

1 WORD POWER**1 WORD POWER A** **Sample answers**

I'd put student needs first. The next most important is standardised testing. Equally important is the subject matter. And again the curriculum has to follow government policy. Then I'd put the amount of budget available to allocate, and the classroom resources would come next. And finally, the need to understand adolescent psychology.

1 WORD POWER B **Sample answers**

1 I would put forward the idea that the teacher would need to give extra lessons for the dyslexic student.

2 I am confident that a newly arrived immigrant student would get English / ESL lessons to allow them keep up with regular classes.

3 We should realise that a pregnant student is still a student. She should be treated with the same respect and given the same opportunities to learn as others.

4 It can be argued that a new teacher might try many new activities until they find a formula that works.

5 I can confirm that excessive budget cuts would make it difficult for teachers to include as many activities as they would like.

2 READING**2 READING A** **Answers**

1 transformation **2** reconciliation **3** inclusive
4 manipulated **5** neglected

2 READING B **Answers**

1 He talks about hunters and lion to describe history, natural history / cultural connection with traditional way of life.

2 Generally negative – gives statistics plus doesn't have what Finland does, but minister is optimistic at end.

3 Up to the students to decide: (Suggested answers) South Africa: government policy, subject matter, student needs. UK: student needs, government policy, adolescent psychology.

4 LISTEN

DVD

4 LISTEN B **Answers**

B 1 B 2 A 3 A 4 C

WORKBOOK: 1 WORD POWER**1 WORD POWER** **Sample answers**

I'd put 'gather information about different universities' **first**. The next most important would be 'take a tour or look at web pages of prospective universities'. **Then** I would 'send an application to the university'. **Equally important is** to 'apply for a loan and scholarships'. **This would be followed by** 'apply for accommodation if the university is away from you live'. **Also** I would 'see an advisor to discuss which classes you should take'. **And finally**, I would 'register for classes'.

2 USE OF LANGUAGE: Gerund and infinitive**2 USE OF LANGUAGE** **Answers**

| | | |
|--------------------|-------------------------|--------------------|
| 1 to lead | 2 continuing | 3 to pay |
| 4 raising | 5 being excluded | 6 to learn |
| 7 to end up | 8 ensuring | 9 to decide |
| 10 to live | | |

4 IDIOMS**4 IDIOMS** **Answers**

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

1 to speak your mind = to say what you think openly
2 to broaden your mind = to increase your experience through travel, education, contact with other people, etc.

3 to pick up (a language, a skill) = to acquire / learn (a language, etc.)

4 to set the bar high = to have high standards

5 to have a memory like a sieve = to have a very bad memory, forget everything

6 to pass with flying colours = to succeed with very good mark