td>
<td></td>
</tr>
</tbody>
</table>

**LISTENING 1**
The listening introduces the topic of the unit by mentioning various sports and asking the question: What is a sport? In Exercises 3 and 4 students are encouraged to formulate their own opinions.

**Answers**
1a Students' own ideas.
1b A: 3, 6, 10; B: 2, 4, 5, 8; C: 1, 7, 9

**READING 1**

**érettségi exam**
If some students, especially those not interested in sports, find the text difficult to tackle, you can help them with the following clues:

- Start by identifying the kind of sport in each paragraph.
- Find out what the critical situation was in each case.
- Match titles to paragraphs 1, 2, 4, first, and after that 6.
- To choose a heading for paragraph 3, find out what the dramatic situation happened.
- To choose a heading for paragraph 5, find out how difficult the penalty was.

**Answers**
1 a (sample answer) Sports in Britain
   b) It is the most general answer! Answer A includes only events, and answer C – only sports people take part in, but the text is about both what they play and what they watch.
   2 b) 2h: 3d: 4f: 5g: 6h
   (Take c does not match any of the texts because neither of the penalties mentioned in either 3 or 5 is described as difficult.)
   3 World Cup / 2 world championships: semi-final / 4 score a goal / 5 won the race

**LISTENING 2**
As students prepare to do Exercise 4, you can write this opening line on the board: A: So, would you like to take up a sport. Do you have any special reason for it?

**Answers**
1a 3a 2b 3a 4c 5a 6c

**USE OF ENGLISH – BANKED CLOZE**
The lead-in exercise can be expanded in a class discussion with students voting for the sports they find the most exciting to watch and do.

**Answers**
1e 2a 3d 4g 5e 6h 7f 8b 9c

**READING 2**

**ADDITIONAL ACTIVITY**
After Exercise 2, ask students to go through the text again and underline or highlight words and phrases related to chess and to boxing.

 Chess: round, (chess/black/white) pieces, checkmate, stalemate, board
 Boxing: round, boxing gloves, to knock sb out, ring

**Answers**
1a 3b 2a 3a 4c 5a 6c

**SPEAKING**

**érettségi exam**
The aim of the Workout is to prepare both ideas and language, including sports terminology and functional language.

Encourage students to consult the relevant section of the Reference Part on page 43.

**Answers**
1a I’m not fit enough to run such a long distance. I don’t really like running in the city.
1b A: 3, 6, 10; B: 2, 4, 5, 8, C: 1, 7, 9

**WRITING – INFORMAL LETTER**

**érettségi exam**
The aim of the Workout is to prepare both ideas and language, including sports terminology and functional language.

Encourage students to consult the relevant section of the Reference Part on page 43.

**Answers**
1a I’m not fit enough to run such a long distance. I don’t really like running in the city.
1b A: 3, 6, 10; B: 2, 4, 5, 8, C: 1, 7, 9

**REVISON ACTIVITY**
In groups of two-three, students choose and prepare to mime at least 8 names of sports, sports equipment and other related vocabulary from the unit.

Groups take turns to mime the words/phrases, without repeating any that have already appeared. The rest of the class guesses.
10 Health

Warm-up
This activity works best at the very beginning of the unit. Write on the board two titles: BEING ILL and BEING WELL. You may add examples if you wish, e.g., flu (or any other disease) and in good shape. Ask students to come up to the board (they can do it in groups of 3–5, depending much chalk or how many whiteboard pens you have) and add one word to each category.

Vocabulary
The whole section can be set for homework.

Answers
1) 1 B 2 C 3 C 4 E 5 A 6 E
2) Rheiusis, cancer, heart disease, pneumonia, stroke, flu
3) Injuries: broken ribs, strained wrist
4) 1 c 2 b 3 e 4 c 5 b 6 c
5) L 2 F 3 A 4 C 5 B 7 G
6) 1 bones 2 muscles 3 heart 4 lungs 5 liver 6 spine 7 stomach
7) 1 examined 2 treated 3 cured
8) 1 pills 2 injections 3 X-ray 4 surgery 5 vaccine 6 herbs
9) People: 1 c 2 d 3 e 4 a 5 b
10) 1 from 2 to 3 to 4 to 5 from 6 on 7 in 8 out 9 in
11) 1 see 2 make 3 take 4 take 5 keep

Reading 1
Alternative task
If your students are trying to do exam tasks, you can approach this one differently.

Students work in groups of 3–6. Give each student one or two paragraphs to read (possible differentiation: one for weaker students, two for stronger ones), so that each group has all six paragraphs. After two or three minutes, students tell their group what they’ve read. They may discuss their reactions to each item. (You might write some questions on the board: Do you believe this? Do you think it is useful?) Students then return to their books and do the exam task.

Answers
1 1 C 2 D 3 E 4 F 5 G
2 people 1 c 2 d 3 e 4 a 5 b
3 pills 1 c 2 d 3 e 4 a 5 b
4 1 examined 2 treated 3 cured
5 bones 1 c 2 d 3 e 4 a 5 b
6 muscles 1 c 2 d 3 e 4 a 5 b
7 heart 1 c 2 d 3 e 4 a 5 b
8 lungs 1 c 2 d 3 e 4 a 5 b
9 5 liver 6 spine 7 stomach
10 8
11 9

Listening 1
Additional activity
If students have enjoyed the recording, you can give them photocopies of the tapescript and ask them to act it out in groups of three.

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

Use of English – Open Cloze
Additional activity
As a follow-up task, you can ask students to work in groups and write one more piece of advice about how to avoid stress. When they have finished writing, ask them to prepare an open cloze exercise for their paragraphs. They should find a grammar structure or a vocabulary item they would like to test and insert a gap in the sentence. Next, they can swap their paragraphs with another group and do each other’s exercises.

Answers
1 1 for 2 the 3 more 4 have 5 can 6 is 7 your 8 if 9 other

Listening 2
érethsegézworkout

Start by asking your students if they’ve read Catch 22. Ask them to read the Language and Culture note about the book.

In the multiple choice task, there are several questions which follow up the idea of the Workout. The answers which are wrong despite containing words which also appear in the text are: option C in question 1 (‘impatiently’), D in question 5 (‘comfortable’) and B in question 6 (‘volunteer’). It is worth pointing out that especially if any students fall into the trap.

Language notes on the text
You may wish to point out to your students some or all of the following:

1 The first sentence, Yossarian was in the hospital, is American. In British English it would read Yossarian was in hospital, without the article, similarly to at school or in prison.

2 The idiomatic fall just short of being jaundice means ‘it was almost jaundice but not quite’.

3 No movement refers to bowel movement. (Use your judgment to decide if this bit of vocabulary information will make you class laugh uncontrollably for half an hour.)

Culture note
This is how you convert temperatures between the Fahrenheit and Celsius scales:

<table>
<thead>
<tr>
<th>Fahrenheit</th>
<th>Celsius</th>
</tr>
</thead>
<tbody>
<tr>
<td>32°F</td>
<td>0°C</td>
</tr>
<tr>
<td>68°F</td>
<td>20°C</td>
</tr>
<tr>
<td>86°F</td>
<td>30°C</td>
</tr>
<tr>
<td>97°F</td>
<td>36.7°C</td>
</tr>
</tbody>
</table>

To go from Celsius to Fahrenheit, the work other way: multiply by 9, divide by 5 and add 32. For example, normal body temperature is: 36.6°C 9 × 32 = 97°F

Answers
1) 1 C 2 D
2) 1C (‘his behaviour encourages the other patients, previously too frightened to be themselves’) Analysis: ‘steadily’ – he disturbs the routine, not the other patients ‘frightened’ – they were frightened previously (by the nurse, we can guess). ‘confront’ – the conflict is between Murphy and the Nurse, as he challenges her authority and encourages others to do the same.
3) 1 D (They did not feel the conventional ideas of how they should behave.) Analysis: ‘conventional ideas’ – mentally ill people; don’t fit them, so they can’t have them, but the text does not suggest anything nearly so strong as the hating them. ‘pushed’ – the text says they are ‘pushed out’ of society, not pushed around (ordered to do things and treated without respect).

Listening 2
érethsegézworkout

The aim of the Workout is to give students some functional language which they could use to complete the exam task in Exercise 2.

Answers
1) 1 B 2 C 3 E 4 A 5 D 6 B
7) The victim to hospital.
8) Take it easy! Avoid stress.
9) Make sure you get enough exercise.

Speaking 1
érethsegézworkout

The group here aims at giving students some vocabulary they could use to prepare their descriptions. It also encourages the students to answer some basic questions about the pictures, which could help to generate ideas for things to say – not only about what is happening in the photo, but also what has happened or what they think is going to happen next. It also helps practice appropriate tenses: Present Continuous, Present Perfect, will going to – all are possible.

Answers
1) Picture A: In the picture there is a football stadium. Two paramedics are carrying an injured footballer on a stretcher. Another player must have fouled him. He is going to be taken to hospital.
2) Picture B: There is an ambulance standing in the street. Three paramedics are putting an injured person on a stretcher. There has probably been an accident. They’re going to take the victim to hospital.
3) Picture A: Sport injury, foul, paramedics, stretcher, opposite team, red card, hospital, play, football pitch. Picture B: Car accident, paramedics, stretcher, hospital, ambulance, traffic, victim, fine, act.

Writing – note
This is the second text of this type that students have to write. They can consult the reference section (p.38) and the previous Workout (p.100, Unit 5).

érethsegézworkout

The aim of the Workout is to practise relevant language in context.

Answers
1) 1 the flu 2 prescribed 3 medication 4 take things easy 5 come and help a bit 6 get well

Revision activity
Students work individually. Ask them to go over the whole of Unit 10 and write down ten words or phrases which they find especially useful and would like to remember. When the lists are ready, students compare them in pairs, explaining why they chose those specific vocabulary items.
11 NATURE AND ENVIRONMENT

WARM-UP
This requires some preparation, but it can be fun.
1 Find some photos (from old calendars, magazines, etc.) of the things listed in the Wordbank (p.149), for example, landscape features, weather, animals or plants, natural disasters, things related to environmental issues (e.g. wind turbines for ‘wind power’ etc). You will need at least one photo per student, more if possible. Decide which categories they represent.
2 Before the lesson, write the categories on the board or on large pieces of paper pinned to a noticeboard or just taped to the wall. Prepare enough board magnets, pins, Blu-tack, and/or sticky tape for each student.
3 Students pick a photo each. Their task is to put the photos under the right headings and to write captions under them (on the board or on separate pieces of paper). If you think the latter will be too difficult, you can prepare captions on pieces of paper, which students have to pick off a table and match to their photos. Those who finish first take another photo, until all the photos are displayed on the wall.

VOCABULARY
The whole section can be set as homework.

ANSWERS
1 mountain 2 stream 3 hill 4 river 5 forest 6 waterfall 7 lake
2 hot 3 cool 4 chilly 5 cold 6 freezing

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>a sunny day</td>
</tr>
<tr>
<td>cloud</td>
<td>a cloudy day</td>
</tr>
<tr>
<td>snow</td>
<td>a snowy day</td>
</tr>
<tr>
<td>wind</td>
<td>a windy day</td>
</tr>
</tbody>
</table>

4 foggy 2 stormy 3 frosty 4 icy
5 rain 6 wet 7 grass 8 flower 9 soil
6 mammals 2 birds 3 fish 4 insects 5 reptiles
7 fox 2 hare 3 brown bear 4 European bison 5 deer 6 moose 7 squirrel 8 wolf
8 1 2 3 4 1 b 2 a 3 c 4 d 5 e 6 f 7 g 8 h

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>healthy</td>
</tr>
<tr>
<td>drink</td>
<td>refreshing</td>
</tr>
<tr>
<td>run</td>
<td>a sunny day</td>
</tr>
<tr>
<td>cold</td>
<td>a cold day</td>
</tr>
<tr>
<td>snow</td>
<td>a snowy day</td>
</tr>
<tr>
<td>wind</td>
<td>a windy day</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sample answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(rocks) coastline, sandy beaches, sland, river, green valleys, snow-covered mountains, oasis, desert, mountain range</td>
</tr>
</tbody>
</table>

LISTENING 1
érêttségi workout
The Workout focuses on the use of synonyms and antonyms in listening tasks. In the recording, the same ideas as in the questions are expressed using different words – often synonyms or antonyms.
Before doing the Workout, ask students to (re)read Strategy 6 (p.27 of the Reference Part). If you haven’t done Exercises 8 and 9 (p.28) yet, it is worth doing them now. You may also remind students that in Unit 10, Reading 2 (p.138) they dealt with doing them now.

érêttségi exam
In the main listening task synonym and antonyms are also used several times. While checking answers, ask students what words were used in the recording to express the following:
(1) smart (answer: intelligent); not aggressive (friendly, gentle)
(2) bravery (courage)
(3) amusement (entertainment)
(4) difficult teenagers – (aggressive, angry kids with problems)
You may wish to replay the relevant parts of the recording, or pause after each relevant phrase while checking.

ANSWERS
2 (Sample answers) word wise sad noisy
1A 2A 3C
4B 3A 4B 5C 6C

3 synonym antonym
humble – unhumble happy – unhappy cheerful – cheerful quiet – loud

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

USE OF ENGLISH – MULTIPLE CHOICE

ADDITIONAL ACTIVITY
As a follow-up task, you can ask students to work in pairs and write 5 sentences related to the topic of the unit and prepare multiple-choice options for them. Remind them what vocabulary items or grammar structures are usually tested in this part of the exam; next, they swap their sentences with other pairs and do each other’s exercises.

ANSWERS
1B 2A 3B 4D 5C 6A 7BC 8B

LISTENING 2
INTRODUCTORY ACTIVITY
Tell students they’re going to read a text from somebody’s blog, or online diary. Ask for examples of things people write about in blogs (it can be any kind of experiences: travels, partying, thoughts on films, music, politics, society... or dreams).

ANSWERS
1 A 2C 3B 4D 5C

NATURAL DISASTERS ENVIRONMENTAL PROBLEMS
| drought | flood |
| forest fire | global warming |
| acid rain | greenhouse effect |
| deforestation | air pollution |

ADDITIONAL ACTIVITY
If you have several vegetarians in your class, you might invite them to present the case for vegetarianism and the other students to agree/disagree with the arguments. Alternatively, you can put the following statements on the board and invite students to agree/disagree with them, first in small groups, then as a class.
1 Eating meat is natural for humans.
2 Meat is unhealthy.
3 People should stop killing animals for meat.
4 If you don’t eat meat, you have too little protein in your diet.
5 Eating meat makes people aggressive.
6 Vegetarians can be annoying.
7 Animals on big meat farms live in cruel conditions.

ANSWERS
1B 2A 3B 4D 5C 6A 7BC 8B

SPEAKING
érêttségi workout
The aim of the Workout is to revise some of the phrases that could be used in this part of the exam as well as vocabulary relevant to the situation. It also gives students a model for the exam task that follows.

ANSWERS
1 Yes, the candidate covers all the bullet points.
2 I don’t care. 2 mean/waste/time/responsibility/planet 3 let’s/How’s that?

WRITING – INFORMAL LETTER
érêttségi workout
Encourage students to make use of page 43 of the Reference Part, where there is more information about this kind of writing task. The aim of the Workout is to provide vocabulary and some functional language the students could use while writing the letter at home.

ANSWERS
1 a green valley, blue skies, sandy beaches, high cliffs, lovely scenery
2 a gorgeous, white, sunny day, it’s freezing, moderate climate
3 a short, bright, sunny day, waterproof jacket, umbrella
4 An old friend visits, 2 can 3 should

REVISION ACTIVITY
1 Prepare little slips of paper with the headings from the Wordbank (p.149) on them: landscape features, weather etc. The number of slips should be the same as the number of students.
2 Students work in pairs. Each pair draws two slips. If they draw the same heading twice, they need to exchange it.
3 Students open their books at page 149 and revise the vocabulary from the categories they’ve drawn.
4 The task is to prepare a short speech (about 1 minute) on both topics on the slips together, for example, on Animals and weather, including at least 16 words from the relevant sections of the Wordbank.
5 Students take turns to make their speeches in pairs. Circulate and monitor, then ask for a few of the funniest speeches to be repeated.
12 SCIENCE AND TECHNOLOGY

WARM-UP
This is a lead-in to the unit. Write the following on the board:

- numbers and shapes
- energy, waves, forces etc.
- substances and their reactions:
- living organisms:
- rocks:
- relics of the past:
- the human mind:
- languages:

Ask the class for the first word (mathematics), then let students work in pairs. Ask a few of them to come up and write answers on the board. The answers are mathematics, physics, chemistry, biology, geology, archaeology, psychology, linguistics.

VOCABULARY
The whole section can be set for homework. Remember to work on pronunciation, especially word stress, when checking Exercise 1.

CULTURE NOTE
• When we say Sir Humphry Davy discovered sodium and magnesium (in 1807 and 1808 respectively), we mean that he was the first to isolate those metals in pure form from compounds by passing electric current through them.
• At the beginning of the 20th century, geneticists disagreed with Darwin’s theory of evolution. At that stage in their research they studied features coded by one pair of genes. Darwin, on the other hand, described evolution as the gradual accumulation of small changes. At a 1946 conference in Princeton, which brought together specialists from many areas of biology, consensus was finally reached between genetics and the theory of evolution.
• Jane Goodall has lived and studied chimpanzees in Gombe Stream National Park in Tanzania for nearly half a century – since 1960. She was the first researcher to give the chimps she studied names rather than numbers.
• As a medical student in St. Louis in the 1940s, Ernst Wynder became intrigued during the autopsy of a heavy smoker who had died from lung cancer. He started collecting similar case histories. He met the throat surgeon Evarts Graham, a heavy smoker, who was skeptical at first, but gave Wynder access to his records and sponsored his work. Wynder and Graham published the results of the first large-scale research on smoking and cancer in 1950.

Answers
1 discovered 2 observed 3 chemist 4 experiments 5 confirmed evidence

USE OF ENGLISH – MULTIPLE CHOICE
érettségi workout

The aim of the Workout is to remind the students that they should pay attention to what comes before and after the gap as well as consider both grammar and vocabulary when they make their final choice. Encourage them to explain their choice and consult the Grammar Reference Part if they have doubts.

Answers
1a discovered 1b were discovered 2a because 2b although 3a to 3b from
4a 2b 3c 5a 6b 7a 8a

USE OF ENGLISH – INFORMAL LETTER
érettségi workout

Encourage students to (re)read page 43 in the reference section for more information about this type of writing task. The aim of the Workout is to revise relevant vocabulary and functional language which students could use while doing the writing task at home.

Answers
1a It’s just the kind of thing you love.
1b It poured water all over the floor.
2a The picture quality was very poor.
2b It crashed. I lost all my data.
3a A computer:
3b It caused electricity failure in the whole building.

REVISION ACTIVITY
Students work individually. Ask them to go over all of Unit 12 and write down ten words or phrases which they find the most useful and would like to remember. Students then compare lists in pairs, explaining why they chose those specific vocabulary items.