

The top section of the cover features a complex, abstract collage in shades of grey. It includes various elements such as a clock face, a globe, a person's profile, a wheel, and other geometric and organic shapes. A small white box with the text 'WITH KEY' is positioned on the right side of this collage.

WITH KEY

Landmark

Upper 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 they can be used by people working on their own.

Reading

The activities in this section will help you to develop your reading skills and your vocabulary.

Before you read

This section introduces the topic and prepares you for reading the text. Sometimes there are specific questions for you to answer (for example, True/False). Sometimes there are questions on vocabulary which you will need to know in order to understand the text. If you are working on your own you will find it useful to think about these questions before you read the text.

As you read

There is always a task for you to do as you read the text for the first time. For example, you may be asked to check your answers to the prediction exercise in **Before you read**.

Glossary

This contains words which are important for understanding the text but which are unusual or difficult.

Study tip

Don't use a dictionary as you read and don't worry about understanding every word. It is more important to get a general idea of what the text is about the first time you read it.

Focus on vocabulary

These exercises deal with some of the useful vocabulary in the text. You may already have guessed the meaning of these words from their context when you read the text for the first time. The first exercise checks that you understand what they mean; the second exercise gives you practice in using the words correctly. If you prefer, you can do the practice exercises after the questions which check your understanding of the text.

Study tip

The words in this section are useful and worth learning. It's a good idea to write them in your vocabulary book or file under appropriate headings.

The twelve units in this Workbook will help you

- develop your reading skills
- increase your vocabulary
- consolidate your grammar
- improve your writing.

Each unit has four parts.

Reading

You will read a variety of authentic texts, from magazine and newspaper articles to excerpts from stories. Each text is followed by questions which check your understanding. There is also work to focus on the vocabulary used in the text.

Vocabulary

This section always includes topic vocabulary, phrasal verbs, and at least one other practice exercise.

Grammar

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

Writing

In this section there are examples of different types of writing, from descriptions and biographies to letters and accounts. The writing sections in the Student's Book focus on different styles of writing, and the exercises in the Workbook focus on how to improve your writing. Each unit looks at a different aspect of writing (for example, how to make your writing more interesting, how to connect your ideas) and includes analysis, practice, and a final task.

Understanding the text

When we read we have to understand what the writer wants to say and interpret his or her message. This section contains different types of question. Some of these are ordinary comprehension questions, which check your understanding of the text. Others are interpretation questions, which are designed to help you to 'read between the lines'. The interpretation questions do not have a right or wrong answer. You will need to use your own ideas as well as the information in the text to answer them.

Comprehension

This heading covers two different types of activity. The first checks your general understanding and has questions about vocabulary or the ideas in the text. The second type of activity, missing sentences, is in Units 5 and 11. Some sentences have been removed from the text. You have to indicate where they go. This type of exercise tests your understanding of how the text holds together. It comes before the **Focus on vocabulary** section and we recommend that you do the activities in this order.

Study tip

Look for clues in the parts of the text which come before and after the gap. Look for words which are repeated or words which have a similar meaning. Look for reference words like *it*, *they* and *this*, which usually refer back to something mentioned in the previous sentence.

Vocabulary

The exercises in this section are designed to extend and reinforce your vocabulary. You can do them in any order you choose. Instead of working systematically through the vocabulary and grammar sections, you might prefer to 'mix and match'. Do a vocabulary exercise followed by a grammar exercise followed by another vocabulary exercise.

The phrasal verbs which are dealt with in the workbook are ones which you are expected to know at upper intermediate level. It is not a comprehensive selection; this would be almost impossible. At the back of this workbook there is a complete list of all the phrasal verbs which appear in the vocabulary sections, and an explanation of the grammar of phrasal verbs.

Study tip

We recommend that you transfer useful vocabulary from these exercises to your vocabulary notebook or file. Review all your vocabulary regularly. Test yourself or work with a friend and test each other. For ideas about learning vocabulary see *Learning new vocabulary* in the Student's Book, page 50.

We also recommend that you buy an English-English dictionary, if you haven't already got one. There are many good dictionaries available, for example, the *Oxford Advanced Learner's Dictionary*, the *Oxford Wordpower Dictionary*. For tips on using a dictionary see *Using a dictionary* in the Student's Book, page 30.

Grammar

The exercises in this section give you extra practice of the grammar in the Student's Book. We suggest that you do the Workbook exercises after you have studied the grammar point in class. Don't forget to use the Language commentary in the Student's Book.

Study tip

Don't try to do all the grammar exercises at once. Do one section at a time.

Vary how you do the grammar sections. You could read the relevant section in the *Language commentary* in the Student's Book first, then do the related exercises in the Workbook. Or, you could test yourself to see how much you know: do the exercises in the Workbook first and then look at the *Language commentary* if you make mistakes.

Writing

This section is divided into three main parts: reading an example text, focus on particular features, preparation for writing.

In the first part there are usually questions for you to answer before you read the text, and a task for you to do as you read it. It is not necessary for you to understand every word of the text. It has been chosen to introduce the topic and to show particular features of writing.

The second part focuses on what makes a piece of writing effective. It looks at a variety of features, ranging from the use of descriptive adjectives to appropriate ways of connecting ideas. You are asked to find examples of particular features in the text, and you are given practice in using them effectively.

The final part is a writing task, with suggestions on how to approach the writing. The tasks are usually short – one or two paragraphs – and give you a further opportunity to practise using the features you have just studied.

Study tip

The best way to improve your writing is little and often. The more you write, the easier it will become.

Write your task one day and look at it again the next day before you make your final version. You will find it easier to decide how effective it is if you look at it with 'fresh' eyes.

Ask a classmate to read it and give you their opinion.

Reading

Before you read

You are going to read an article in which the writer describes his first experience of white-water rafting.

- 1 Why do you think people do it? Would you like to try it?

.....

- 2 Match the words from the article (a–e) with the numbers on the photograph (1–5).

a raft b paddle c lifejacket
d rapids e rocks

- 3 Underline the words you think you might find in the article. Use a dictionary to check any words you are not sure of.

a guide (person) reassuring
instructions trapped scream (vb)
washing-machine sink (vb)
paddled truck hospital

Glossary

tread (line 1): walk

fine line (line 1): narrow division between two different states

shoot the rapids (line 2): travel quickly through the rapids in a boat

disclaimer form (line 5): written statement in which sb says they do not take responsibility for sth

bear no liability (line 8): accept no legal responsibility

dunk (line 29): put sb or sth briefly in water

gibber (line 42): speak fast and in a way that no one can understand because you are afraid

roll-up (line 47): cigarette made by hand

whoop (line 59): give a loud cry of joy or excitement



White riot

- 1 **MICHAEL HANLON** treads the fine line between having fun and fearing for his life as he shoots the rapids in Virginia's New River Gorge.

2 'This is America; there's no way they'll let us get injured,'
5 said my friend Andrew shortly before the longest disclaimer form I had ever seen was pushed in front of our noses. We were about to embark on a day of white-water rafting. 'The company shall bear no liability for any injuries whatsoever,' he read. *We signed anyway.*

3 The New River Gorge national park in West Virginia is an out-of-the way spot in the heart of the Appalachian mountains. Along with the nearby Gauley River, the New River is rated as one of the best places for rafting and canoeing in the whole of the US. A number of companies
15 offer day-long white-water trips through the rapids. We picked one at random from a tourist office in nearby Beckley, and turned up at 8 a.m. as requested.

4 The inflatable rafts seat eight people and you are equipped with a lifejacket and a paddle. Our guide, an amiable, chain-smoking chap called Scott clearly lived and breathed rafting, *which was reassuring*. Less reassuring were our fellow rafters. We soon realised that *they had as much experience of rafting as we did*.

5 We set off. After twenty minutes or so the river narrowed
25 from a lazy pool to a 100-yard channel between wooded cliffs; the surface started to break up. *We were being given frantic instructions* by our guide, who despite his chaotic appearance knew what he was doing. How to turn the raft left, how to stop, how to avoid a dunking and what to do if you fell out (lie on your back; don't let your legs get trapped by a rock). The most important thing was to paddle like crazy through the turbulence, otherwise the raft would get trapped in a standing wave and we would get dragged under.

6 You don't see rapids before you hit them. The front of the raft tips downwards, everyone screams, and suddenly
35 *you are in a washing-machine*. Water, water everywhere. You have to hang on with your feet, wedged in under the inflatable seats. Scott shouted, 'Fore!' What did that mean? We paddled like crazy and *incredibly* the raft failed to sink.

- 1 What does this tell us about Michael, the writer, and his friend Andrew?

- 2 What was reassuring? Why was it reassuring?
3 How much experience did they all have? How might this affect the trip?

- 4 Why were the instructions 'frantic'?

- 5 What does this expression mean?
6 What does the word 'incredibly' tell us?

As you read

- 1 Read the text once through quickly to get a general idea of what it is about and to check your prediction opposite.
- 2 Read the text again. This time answer questions 1–10 about the parts in *italics* as you read.

Comprehension

- 1 The following adjectives could all be used to describe the guide. Underline the expressions in the paragraphs which illustrate the adjectives.

obsessive (4) untidy and competent (5) relaxed (7)

- 2 Match the feelings and emotions which the writer experiences during the day (a–d) with the paragraph which describes them (4, 7, 8, 10).

- | | |
|---|--|
| a ☐ relieved | c ☐ exhilarated |
| b ☐ apprehensive | d ☐ terrified |

Focus on vocabulary

The words in the list are informal expressions from the text. The paragraph number is given in brackets. Rewrite the sentences below, replacing the formal expression in *italics* with its informal equivalent from the list. Make any other necessary changes.

out of the way (3)	make it (7)
turned up (3)	this way and that (8)
chap (4); guy (9)	a couple of (8)
or so (5)	in fairly good shape (11)
like crazy (5)	

- 1 She was born in a *remote* place in Western Australia.
She was born in an out-of-the-way place in Western Australia.
- 2 When Peter saw the bull coming towards him he ran *as fast as he could*.
.....
- 3 Andrew's uncle is *quite fit* for a man of seventy.
.....
- 4 The new boss seems to be quite a nice *man*.
.....
- 5 I'll be there in *approximately* ten minutes.
.....
- 6 Julia *arrived* half an hour late as usual.
.....
- 7 Can I ask you *a few* questions?
.....
- 8 The strong current pulled the swimmer *in all directions*.
.....
- 9 It was a terrible journey but they finally *arrived*.
.....

7 'That was a class one, real easy. Coming up is a class three.' We gibbered. Rocks the size of houses were approaching rapidly. 'If you fall out, try to keep your head above water and swim to the *left bank*,' said Scott. 'If you swim to the right, you probably won't make it.' His roll-up was still dry.

8 The raft tipped again, this time at a 45-degree angle. We slid down a 10-foot wave, avoided the rocks, and ran straight into another one. Strange pressures and vacuums pulled us this way and that. Scott yelled; we paddled. The raft filled with water. After a couple of seconds – it felt like minutes – we shot out of the rapid. Everyone whooped, *even the English, to whom whooping does not come naturally*.

9 After lunch on the river bank *we were ready for a class five*, defined as 'extremely long, obstructed or very violent rapids which expose a paddler to above average danger'. Just like a class three really, but wetter. One of the rafters – a guy from Minnesota – fell out. We all joined in the effort to haul him back in.

10 The last rapid was rated 'swimmable'. Andrew and I jumped out. 'Keep to the left of the rock,' shouted Scott as we drifted away in the current, 'or you might be pulled under.' The water was cold and the lifejacket made swimming difficult. My friend disappeared round the right of the rocks, so *I was pleasantly surprised to see him reappear on the other side*. Eventually the landing stage came into view, and we were hauling the boat back on the truck.

11 White-water rafting is not for everyone – the danger is real, and you need to be a confident swimmer and in fairly good shape. *But if you are prepared to live with the risks, it is harder to think of a more exhilarating day out.*

7 Why don't the English normally 'whoop'? What kind of character have they got?

8 In what way were they 'ready'?

9 Why was the writer surprised?

10 Did the writer enjoy the experience?

The Independent

Vocabulary

Phrasal verbs: *turn up, set off, break up*

- 1 Many phrasal verbs have more than one meaning. Use the example sentences (1–9) to help you to match the verbs with their meanings (a–i).

- 1 ☐ We *turned up* at 8 a.m. as requested.
- 2 ☐ Could you *turn up* the radio a bit please?
- 3 ☐ 'I can't find that report you wanted.' 'Don't worry! It'll *turn up* eventually.'
- 4 ☐ We *set off*. After twenty minutes or so the river narrowed.
- 5 ☐ If someone tries to open this door, it'll *set off* the alarm.
- 6 ☐ The children *were setting off* firecrackers in the streets.
- 7 ☐ The surface of the river started to *break up*.
- 8 ☐ In July most schools *break up* for six weeks.
- 9 ☐ Josie's parents *have broken up* after twenty-five years of marriage.

- a be found (after being lost)
- b make explode
- c (for schools, etc.) begin the holidays
- d arrive
- e end a relationship
- f start a journey
- g increase the volume
- h divide or become divided into smaller parts
- i make an alarm ring

- 2 Check your answers. Then complete the sentences with one of the phrasal verbs above in an appropriate form.

- 1 Either the TV or make less noise. I want to hear the news.
- 2 We the week before Christmas. The new term starts on January 7th.
- 3 He looked for the book for hours, then it on David's desk.
- 4 Although we for school in plenty of time, we arrived late.
- 5 You can't feed a baby big pieces of food. You need to them first.
- 6 It's easy for the wind to car alarms.
- 7 I hadn't invited him to my party but he anyway.
- 8 It is safer if professionals fireworks.

Word groups

- 1 The four words in each group all have something one is slightly different from the others. Decide which word it is.
- 1 grapefruit pear lemon orange
 - 2 lift haul pull drag
 - 3 rowing boat raft canoe liner
 - 4 upright downwards sideways backwards
 - 5 swim drift float sink

- 2 Choose the most appropriate word in *italics* in the sentences.

- 1 He *swam* / *drifted* quickly across the river.
- 2 The boat completely filled with water and so it *sank* / *floated*.
- 3 She looked *sideways* / *downwards* to see if I was enjoying the film as much as she was.
- 4 James paddled the *canoe* / *rowing boat* expertly across the lake.
- 5 It was so heavy they had to *lift* / *haul* it out of the water.
- 6 Stand *backwards* / *upright* with your back against the wall.
- 7 The film star entered, *hauling* / *dragging* her furs along the floor behind her.

Topic vocabulary: smoking

- 1 Match six of the words below with the drawings. Check the meanings of any words you are not sure of.

☐ addictive	☐ put out / extinguish	☐ non-smoker
☐ inhale	☐ passive smoking	☐ ex-smoker
☐ light	☐ chain smoker	☐ cut down
☐ roll-up	☐ heavy smoker	☐ nicotine
☐ ashtray	☐ quit / give up	☐ filter tip
☐ crave	☐ low tar	



- 2 Read the extracts from a health pamphlet on smoking. Fill the gaps with one of the words or word combinations from the list in 1. Make any necessary changes.

SMOKING KILLS!

40% of¹ (those smoking over 20 cigarettes a day) die before retirement age, compared to only 15% of² (those who have never smoked).

Now, thankfully, people are more aware of the health hazards and women, like men, are choosing to³ smoking.

Tobacco smoke is packed with poisons that can damage the heart and blood vessels.⁴ are just as bad for you in the long run as roll-ups.

It has been shown that⁵ (inhaling other people's smoke) can shorten life. Wives of husbands who smoke, for example, die younger than wives of non-smokers.

Set a date, prepare a plan of action, and stop. Trying to⁶ rarely works. Filter tips and low tar cigarettes are not much help either. Most smokers cheat by smoking more or⁷ more deeply.

Because nicotine is⁸, you will probably experience withdrawal symptoms such as irritability and restlessness.

The evening before, smoke your last cigarette and make sure you have none left. Smoke them all or throw them away. Get rid of lighters,⁹, and anything that reminds you of smoking.

Identify times when you particularly¹⁰ a cigarette and make sure you have something to occupy your hands (worry beads, a pencil to doodle with, sewing!)

- 3 Write a questionnaire on smoking. Try to use as many of the words in 1 as you can.

Grammar

1 Present tenses review

- 1 Choose the correct form, Present simple or Present continuous. Both are possible in one case.

More and more people *take up / are taking up* cycling. When we cycle, we *use up / are using up* more energy than when we *walk / are walking*. Cycling *improves / is improving* our aerobic fitness, too.

I *go / am going* cycling regularly, but only on Sundays when the roads are quieter. Then, I *drive / am driving* into the country, I *park / am parking* the car and I *pedal / am pedalling* up and down tree-lined lanes.

Cycling in towns and cities, however, is another matter. Although some councils *spend / are spending* more money on constructing cycle lanes, cyclists in most towns and cities have to compete for space with lorries and buses. So when you cycle in the city, you *put / are putting* your life at risk.

- 2 Your secretary has left you written instructions for your forthcoming business trip to New York. Complete the note with an appropriate verb from the list in an appropriate tense. Where there are two possibilities, write both.

arrive change fly fly back leave run stay

You¹ from Heathrow Airport on BA flight 179. You² at JFK Airport at 20.00 (New York time). You³ at the Hilton as requested.

The conference⁴ for two days – the Saturday and Sunday, so you'll have Monday free. You⁵ from JFK Airport on the Tuesday on BA flight 178.

By the way, I⁶ your appointments for next Wednesday to the Friday, as I imagine you'll be a bit jet-lagged. I⁷ a contact number with Ms Smith in case you need to contact me over the weekend.

Have a good trip!

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 systems
- ▶ functional work to improve speaking strategies
- ▶ authentic listening with awareness-raising activities for features of natural conversation
- ▶ a developmental writing syllabus
- ▶ clearly divided lesson sequences within each unit

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

The Upper Intermediate Workbook has a Reading section, practice of the grammar and vocabulary introduced in the Student's Book, plus further work on Writing. The Teacher's Book has detailed lesson notes and a full answer key, plus photocopiable practice materials and six tests.

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