

SOLUTIONS ELEMENTARY WORKBOOK KEY

- 2 1 Hi
2 starts
3 dress
4 come
5 Please
6 hope
7 there
8 Cheers

- 3 1 Can you bring some CDs, please?
2 Can you bring some food, please?
3 Can you invite David for me, please?
4 Can you wear fancy dress, please?
5 Can you bring something to drink, please?
6 Can you let me know if you can come, please?

4 Students' own invitations

Challenge!

Students' own replies.

Self check 4 page 41

Across

- | | |
|----------|--------------|
| 1 are | 11 dress |
| 2 Let's | 12 in |
| 4 can't | 13 difficult |
| 7 on | 16 easily |
| 8 shorts | 18 sock |
| 10 new | |

Down

- | | |
|------------|----------|
| 1 at | 9 well |
| 3 shoes | 14 not |
| 5 afraid | 15 cheap |
| 6 isn't | 17 about |
| 8 swimming | |

Get ready for your exam 2

page 42–43

- Look back at *Get ready for your exam 1* and ask students what they found difficult. What are they going to concentrate on this time? What will they try to do differently? Elicit the most common problems or concerns, and discuss strategies for dealing with them.

Reading

- Students do the preparation stages for the Reading on page 42 in class.
- Exercise 1 activates students' background knowledge and also revises relevant vocabulary. Students do the task in pairs, then check with the whole class.
- Ask students to skim the text to answer the question in exercise 2. Set a time limit of 2–3 minutes. Then check the answer.
- Students work in pairs to match the key words with their definitions in exercise 3. If they have problems, they can use a dictionary or they find out the answers during a whole-class check.

- The Reading task (matching true / false sentences to paragraphs) can be done in class or set for homework. If students do it for homework, tell them not to do the task too quickly. It should take them about 10 minutes. Ask them to underline sections of the text to support their answers. They should not use dictionaries when doing the Reading task.
- When students have done the task (even for homework), ask them to check their answers in pairs. They should explain why they have chosen a certain answer.
- Check the answers with the class. Ask students to refer to the text to support their choices. Don't give students the key if their answers are wrong, but let them discuss queries with the class.

Use of English

- The task (tenses gap-fill) can be done in class or at home.
- If students do the task in class, they can work individually or in pairs. If they work individually, let them compare their answers in pairs.
- When students have done the task (even for homework), check the answers with the class. Don't give students the key. Elicit the answers from them and let them discuss any points of disagreement.

Speaking

- Before students do the Speaking task (picture description), refer them to the preparation tasks and tips on page 43.
- Give students time to think about the questions in exercise 1 and discuss their answers in pairs.
- Students complete the text in exercise 2 and then compare their answers in pairs / small groups.
- Students work in pairs to describe the photo in the exam task. They should start by describing the picture and then give their opinions.
- Walk round the class and help, but don't interrupt and don't correct students' mistakes. If necessary, take some notes and feed back on errors after the activity.
- Ask one confident student to describe the photograph in front of the whole class. The others may add more ideas.

Listening

- The recordings for the Listening tasks are on the MultROM. Remember that students should hear each recording twice.
- Students revise the days of the week in the preparation task. Write the days on the board so they can check the spelling.
- Refer students to the tips before they do the Listening task (completing gapped sentences).
- Students read the task and predict what the text is going to be about. Let them discuss this in pairs first before checking their predictions with the whole class.
- Ask students to guess what type of words might be missing from the sentences, e.g.
 - The party is going to take place at ... house. (This gap needs the name of a person.)
 - Eve's exam is on ... (This gap needs a day or maybe the number of a floor.)
 Students make predictions in pairs or groups of three before checking with the whole class.
- Play the recording through once and get students to note down their answers.
- Students check their answers in pairs. Play the recording again so that students can check / complete their answers.
- Check the answers with the class. If students are unsure of any of the answers, play the relevant section of the recording again and get them to listen and repeat.

Writing

- Before students do the Writing task (an announcement), give them time to do the preparation tasks in class.
- Students work in pairs to do exercise 1 and help each other work out the correct order.
- Check the answers with the whole class. Then ask students to complete the announcement in exercise 2.
- As an alternative, prepare cards with the words in exercise 1. Put the cards needed for each sentence in an envelope, give the envelopes to students and ask them to make sentences. They could also stick the cards on the board. After checking the answers, students do exercise 2.
- Refer students to the Writing task. Remind them that they need to include all the information stated.

Language Of Composition Answers

S Baum



Language Of Composition Answers:

Reviewing **Language Of Composition Answers**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Language Of Composition Answers**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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