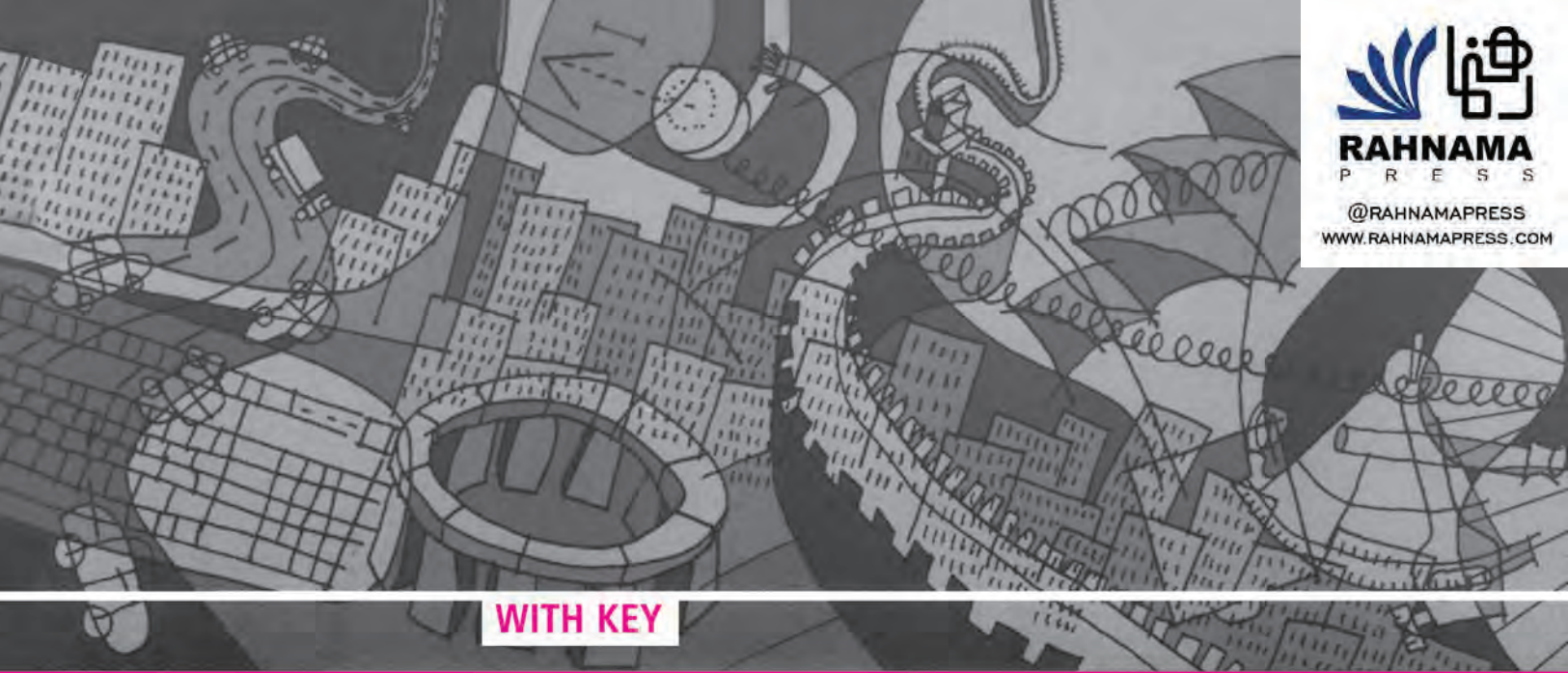




WITH KEY

Landmark

Intermediate Workbook

Simon Haines & Barbara Stewart

OXFORD

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How to use this workbook a step by step guide

This Workbook can be used alongside the Student's Book as a source of supplementary classroom material. It can also be used for self-study. All the activities have been designed so that they can be used by people working on their own.

Grammar

The exercises in this section give you extra practice of the grammar in the Student's Book. We suggest that you do the exercises here after you have studied the grammar point in class. In some of the exercises there are personal questions. As these answers are personal to you, they will help you remember the grammar you have studied. Don't forget to refer to the **Language commentary** in the Student's Book.

Study tip

- Don't try to do all the grammar exercises at once. Limit yourself to one section at a time.
- Check your answers to each exercise in a section before you go on to the next exercise.
- Do the grammar sections in different ways. If you feel confident about a language point, you could use the grammar exercises as a test to see how much you know. Then if you make mistakes you can re-read the **Language commentary** in the Student's Book. If you feel less confident about a language point, you could look at the **Language commentary** before you do the exercises.
- Don't work through the exercises in order. The grammar exercises always come first in each unit, but it is a good idea to mix the type of exercises you do. Do a grammar exercise followed by a vocabulary exercise.
- Answer the personal questions in as much detail as you can. If you like, do them a few days after the other exercise and compare answers with a partner.

Vocabulary

The exercises in this section recycle and extend the topic vocabulary you have studied in the Student's Book and introduce and practise new vocabulary.

We suggest that you do the topic vocabulary exercises after you have studied the topic vocabulary in class. The exercises which check the vocabulary in the Student's Book always come first in the section and have a page reference for the Student's Book. These revision exercises are followed by exercises on **new** vocabulary **NV**. The new vocabulary is related to the topic vocabulary in the unit and builds on what you have already studied. We suggest that you always do these exercises in the order in which they appear. This is because the first exercises present the

The twelve units in this Workbook will help you

- consolidate your grammar
- increase your vocabulary
- use functional language appropriately
- develop your reading skills.

Each unit has four parts.

Grammar

The grammar section contains a variety of exercises which will give you extra practice of the grammar in the Student's Book.

Vocabulary

The vocabulary section contains exercises which revise and extend the topic vocabulary in the Student's Book. In some units there are exercises on topic-related idioms. There are also exercises **NV** which introduce and practise new vocabulary related to the general topic area.

Language in action

The exercises in this section give extra practice in the functional language which you have studied in the Student's Book.

Read for pleasure

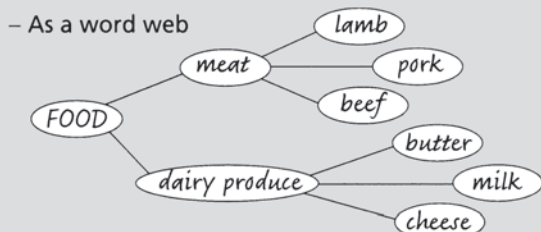
This section contains a variety of authentic texts, from poems and newspaper articles to extracts from novels and quotations. The main aim of this section is for you to read and enjoy the texts.

new vocabulary and the later exercises practise it. Use a dictionary to check meanings where necessary, and always check your answers before you do the next sections.

Some units also contain exercises on idioms. They can be done at any time.

Study tip

- Don't always do the topic vocabulary exercises immediately after you have studied the vocabulary in class. Test yourself a few days later or write the answers in pencil on a separate piece of paper and test yourself again in a few weeks' time.
- Write vocabulary in a separate notebook from your grammar notes. Organize your vocabulary in an appropriate way and add any new vocabulary from the Workbook to your lists.
- There are many different ways of organizing and recording vocabulary which you could try.
 - By topic *Food: meat, vegetables, fish*
groups *Ways of cooking: steam, boil, barbecue*
synonyms *prepare = get ready*
opposites *heat (vb) < > cool*



- With the word in English in one column and the translation next to it.
- On index cards with the word on one side and translation, pronunciation and example sentences on the other.

<i>steam</i> (n/vb)	/sti:m/ vapor, cocinar al vapor noun: The kitchen was full of steam. verb: Steam the fish for about ten minutes.
------------------------	---

- Review your vocabulary regularly. Find the method which is best for you.
 - Write new words on a piece of paper and stick them where you will see them (in the house, car, office ...)
 - Make a tape of the new words with their meaning and test yourself while you are driving, jogging, etc.
 - Store your vocabulary on index cards in a box and test yourself every day. When you know a word, put the card to the back. Keep the words you don't know at the front until you can remember them.
 - Test a classmate by e-mail.

Remember, three new words a day is more than 1,000 words a year!

Language in action

The exercises here give you extra practice in the functional language in the Student's Book. Do these exercises if you have studied the functional language in class. Look at the lists of expressions you noted in class before you do the exercises.

Study tip

- Make a note of the functional language in a separate section of your notebook from your grammar notes.
- Test yourself regularly.
- If you think you need more practice, work with a friend. You could write short dialogues and make your own gap-fill exercises; you could practise using the language in as many different situations as you can.

Read for pleasure

This section contains a variety of authentic texts which we hope you will find interesting and enjoy reading. They are taken from lots of different sources: internet sites, travel books, short stories and newspapers. Some of them have a similar topic to the rest of the unit, others include examples of grammar points. The main aim is for you to read and enjoy the texts.

The questions which accompany the texts sometimes check general comprehension but often simply ask for your reaction to what you have read. If you have time and would like to look at the texts in more detail, you could follow these tips.

Study tip

- Read the texts the first time for general comprehension. Try to guess the meaning of any words you don't know from their context.
- Limit the number of words you look up in a dictionary. Don't look up every word you don't know. Look up words whose meanings you can't guess and which you think are important. We also recommend that you buy an English-English dictionary.
- Make a note of any useful vocabulary in your vocabulary notebook and revise it regularly.

Idioms list

At the back of the book there is a complete list of the idioms that appear in the Vocabulary sections. Use this to check meanings and to find other examples of the idioms used in context. Don't try to use these idioms too often in your own speaking and writing; it is more important that you understand what they mean than that you use them.

Finally, we hope that you will enjoy using this Workbook!

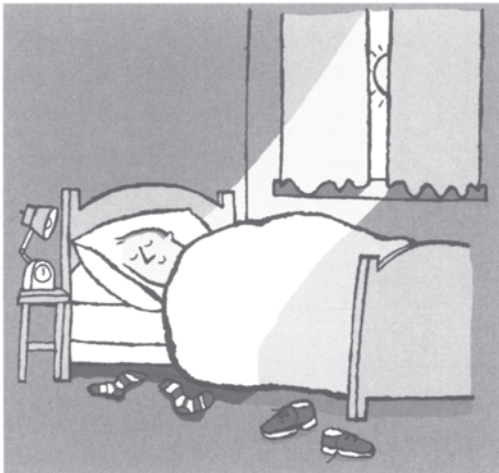
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Grammar

1 Present simple and frequency expressions

1 Put the verbs in brackets in the correct form and add the frequency expressions in the correct place.

- 1 Kate
(on Saturdays/go swimming)
- 2 Naomi and Vanessa
..... with her. (sometimes/go)
- 3 They
at the swimming pool by 9.30 a.m. (usually/be)
- 4 Andy
early enough to go with them.
(hardly ever/get up)



- 5 He
in bed until midday. (often/stay)
- 6 He
still in bed when Kate comes back.
(occasionally/be)
- 7 Andy
(twice a week/play squash)
- 8 Unfortunately he isn't very fit, so he
(never/win)

2 Read this information about a day in the life of a politician.



Time	Action	How often?
6.30 a.m.	<i>get up / have shower</i>	every day
7.30 a.m.	Chauffeur <i>arrive</i> with car	always
8.00 a.m.	<i>have breakfast meeting with colleagues</i>	often
9.15 a.m.	<i>read reports and letters / make phone calls</i>	always
1.00 p.m.	<i>give speech at lunch for business groups</i>	sometimes
3.00 p.m.	<i>do radio interview</i>	occasionally
7.00 p.m.	<i>have dinner with diplomats</i>	frequently
11.00 p.m.	<i>get home / work on next day's business</i>	always
1.00 a.m.	<i>go to bed</i>	usually

a Using the information and the verbs in *italics*, make sentences about the politician's life.

- 1 6.30 a.m. *Every day he gets up at 6.30 a.m. and has a shower.*
- 2 7.30 a.m.
- 3 8.00 a.m.
- 4 9.15 a.m.
- 5 1.00 p.m.
- 6 3.00 p.m.
- 7 7.00 p.m.
- 8 11.00 p.m.
- 9 1.00 a.m.

b Now write questions about the politician using these prompts.

- 1 What time/wake up?
What time does he wake up?
- 2 Go to work/train?
Does he go to work by train?

- 3 When/get up?
.....
- 4 Have coffee/breakfast?
.....
- 5 How/go to work?
.....
- 6 Where/work?
.....
- 7 Have lunch/restaurant?
.....
- 8 What time/leave work?
.....
- 9 What/do/evening?
.....
- 10 When/go to bed?
.....

c Now answer questions 1–10 about yourself. Use these words in your answers.

always usually never occasionally often sometimes

- 1 *I usually wake up at 7 o'clock.*
.....
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....
- 7
.....
- 8
.....
- 9
.....
- 10
.....

2 Present perfect simple

1 a Write questions you could ask someone about their experiences. Use the prompts below.

- 1 play basketball
Have you ever played basketball?
.....
- 2 talk to a famous person
.....
- 3 win a lot of money
.....
- 4 repair a car
.....
- 5 swim more than 1,000m
.....
- 6 see yourself on TV
.....
- 7 live abroad
.....

b Now give your own short answers to questions above.

- 1
.....
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....
- 7
.....

2 Write *Wh-* questions you could ask someone about their experiences. Use the prompts below.

- 1 How many schools/be to?
How many schools have you been to?
.....
- 2 How many countries/visit?
.....
- 3 Where/go on holiday?
.....
- 4 How many jobs/have?
.....
- 5 What/do today?
.....
- 6 Who/speak to today?
.....
- 7 Where/go this week?
.....
- 8 How many books/read this year?
.....

3 Rewrite these sentences so that they refer to things that people have or have not already done. Use the Present perfect simple.

- 1 I'm going to ring my friend.
I've rung my friend.
.....
- 2 I'm going shopping.
.....
- 3 He isn't taking any photos.
.....
- 4 We're buying presents.
.....
- 5 They're selling their car.
.....
- 6 I'm not leaving home.
.....
- 7 Are you having lunch?
.....
- 8 He'll arrive home.
.....

4 Complete the text with words and phrases from the list.

already just since I was a child so far still twice yet

I've wanted to travel¹ I'd like to visit every country in the world at least once.

I've² been to eleven countries: I've actually lived in Italy and Germany, and I've had holidays in Spain, Portugal, Austria, Russia, Greece and Turkey. And I've been to France³: once in 1995 and once last year.

I haven't been to Sweden or Norway⁴, and I⁵ haven't visited Belgium or Holland, although they are not very far away.

.....⁶, outside Europe, I've only been to Brazil and India, but I intend to visit other continents. Actually, I've made a start - I've⁷ applied for a job in Japan.



5 Write a few lines about countries or places you have and haven't visited. Use the text in 4 as a model.

.....

.....

.....

.....

.....

.....

3 Comparison of ad

1 a Compare the four points of view.

- age - old, new
- size - big, small
- price - expensive, cheap
- fuel consumption - economical

CARS FOR SALE



RENAULT 5

1990 • 20 km/litre • £400



FORD MONDEO

1995 • 15 km/litre • £2000



VW GOLF

1997 • 10 km/litre • £3000



ROLLS ROYCE

1999 • 5 km/litre • £80,000

1 Renault/economical/Rolls Royce
The Renault is more economical than the Rolls Royce

2 VW Golf/expensive/Renault
.....

3 Rolls Royce/new/Ford
.....

4 Renault/small/Ford
.....

5 Ford/big/VW Golf
.....

6 Rolls Royce/small/VW Golf
.....

7 Rolls Royce/economical/Ford
.....

8 Renault/cheap/Ford
.....

b Write sentences using superlative adjectives.

1 new *The newest car is the Rolls Royce.*

2 old

3 cheap

4 economical

5 small

6 big

7 expensive

2 Choose the comparative or superlative forms of the adjectives in brackets to complete sentences 1–6.

1 Television programmes are never very good at Christmas, but this year they were even than usual, in fact they were probably they have ever been. (bad)

2 In December 1998 it rained every day. Experts say it was December for 80 years. (wet)

3 Many people think the Sydney Opera House is modern building in the world. (beautiful)

4 The strong pound means that British imports are a lot than they have ever been. (expensive)

5 I'm definitely going on a diet – I'm 10 kilos than I should be. (heavy)

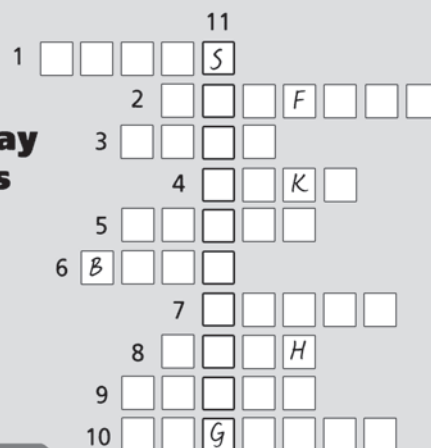
6 She felt terrible all last week, but she seems much this morning. (good)

Vocabulary

Holidays (Student's Book p.11)

1 Read the definitions and write in the missing holiday words.

Holiday words



Definitions

- 1 the remains of old buildings
- 2 you do this on a board on the sea
- 3 beaches are often made of this; children build castles with it
- 4 it has two wheels and a saddle
- 5 the best place to be when you are on a seaside holiday
- 6 food to catch a fish
- 7 it has four legs and a saddle
- 8 you can catch these in the sea or rivers/you can use a rod or a net
- 9 you use a paddle to make this move through the water
- 10 glasses for swimmers
- 11 lying in hot sunshine to make your skin darker

2 Make lists of three activities you can do in each of these places:

1 on the beach and in the sea

2 in the town

3 in the country

Landmark is a general English course for adults and young adults available at two levels, Intermediate and Upper Intermediate. Interesting skills work, with a special focus on improving speaking and listening, is combined with grammar work which brings review and new input together, and vocabulary development. Activities develop the learner's ability to work independently, and maintain motivation by building on the knowledge that the learner brings to the course.

Key features

- ▶ skills work which helps learners to listen and read 'between the lines'
- ▶ interesting, fresh texts from authentic sources
- ▶ a discovery approach to grammar in context
- ▶ vocabulary development, with a focus on topics
- ▶ functional work to improve speaking strategies
- ▶ short extracts from real conversations to build confidence in listening
- ▶ a developmental writing syllabus
- ▶ clearly divided lesson sequences within each unit

Each level has a Student's Book with two Class cassettes, a Workbook and a Teacher's Book.

The Intermediate Workbook has practice of the grammar and vocabulary introduced in the Student's Book, plus a 'Read for pleasure' section. The Teacher's Book has detailed lesson notes and a full answer key, plus photocopiable practice materials and six tests.

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