

English World

Workbook

10

B2



MACMILLAN

Mary Bowen, Liz Hocking & Wendy Wren

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN: 978-0-230-03263-7

Text © Mary Bowen, Liz Hocking, Wendy Wren 2013

The authors have asserted their rights to be identified as the authors of this work in accordance with the Copyrights, Design and Patents Act 1988

Design and illustration © Macmillan Publishers Limited 2013

First published 2013

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Concept design by Anna Stasinska

Page design, layout and art editing by Wild Apple Design Ltd.

Illustrated by Niall Harding (Beehive) pp22, 105. Kate Rochester (Pickled Ink) pp21. Marie Simpson (Pickled Ink) pp109, 121.

Cover design by Oliver Design

Cover credit: by Digital Vision, Getty Images/Fine Art Images, Getty Images/Paweł Libera, Getty Images/DEA / S. VANNINI, Rex Features/Image Source.

The publishers would like to thank the Macmillan teams around the world and Hala Fouad, Hoda Garraza, Caroline Toubia, Samira Mahameh, Adnan Bazbaz, Nisreen Attiya, Mohammed Abu Wafa, Fatima Saleh, Muna Ghazi, Anna Solovyeva, Tatyana Olshevskaya, Irina Shikants, Irina Burdun, Elena Milronova, Inna Daugavet, Olga Pavlenko, Svetlana Potanina, Irina Ostrovskaya, Zhanna Suvorova, Sergey Kozlov, Olga Matsuk, Elena Gordeeva and Marina Kuznetsova.

The authors and publishers would like to thank the following for permission to reproduce their photographs.

Alamy/BL Images Ltd p41, Alamy/jvphoto p4(b), Alamy/Palabra p20(t), Alamy/Andrew Paterson p20(br), Alamy/Q-images p20(bm), Alamy/Andrew Sansom p39; The Bridgeman Art Library/Schlesinger Library, Radcliffe Institute, Harvard University p94; Comstock Images p30; Corbis p52. Corbis/Daniel Koebe p8, Corbis/Richard Schultz p43, Corbis/Charles Smith p20(tr); Digital Vision p51(br); Getty Images pp4(t), 33, 96, Getty Images/Anthony Bradshaw p20(tm), Getty Images/Howard Shooter p20(bl), Getty Images/Digital Vision p4(c); Glow Images/Ojo Images p4(br); Image Source p4(tm); Mary Evans p51(br); Photodisc pp4(bl insert), 54. PhotoDisc/Getty Images p4(tr); Rex Features/Eye Candy p4(cr); Royal Geographical Society p95. Superstock/Universal Images Group p51(tr).

These materials may contain links to third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Malaysia

2017 2016 2015 2014 2013
10 9 8 7 6 5 4 3 2 1

Contents

Unit 1 It's headline news!	page 5
Unit 2 I am writing to say	page 15
Revision 1 (Units 1 and 2)	page 25
Unit 3 This house believes	page 27
Unit 4 What career?	page 37
Revision 2 (Units 3 and 4)	page 47
Unit 5 Look what they did!	page 49
Unit 6 In performance	page 59
Revision 3 (Units 5 and 6)	page 69
Unit 7 In suspense	page 71
Unit 8 Moving on	page 81
Revision 4 (Units 7 and 8)	page 91
Unit 9 Being different	page 93
Unit 10 Changes	page 103
Revision 5 (Units 9 and 10)	page 114

Skills and Reference Section

Study skills 1: Editing	page 116
Life skills 1: Writing a CV	page 118
Study skills 2: Dictionary overview	page 120
Life skills 2: Writing a personal statement	page 122
Study skills 3: Exam strategies	page 124
Grammar reference	page 126
Word list	page 138
Conversational phrases	page 141
Irregular verb list	page 144

"We're Here, There, Or In Progress"

The New York Times.

**LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,000
TWICE TORPEDOED OFF IRISH COAST; SINKS IN 15
AMERICANS ABOARD INCLUDED VANDERBILT AND
WASHINGTON BELIEVES THAT A GRAVE CRISIS**

THE LUSITANIA

Washington, D.C., 1915
The Lusitania was hit by a submarine and
sank in 15 minutes.

When the Lusitania was hit by a submarine
and sank in 15 minutes, it was a grave crisis.

The Lusitania was hit by a submarine
and sank in 15 minutes.



1 It's headline news!

Start-up Note your answers to SB pages 6-7 here.

Write notes about your attitude to the news.

Explain why you do or don't want to know what is going on around you. _____

Interesting local events and activities _____

Interesting national news stories are about _____

Explain why you are or are not interested in world news. _____

Reading Reports about your school: newspaper _____

TV _____

Vocabulary

come up with _____ stand in for _____

pull out _____ step in _____

Grammar Underline the subject and circle the verb in each sentence:

Here comes the bus. The bus is coming.

Language practice

Punctuation

Three marks at the end of a sentence are: _____

Two reasons for using an apostrophe are: _____

Language use

Five conjunctions are: _____

Grammar in use Circle the auxiliary verb: *I really did enjoy that film!*

Listening and speaking A bulletin is _____

Three news events:

1 _____

2 _____

3 _____

Conversation focus  Answer the questions.

1 Where were the floods that Kurt was finding out about? _____

2 For which subject was Mimi completing a project? _____

3 Which magazine was Mimi going to read online? _____

Writing Three kinds of school performance are: _____

Vocabulary

- 1** Write the words in alphabetical order and add the word class for each one. Use the words to complete the sentences. Make sure you use the correct tenses of the verbs.

exceed enthral exquisite expand elderly exclusive

- Although my grandmother is _____, she likes to buy her clothes from the most _____ shops.
- We were _____ by the _____ gold and diamond jewellery that the craftsman was making.
- My uncle's business has already _____ by 30% this year and if this growth continues it will soon _____ the record for a new company.

- 2** Write the past tenses of these verbs. Use the verbs to complete the sentences. Make sure you use the correct tense in each sentence.

cram _____ contact _____ cancel _____

range _____ judge _____

- After the head teacher _____ the art competition, the students _____ into the hall to hear the results.
- Our goalkeeper is injured but it isn't necessary _____ tomorrow's match, because the coach _____ the reserve goalkeeper who will play instead.
- This dress is available in different sizes which _____ from very small to extra large.

- 3** Write the nouns from the box next to the meanings used in the newspaper report. Circle the words that can also be used as verbs.

praise highlight artefact inspiration location flavour sequence

- an idea of what something is like _____
- the most exciting part _____
- an interesting object from the past _____
- a place _____
- strong approval or admiration _____
- several things in a particular order _____
- someone or something that creates enthusiasm or ideas to do something _____

- 4** Write the correct phrasal verb from the box next to each meaning used in the report. Answer questions 5 and 6.

stand in for come up with pull out step in

- to think of and suggest _____
- to do something in place of someone else _____
- to become involved in something _____
- to decide not to take part _____
- Which two verbs mean nearly the same? _____
- Which two verbs have opposite meanings? _____

Complete the statements with the correct answer; a, b or c.

- Miss Jackson was proud because _____
 a the students had launched the DVD
 b the arts day was successful
 c the students had put on a successful festival
- Gustav contacted *The River Boys* because he wanted to _____
 a record their music for the DVD
 b ask them to write music for the orchestra
 c expand the orchestra's repertoire
- Eva danced on the last night of the festival because _____
 a one of the dancers had pulled out
 b one of the dancers was hurt
 c she knew the people in the ballet company
- Eliza Brodie pulled out of the festival when _____
 a a Hollywood studio made her a million dollar offer
 b she had to go to India to film on location
 c her book *Himalayan Adventure* was being filmed
- The festival committee were grateful to Anthony Holt because _____
 a he was an inspiration
 b he stepped in at the last minute
 c he is modest about his success
- The elderly lady interviewed by the reporter will come to the next festival because _____
 a the chamber orchestra was exquisite
 b her husband likes music
 c she and her husband both enjoyed everything

Number the paragraph subjects in the order in which they appear in the report.

- | | | | |
|-------------------------|-------------------|---------------|----------------------------|
| a photography _____ | b next year _____ | c dance _____ | d visitor's comments _____ |
| e introduction <u>1</u> | f authors _____ | g music _____ | h the DVD launch _____ |

The reporter cut these sentences from his first draft. Read the sentences carefully. Write the number of the paragraph you think he cut each sentence from.

- Fortunately, the company was able to appear at our festival. _____
- A great many people would like to know the answer to this question. _____
- It took place at the beginning of the month. _____
- The festival committee members were very concerned when they heard the news. _____
- She said it had not been an easy task for the committee. _____
- Every ticket for this outdoor show had been sold. _____
- Her pictures are in colour and in black and white. _____
- Lots of people made very positive remarks about it. _____

Find these phrases in the text. Match their meanings in the sentences to the definitions.

- | | | | |
|--------------------------------------|---|---------|--------------|
| a put us in touch with | b got in touch | c touch | d touched by |
| 1 felt pleased about something _____ | 2 feel with the hand and fingers _____ | | |
| 3 made contact _____ | 4 gave information for making contact _____ | | |

1 Complete the sentences with the verbs from the box. Look up any verbs you are unsure of. Use the past simple.

ride spring glide march fall fly

- Away _____ the bird, free at last.
- Up the street _____ the band.
- With a deafening crash down _____ the tree.
- Into the square _____ soldiers on horseback.
- Across the lake _____ the swans.
- She opened the window and in _____ the cat.



2 Change the sentences as in the example.

- Miss Jackson walked in. In walked Miss Jackson.
- The rocket flew up. _____
- The lights went out. _____
- Ramon burst into the room. _____
- The children rushed out of the school. _____
- The climbers struggled up the icy slope. _____

3 Rewrite your sentences in Exercise 2 using pronouns instead of nouns.

- In she walked.
- _____
- _____
- _____
- _____
- _____

4 Complete the sentences with the verbs and nouns from the boxes. Write the verbs first. Use the past simple.

beg inquire whisper
sneer shout insist

the passenger the librarian the farmer
the bully the doctor the injured man

- "Get off my land!" shouted the farmer.
- "It's essential that you stay in bed and rest," _____
- "Can you tell me what time we'll be landing?" _____
- "Please, keep your voices down in here," _____
- "Please, please, call a doctor!" _____
- "New trainers? They're just stupid," _____

A Punctuation Full stop / question mark / exclamation mark

Write a sentence that ends with:

- a full stop _____
- a question mark _____
- an exclamation mark _____

B Punctuation Apostrophes

Rewrite each sentence adding the missing apostrophes. There are two in each sentence.

1 Were going to the Professors talk on archaeology.

2 Shes amazed at the womens costumes.

3 The audiences applause for Evas performance went on for a long time.

4 The Festivals programme couldnt be better.

5 Id like to have heard Anthonys reading.

C Language use Complex sentences

Rewrite these groups of sentences as single sentences.

1 At the launch of the DVD, Miss Jackson gave a speech. In her speech she said how proud she was of her students. They had worked very hard.

2 The DVD has the complete *River Boys* concert. It also has a special track. It consists of the school orchestra. They are playing a song with *The River Boys*.

3 The reporter enjoyed the ballet performance. It ended the festival. It included a college student dancing in the ballet. Her name is Eva Zemanova.

4 Lucie Duval is a very good photographer. She took photos of different objects during the festival. These included ancient artefacts. These were shown by Professor Barnes during his talk.

Grammar in use

1 Change the sentences. Use *do*, *does* or *did* to emphasise the verbs.

- 1 I enjoy travelling. I do enjoy travelling.
- 2 The students speak excellent English. _____
- 3 The drummer plays loudly. _____
- 4 The governors made a harsh decision. _____
- 5 We enjoyed the arts festival. _____
- 6 You dance beautifully, Eva. _____
- 7 Tasha takes amazing photos. _____
- 8 I found the exhibition fascinating. _____

2 Contradict the statements. Use *do*, *does* or *did*.

- 1 Gustav doesn't enjoy classical music. No. He does enjoy classical music.
- 2 Anthony Holt didn't give a talk. _____
- 3 The students don't like *The River Boys*. _____
- 4 Miss Jackson didn't speak to the governors. _____
- 5 She doesn't care about the festival. _____
- 6 The governors don't mind about the financial loss. _____
- 7 Eva didn't take part in the ballet. _____
- 8 Ramon doesn't come from Mexico. _____

3 Complete the sentences with *do*, *does* or *did*.

- 1 Tasha enjoys swimming more than Lucie _____.
- 2 My brother speaks German better than I _____.
- 3 The second festival must not make a loss like the first one _____.
- 4 No one wants to make a profit more than we _____.
- 5 No team tries harder than ours _____.
- 6 The audience enjoyed the concert as much as we _____.

4 Read. Then make sentences ending in *do*, *does* or *did* like those in Exercise 3.

- 1 Harry got 75% in his exam. His friend, Charles, got 80%.
Charles got a better mark than Harry did.
- 2 Sally has got a lovely voice but Jill's is even better.

- 3 Colin is a better footballer than James and Joe.

- 4 Jane studied at the international school for six years. Paul went there for three years.

Listening and speaking

1

Listening comprehension

Complete the extract from the news bulletin with the words from the box.

cause attended hurt captain residents fortunately crews fans forced
establish announced block tough organisers coming broke unable game
local all-important scene injury apartment sustained sports against blaze
spread news owing attract incident

A fire which _____ out this morning in an _____ on Beach Avenue _____ quickly through the _____. More than fifty fire-fighters _____ the _____. All the _____ were _____ to leave the building but _____ no one was seriously _____ in the _____. Fire _____ are still at the _____. Police and fire officers are trying to _____ the _____ of the fire.

In _____ news it was _____ today that _____ of the first Bay City Marathon are hoping to _____ international runners as well as _____ athletes. And some football news just _____ in: Andy Barton, the _____ of Bay City United, will be _____ to play in tonight's _____ cup match _____ to the _____ he _____ during Sunday's game _____ Westport. This is bad _____ for United _____. Tonight's _____ is going to be a _____ one.

Individual speaking

You are going to talk about an event which is in the news now or which has been in the news recently. You can choose an international, national or local event.

Make notes.

- 1 Which event are you going to talk about? _____
How did you learn about it? _____
Why have you chosen to speak about this event? _____
- 2 When did it happen? _____
Where did it happen? _____
Describe the event in as much detail as possible _____
Describe what happened after the event. _____
- 3 How did people react to the event? _____
Can anything be learned from this event? _____

Using the notes you have made, speak to the class about the event you have chosen. Illustrate your talk with pictures if you can.

Writing

Planning your writing assignment

You have read and discussed a newspaper report about the festival at Bay City College. You are now going to imagine that your school has held a 'performance day' with music, dance, readings, sports displays, etc. Write a newspaper report about the performance day.

Headline

Make notes of a few ideas for your headline.

You may want to change it when your report is written.

By-line

You can use your own name or make up a name you would have liked to be called!

Opening paragraph

Your opening paragraph must keep the reader interested and give specific information. Think about the event you are writing about.

What exactly was it?

When did it happen?

Where did it happen?

Who was involved?

Facts and statistics

You must decide what events in the performance day you are going to report. The assignment makes some suggestions that you could include.

• music – solo singing / choir / individual instruments / orchestra / band?

Make detailed notes on the music in the performance day.

• dance – individual / group / ballroom / modern / traditional?

Make detailed notes on the dance in the performance day.

- readings – *individual / group / poetry / fiction / students' own work?*

Make detailed notes on the readings in the performance day.

- sports displays – *individual / group / gymnastics / football skills / tennis?*

Make detailed notes on the sports displays in the performance day.

Now you know what, where, when, who and details of the events, you can work out the sequence of your report.

Sequence Paragraph 1: *what / where / when / who?*

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Opinions Make notes on:

Who you will quote

Their opinion

Whose words you will report

Their opinion

What you express an opinion about

Your opinion

Past tenses Remember, you are writing about something that has already **happened**. Use past tenses.

Captioned illustrations If you cannot actually include illustrations, leave boxed spaces in the report where you would put them.

Write your first draft.
Proofread it for mistakes.
Edit your first draft to
improve the paragraphs,
sentence structure and
vocabulary choices.

Unit 1 Self-assessment

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read a newspaper report of the college's Arts Day.

As well as **information**, it included **opinion** and the writer's **impression** of the event.

Are you confident you can recognise these different features in the report? ☐

☒ **Scan the text and make sure you can find an example of each one.**

CHECK! Look back at the features on SB page 15 if you are not sure of these features.

You have read the report several times. Can you read it with confidence? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 1 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

inversion of subject and verb

Can you remember how to form this structure? ☐

Can you remember when you can use this and for what purpose? ☐

CHECK! If you need to revise it, look at the Grammar box on SB page 11.

☒ **Invert the order of this sentence:**

The horsemen galloped out of the forest.

CHECK! If you couldn't do this easily, look at the Grammar box again.

Grammar in use

Do you know when to use the auxiliary verbs *do*, *does* and *did*? ☐

☒ **Say what these uses are:**

"I work harder than you do. And you never help."
"That's not true, I do! And I do work hard!"

CHECK! Read through the Grammar box on SB page 13 if you aren't sure about these.

Do you know how to use the auxiliaries yourself? ☐

CHECK! To hear the correct tone in using these auxiliaries, listen again to the discussion in the computer room, track 1.03.

Language practice

Punctuation

Have you understood the three ways of ending a sentence? ☐

☒ **Write your own short sentences using the punctuation. Check them against the rules on SB page 12.**

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about complex sentences? ☐

Do you understand these terms: **main clause**; **conjunction**; **subordinate clause**? ☐

☒ **Spot them in this sentence:**

It was warm but it was raining, which was annoying.

CHECK! Look back at page 12 if you found this difficult.

Listening and speaking

Did you talk about the items of news you heard in the bulletin? ☐

CHECK! Practise talking with a friend about any news you have heard on radio or TV.

Have you prepared your presentation on a news event? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again.

CHECK! When you have given your presentation, try it again using fewer notes.

Writing features

Are you sure about the purpose of the headline? ☐

Do you know what the first paragraph must do? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 15.

Writing assignment

Have you completed your newspaper report? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

Did you automatically check spelling, grammar, punctuation? ☐

CHECK! If you didn't make these checks, make sure you do them next time.

2 I am writing to say

Start-up Note your answers to SB pages 16–17 here.

Note your answers to the questions about letters.

A letter I have written was to _____

A personal letter I received was _____

Out of email and text I most often use _____ for _____

Reading A reason for writing a formal letter is _____

A reason for writing an informal letter is _____

Vocabulary *treasure trove* _____ *base camp* _____

field trip _____ *art form* _____

Grammar *inversion* means _____

Parts of a sentence that could be inverted are _____

Language practice

Punctuation

Two occasions when commas are needed in writing are:

1 _____

2 _____

Language use

Two features of informal writing are _____

Grammar in use A credit card is _____

It is used _____

You can have one if _____

The setting sun glowed in the western sky like _____

Listening and speaking One thing I like a lot: _____

One thing I absolutely can't stand: _____

Two incidents that upset Lucie on the way to school could be _____

Conversation focus  Answer the questions.

1 Who has Giorgio written a letter to? _____

2 Who does Gustav say people have learned about from his letters? _____

3 What sound is Giorgio's ring tone on his phone? _____

Writing The easier kind of letter to write is _____ because:

1 _____

2 _____

Vocabulary

1 Check you understand all these words. Find them in the text. Write the word class for each one as it was used in the letters.

- | | | |
|----------------------|------------------------|---------------------|
| 1 contribution _____ | 2 enhance _____ | 3 cutting _____ |
| 4 behalf _____ | 5 conservation _____ | 6 live up to _____ |
| 7 efficient _____ | 8 sponsor _____ | 9 sensational _____ |
| 10 clip _____ | 11 assume _____ | 12 scatter _____ |
| 13 fistful _____ | 14 passion _____ | 15 devoted _____ |
| 16 intrigued _____ | 17 scintillating _____ | 18 phenomenal _____ |
| 19 amateur _____ | 20 calligraphy _____ | 21 generosity _____ |

2 Use the correct suffix to make a noun from each of these verbs. Write the complete word.

-ship -ment -tion -ing

- | | | |
|-----------------------|-----------------------|------------------------|
| 1 _____ sponsor _____ | 2 _____ enhance _____ | 3 _____ assume _____ |
| 4 _____ devote _____ | 5 _____ scatter _____ | 6 _____ conserve _____ |

3 Word family: *contribute*

Use the correct form of the word to complete each sentence.

- Gustav has _____ a very good article to the school magazine.
- The sensational fireworks were a _____ factor in the success of the festival.
- The main _____ to the cost of the fireworks came from Lee's dad.
- A local sculptor was a significant _____ to the art's programme for the festival.

4 Rewrite the phrases from the text replacing the expressions in *italics* with words from the box. Write 'formal' and 'informal' at the top of the correct column.

very much rather excellent concentrating impressed willing truly impressive

- | | |
|---|-------|
| 1 she was <i>a bit</i> concerned | _____ |
| 2 the <i>absolutely sensational</i> fireworks | _____ |
| 3 I'd <i>really</i> like to know | _____ |
| 4 we were all <i>bowled over</i> | _____ |
| 5 he'd be <i>up for</i> it | _____ |
| 6 <i>a great</i> video clip | _____ |
| 7 <i>keeping my mind</i> on chemistry | _____ |

5 Complete the sentences with these phrases: *how's it going* *by the way*

- _____, I meant to ask you about your project so _____?
- I meant to ask you about your project so _____, _____?

1 Who was it? Read the question and write the name.

- 1 Who took photos of objects shown by Professor Barnes at the first festival? _____
- 2 Who has a special interest in early forms of writing? _____
- 3 Who wants to include writing as an art form in the next festival? _____
- 4 Who lives on Ocean Avenue? _____
- 5 Who encouraged and supported the festival committee during the last year? _____
- 6 Who is doing work experience at the moment? _____
- 7 Who sent a letter to Lee's father? _____
- 8 Who knows that pandas are rare? _____
- 9 Who is an amateur calligrapher? _____
- 10 Who has got a test at the end of the week? _____

2 Decide if these statements are T (true), F (false) or NS (not stated).

- 1 The DVD has pictures of treasure from Ancient Britain. _____
- 2 The photographs of the treasure trove were taken by Professor Barnes. _____
- 3 The next festival programme will be illustrated in full colour. _____
- 4 The committee would like Professor Barnes to open the second festival. _____
- 5 Lee is enjoying his work experience in China. _____
- 6 Tasha has sent the photo of a panda for Lee. _____
- 7 Lee's father is not very interested in calligraphy. _____
- 8 The committee is going to try to get four other calligraphers as well. _____

3 Complete the sentences using the correct form of the words from the box.

scatter passion contribute sponsor form jewel

- 1 In Lucie's photo, it looks as if a giant hand has _____ lights across the sky.
- 2 Lee's dad was the _____ of the fireworks at last year's festival.
- 3 Professor Barnes was a main _____ to the last festival.
- 4 Todd has developed a _____ for pyrotechnics.
- 5 The literature event could include early writing and hand writing as an art _____
- 6 The colours and shapes of the fireworks exploded like _____ breaking apart.

4 Complete the sentences. Check the text to make sure you are right.

- 1 Lucie contributed to the DVD and the Arts Day through her skills in _____.
- 2 Lee has always wanted to get involved in _____.
- 3 Todd is interested in _____.
- 4 At the present time, Todd is meant to keep his mind on _____.
- 5 Todd is planning to study _____.
- 6 Lee's father is enthusiastic about _____.

1 Rewrite the following sentences. Use inversion of subject and verb. Start your sentences with the verbs in brackets.

- If the performance had been shorter, it would have been more enjoyable. (Had)

- If you require assistance, please ring the bell. (Should)

- If the professor gave a talk, it would attract considerable interest. (Should)

- If the principal left the school, she would be greatly missed. (Were)

- If Todd is not able to attend the meeting, Tasha will take his place. (Should)

- If audiences had not enjoyed the festival, the committee would not have created a DVD. (Had)

2 Rewrite these sentences putting the subordinate clause second.

- Should you have any problems, do not hesitate to call me.
Do not hesitate to call me should you have any problems.
- Were the brakes to fail, there would be a terrible accident.

- Had he passed his exams, Ben could have gone to university.

- Should you change your mind, it will cause considerable inconvenience.

3 Complete the following sentences using your own ideas.

- Should you feel unwell during the night, we will have to call a doctor.
- Were John to fail his exams, _____
- Had Carol given a poor presentation, _____
- Should you need any help, _____
- The audience would be disappointed should the star of the show not appear.
- The mechanic would be responsible were the car _____
- The principal would have been angry had the students _____
- Please call this number should you _____

4 Complete the following conditional sentences using your own ideas.

- Should you _____
- Were you to _____
- Had you _____

A Punctuation Commas

Add the missing commas.

- 1 Gustav a music student contacted *The River Boys*.
- 2 The audience standing and applauding shouted for more.
- 3 Miss Jackson the headmistress congratulated the committee.
- 4 The committee talked about the festival the DVD Professor Barnes and future plans.
- 5 Grateful for Professor Barnes' help Tasha wrote to thank him.
- 6 The exhibition displayed in the hall was amazing.
- 7 In order to plan the next festival we must decide on the committee members very soon.
- 8 Standing in for an injured ballerina Eva gave a wonderful performance.

B Language use Informal writing

These pairs of sentences come from different letters. Mark them *F* = Formal or *I* = Informal. After the informal sentence, write the two features of informal style that you noticed.

- 1 a We hope that you will be able to visit us soon. F
- b We hope you'll be able to come over soon. I, short form, vocabulary, come over
- 2 a I hate this hot weather. _____
- b The weather is unpleasantly hot. _____
- 3 a It was quite surprising. _____
- b It was a bit of a surprise! _____
- 4 a Your holiday's going to be absolutely great. _____
- b I feel certain your holiday will be enjoyable. _____
- 5 a The large hotel would be most suitable. _____
- b I know you will like the big hotel best. _____
- 6 a Can't you possibly come next week? _____
- b I wonder if next week is possible for you. _____

2 Write this paragraph in informal style.

I would very much like to visit Rome. I am extremely interested in history. I have a great fascination for Roman architecture. My first destination would be the Roman baths as I understand they are truly impressive.

Grammar in use

1 Complete the sentences with *like*, *as ... as*, or *as if*.

- 1 Tasha's eyes were _____ big _____ saucers.
- 2 Lucie was grinning _____ a kid at a birthday party.
- 3 The plane soared up into the sky _____ a huge bird.
- 4 Blushing with embarrassment, Joe felt _____ his cheeks were on fire.
- 5 That terrible joke is _____ old _____ the hills.
- 6 The old tree creaked and groaned in the wind _____ it was in pain.

2 Name the pictures. Then use the nouns to complete the sentences. Add adjectives if you can.



1 _____

2 _____

3 _____



4 _____

5 _____

6 _____

- 1 The road went up and down over the hills like _____
- 2 Snow covered the fields like _____
- 3 The bag fell into the water and sank like _____
- 4 The river wound its way through the valley like _____
- 5 The waterfall cascaded from the high cliff like _____
- 6 Tears streamed down the girl's face like _____

3 Complete the sentences with words from the box.

quick free white quiet light

- 1 The girl crept out of the room as _____ as a mouse.
- 2 School was finished for the summer and the boy was as _____ as a bird.
- 3 He answered the questions as _____ as a flash.
- 4 The statue looked heavy but it was as _____ as a feather.
- 5 The news was a shock. Jane's face went as _____ as a sheet.

It's good to know expressions like these but using your own, original ideas is more interesting!

4 Use your own ideas to describe someone you know. Write three sentences using the words in brackets.

Who are you going to describe? _____

- 1 (as...as) _____
- 2 (like) _____
- 3 (as if) _____

Functions of English

Write the sentences correctly.

1 absolutely food. adores Lebanese Tasha eating

2 for shopping going Todd stand clothes. can't

3 loathes having early. get Ramon up to really

4 is to extremely music. of fond Gustav orchestral listening

5 keep Rudi In run would TV. sooner to a than fit watch for order go

6 for but thing. ballet isn't invitation really Thanks my the

Listening comprehension

Complete the text with the words from the box.

late off mobile drives end dropped get up ahead tripped grateful
pavement feet elderly wonder shock all right coins gates pick up meeting
stolen bit purse project laptop Unfortunately schoolbag luckily college
obviously tickets upset fell contained

Lucie's father usually _____ her to _____. This morning he was _____ for an important _____, so he _____ her _____ not at the college _____ but at the _____ of the street. An _____ woman, who was walking _____ of Lucie, suddenly _____ over something and _____ down. Lucie put her _____ down on the _____ and helped the woman _____ on her _____ again. The woman had _____ had a _____ of a _____ but she was _____ and very _____ to Lucie for her help. When Lucie went to _____ her bag, she found that it had been _____. Inside were her science _____, her _____ phone, her _____, which _____ only contained a few _____, and her new _____. _____, the bag also _____ their concert _____. No _____ Lucie was so _____!



Content**Formal letter**

1st paragraph – short and to the point. Make notes. (e.g. to thank the person for helping. Give details. What did they do? – donated and presented a prize / judged the performances / helped coach music, etc?)

Body of letter – reasons for writing. Make notes (e.g. what people thought of the performance day – local newspaper coverage – plans for another one – something new?)

Final paragraph – request. Make notes (e.g. help next time – do they know of anyone else who could help – advice about the 'new' thing they want to do)

You may not want to ask for more help. You could finish by thanking them again or saying you will let them know of anything interesting that happens at the school in the future.

Informal letter

1st paragraph – ask about the person you are writing to. Make notes. (e.g. Hope they are enjoying ... How are they getting on? Are they feeling better?)

Body of letter – reasons for writing. Make notes. (e.g. the performance day – what the writer did – what was most successful?)

Final paragraph – request. Make notes (e.g. meeting up – coming to stay?)

Now you know who you are writing to, what sort of letter you are writing and why you are writing. Think carefully about the language and vocabulary you will use.

Language

Informal letter: chatty style / contractions / idioms

e.g. How are you doing? It's been ages since I heard from you so thought I'd drop you a line and see how things are going.

Formal letter: sophisticated vocabulary / NO contractions / NO idioms

e.g. I am writing to thank you for all the help you gave us during the performance day. It was greatly appreciated by both staff and pupils.

Write your first draft. Proofread it for mistakes. Edit your first draft to improve the paragraphs, sentence structure and vocabulary choices.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read two letters: one formal, one informal.

Each one was written for a different **purpose** and a different **audience**.

Do you understand what these terms mean? ☐

CHECK! If you are not sure, look at the writing features on SB page 25.

You have read the letters several times.

Can you read them with confidence? ☐

Do you have a good understanding of them? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 2 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Inversion in conditional sentences

Can you remember how to form this structure? ☐

☒ **Note down the word that you leave out of a conditional sentence when you invert.**

CHECK! If you need to revise it, look at the Grammar box on SB page 21.

Do you know when this structure is most usually used? ☐

CHECK! If you are not sure, check the Grammar box on SB page 21 again.

Grammar in use

Figurative language

Do you understand what figurative language is? ☐

Do you know the three structures you can use? ☐

Do you understand how to use them? ☐

CHECK! Read through the Grammar box on SB page 23 if you need to.

☒ **Think of figurative language to answer this question: What is the night sky like?**

CHECK! If you're not sure what to say, look at the Grammar box again.

CHECK! To hear the structure in context, listen again to track 1.07.

Language practice

Punctuation

Have you understood the correct uses of commas? ☐

☒ **Write your own short sentences using commas for different purposes. Check them against the rules on SB page 22.**

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about informal writing styles? ☐

☒ **Think of three features of informal writing.**

CHECK! If you can't think of three quickly, look at SB page 22 again. ☐

Listening and speaking

Are you confident about expressing likes, dislikes and preferences? ☐

Have you had a group discussion about three topics and practised this language? ☐

CHECK! Practise talking with friends about your likes and preferences.

Have you discussed in a group what happened to Lucie? ☐

Have you talked about something important you lost yourself? ☐

CHECK! Make sure you can answer all the last questions on SB page 24 without using notes and without hesitating.

Writing features

Do you understand the different layouts of formal and informal letters? ☐

Do you understand the different language you should use in each one? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 25.

Writing assignment

Have you completed your letter? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! If you didn't check spelling, grammar, punctuation before handing your work in, write yourself a note in your Writing file. Make it the first item in your checklist for your next piece of work.

1 Rewrite these sentences. Invert the subject and verb.

- The lid came off and the money fell out. _____
- The rain poured down, soaking everyone. _____
- Umbrellas went up and the crowd hurried away. _____
- The vase fell over and the water spilled out. _____
- The river ran between the glistening rocks. _____

2 Rewrite these sentences. Invert the subject and verb where possible.

- The cars drove under the bridge. _____
- The man ran up to the door and then he went in. _____
- They saw the leopard and then suddenly it went up the tree. _____
- The girl jumped up and she ran away. _____
- The ship sailed over the horizon and it disappeared. _____

3 Complete these sentences with verbs and nouns from the boxes. Invert the subject and verb where possible.

explain shout announce
demand complain

they the pilot she
the little boy the policeman

- "I'm so tired!" _____ rubbing his eyes.
- "Is this your car, sir?" _____
- "Look out! There's a rock fall!" _____ as they ran out of the cave.
- "This plane is ready to leave," _____
- "This is the oldest part of the castle," _____, looking in her guide book.

4 Rewrite the sentences. Use do, does or did to emphasize the verb.

- The students enjoyed the Arts Day. _____
- This train goes to London. _____
- We heard Miss Jackson's speech. _____
- Lucie takes good photos. _____
- The reporter wrote a good article. _____

5 Contradict the statements. Use do, does or did.

- Tasha didn't write to Professor Barnes. No, she did write to Professor Barnes.
- People don't like listening to the professor. _____
- Pandas don't live in bamboo forests. _____
- Lucie didn't send Lee a photo. _____
- Todd doesn't like fireworks. _____

6 Complete the statements with *do*, *does* or *did*.

- 1 He ran faster than I _____.
- 2 Apples taste nicer than pears _____.
- 3 Ben weighs more than Sam _____.
- 4 We had less money than you _____.

7 Rewrite the sentences. Invert the subject and verb. Start your sentence with the verb in brackets.

- 1 If you have further questions, please do not hesitate to ask. (Should)
- _____

- 2 If the music was too loud, you could turn it down. (Were)
- _____

- 3 If I had received the letter, I would have replied. (Had)
- _____

8 Complete the sentences with one of these phrases from the box. You will need to use one twice.

as vast as as loud as as if as sweet as

- 1 The sound was _____ thunder.
- 2 He fell to the ground _____ struck by lightning.
- 3 The oranges tasted _____ sugar.
- 4 Up in the hot-air balloon, Ben felt _____ he was flying.
- 5 The cave inside the mountain was _____ a shopping mall.

9 Choose an ending for each sentence with a word from the box.

a cat diamonds parrots a searchlight

- 1 The sun shone down like _____.
- 2 The quarrelling children sounded like _____.
- 3 The sea scintillated like _____.
- 4 The girl squealed like _____.

10 Add the punctuation to these sentences.

- 1 Do you want tea coffee cola or apple juice
- 2 Professor Barnes the archaeologist gave a talk
- 3 Because he was feeling unwell Ben went to bed early

11 Complete the sentences with the correct word from the box.

reaction generosity contribution exquisite inspiration
sensational expanded enthralled cancellation sequence

- 1 The author, Anthony Holt, was a real _____ to the students.
- 2 Both he and Professor Barnes made an excellent _____ to the festival.
- 3 It was fortunate that there was no _____ of any part of the programme.
- 4 The _____ of many people made it a _____ event.
- 5 The ballet _____ was _____ and everyone was _____.
- 6 After a positive _____ to the Arts Day, it is likely to be _____ next year.

3 This house believes ...

Start-up Note your answers to SB pages 28–29 here.

Use these lines to write notes in answer to the questions about debates.

Reading Meanings for argument:

1 _____

2 _____
a counter argument is _____

Vocabulary green shoots _____

mental capacity _____

non-verbal communication _____

Grammar to concede: _____

Abstract noun from concede is _____

Word class for concessive is _____

Language practice

Punctuation

Write a colon _____ Write a semi-colon _____

Language use

Two kinds of descriptive language: _____

Grammar in use VIP stands for _____

A preposition is _____

Three examples of prepositions: _____

Listening and speaking Two English bands from the 60s: _____

The style of music I enjoy the most: _____

Conversation focus Answer the questions.

1 Who ought to be a politician? _____

2 Who is interested in being a lawyer? _____

3 Who sounds interested in being an environmentalist? _____

Writing A motion for debate is _____

propose means _____

oppose means _____

Vocabulary

1 Find these words in the text. Write the word class in abbreviated form (n, v, adj, adv).

- | | | | |
|--------------------|----------------------|----------------------|----------------------|
| 1 curriculum _____ | 2 propose _____ | 3 analyse _____ | 4 establish _____ |
| 5 gain _____ | 6 originality _____ | 7 scheme _____ | 8 practitioner _____ |
| 9 urge _____ | 10 oppose _____ | 11 accommodate _____ | 12 core _____ |
| 13 squander _____ | 14 effectively _____ | 15 aptitude _____ | 16 excel _____ |
| 17 flexible _____ | 18 genuinely _____ | 19 adequately _____ | 20 affordable _____ |
| 21 priority _____ | 22 focus _____ | | |

2 Write the correct definition from the box next to each key word. Use the correct form of the key word to complete the sentences. Refer to your dictionary as necessary.

to imagine and think out an idea

to say what you think is good or bad about something

to copy the way something is done or made, or the way someone behaves

to be pleased with something and think it is good

the system by which a country's trade and business is organised

- 1 economy _____
 - a My uncle is an _____ and he works for the government.
 - b I think I'd like to study _____ at university.
- 2 imitate _____
 - a John got into trouble for _____ his teacher in the playground.
 - b This watch is an _____ of an expensive make so it's not valuable at all.
 - c There are many _____ in the fashion business who rarely design anything new.
- 3 criticise _____
 - a A _____ wrote in the newspaper that the film on this week is brilliant so shall we go?
 - b In your personal response to this story, I want you to think about it _____ and not just write the first thing that comes into your head.
 - c We had a _____ discussion about the book and everyone made some good points.
- 4 appreciate _____
 - a The audience showed their _____ of the singer by clapping for ages.
 - b Grandma was very _____ of her present and sent us a letter of thanks.
 - c My cousin seemed _____ of my visit and didn't even speak to me.
- 5 conceive _____
 - a Ben couldn't _____ that he would pass the exam so he didn't revise.
 - b It is _____ that the letter will arrive today but in fact I think it will come tomorrow.

3 Write the words from the box next to the word that means the same or nearly the same.

waste plan unspoken enough important get

- | | | |
|--------------------|--------------------|------------------|
| 1 gain _____ | 2 non-verbal _____ | 3 squander _____ |
| 4 adequately _____ | 5 scheme _____ | 6 core _____ |

Write the name of the speaker next to each statement.

- 1 What is good art? _____
- 2 We don't always know what we can do until we try. _____
- 3 We need to manage the planet and its resources. _____
- 4 Later is too late: school leavers should already be able to think creatively. _____
- 5 It is unreasonable to insist on arts in the curriculum. _____
- 6 The world needs creative thinkers. _____
- 7 In summary, it's a tough world. _____
- 8 All this is essential learning. _____
- 9 At the same time, we discover more about our world every day. _____
- 10 These other subjects are regarded as being more important because they lead to good careers. _____

Read the statements. Write F if they are for the motion and A if against the motion.

Check your answers in the text if you need to.

- 1 There is no getting away from it: ambitious students need to pass core exams. _____
- 2 What use is an economist or a business executive who cannot conceive new plans and innovative schemes? _____
- 3 We don't want to waste time re-inventing the wheel! _____
- 4 The fact is that many careers require creative skills. _____
- 5 The fact is that not all students have these talents but all students need to pass exams. _____
- 6 Don't fall into the trap of thinking that art is nothing more than leisure-time entertainment. _____
- 7 Active participation in the arts gives us a life-long appreciation and understanding of them. _____
- 8 Let me point out that often there are no clear standards in the arts. _____
- 9 Providing the arts adequately as part of the curriculum costs extra money in teacher time and in resources. _____
- 10 The ability to express and explore new ideas, to analyse, and to think critically are creative skills that are fundamental to the arts. _____

Each speaker made two main points to support their opinion. The statements a-h summarise their points. Number them in the order they appear in the debate.

- _____ a The arts belong outside school; in school, they make some children feel unsuccessful.
- _____ b Participating in the arts helps us to develop our own skills and appreciate the skills of others.
- _____ c The arts are too expensive compared with other things that are more important.
- _____ d Arts skills can be transferred to other subjects.
- _____ e Maths and science are the core skills and students need to pass exams in these subjects.
- _____ f Creative thinking is an important skill and this is learned through the arts.
- _____ g Developing arts skills helps students to learn other subjects more effectively.
- _____ h Learning existing knowledge is more important and there isn't time for the arts as well.

Grammar

1 Complete the sentences with the correct endings A – F. Write the appropriate letter.

- 1 Although Lottie took up the violin only last year, _____
- 2 This school pays great attention to the arts _____
- 3 I disagree with your opinions _____
- 4 Even though the proposer of the motion spoke persuasively, _____
- 5 John gave an impassioned speech _____
- 6 Though some students doubted that the debate would be interesting, _____

- A although I support your right to hold them.
B though he had had very little time to prepare it.
C she plays superbly.
D it proved to be absolutely fascinating.
E even though it is hard to fit them into the timetable.
F I could not agree with the views he put forward.



2 Change the sentences so that they include the words in brackets. In 1-4 put the subordinate clauses first. In 5-8 put the main clauses first.

- 1 The festival was an artistic success. However, financially it was not. (Even though)

Even though the festival was an artistic success, financially it was not.

- 2 Ticket sales were high. Nevertheless, the festival still made a loss. (Though)

- 3 Gustav feared the worst but there was no crowd trouble at the rock concert. (Although)

- 4 The committee was enthusiastic. However, some governors were not. (Even though)

- 5 He was extremely busy but Professor Barnes agreed to help the students. (although)

Professor Barnes agreed to help the students although he was extremely busy.

- 6 He was back in China. However, Lee's old friends kept in touch. (even though)

- 7 He usually sent emails. However, Todd wrote a letter to Lee. (though)

- 8 Living conditions in the base camp were uncomfortable. Nevertheless, Lee's field trip lived up to his expectations. (although)

3 Use your own ideas to complete the sentences.

- 1 Even though Ramon desperately wanted to become a doctor, _____
- 2 _____ though the work was very hard indeed.
- 3 Although the college students come from many countries, _____

A Punctuation Colon

Add the missing colons.

- Before the debate a list of action required was drawn up speakers, venue, time and date.
- The classroom wasn't big enough the debate took place in the hall.
- After much discussion they reached a decision the debate would take place next Monday.

B Punctuation Semi-colon

Add the missing semi-colons.

- Gustav will propose the motion Rudi will oppose it.
- My arguments are that: science and maths are more important the arts don't help you get a job you can play music and draw in your free time.

C Write a sentence of your own using:

- a colon _____
- a semi-colon _____

D Language use Metaphors

Read the sentences and underline the metaphors. Choose the correct meaning of the metaphor from the phrases in the box. Write the meaning next to each sentence.

unaffordable

a task that was too difficult

twisted and turned

difficult to work out

It was more than he could do

- Re-taking the exam was a hill that he could not climb. _____
- That computer is so expensive that it's out of my reach. _____
- Ben's had so much homework to do that he was drowning in it! _____
- This problem is a real puzzle. _____
- The river snaked its way towards the sea. _____

Read sentences 1-5. Decide which sentence comes from each text a-e. Write the number.

- a a descriptive text _____ b a business discussion _____ c a sports report _____
d a news report _____ e an email _____

- The teams battled it out until the referee blew the final whistle. _____
- I'm in a real tangle with my homework this evening! _____
- After the snow, the earth lay under a cloak of white. _____
- The solution to the emergency has escaped everyone. _____
- I'm afraid that this factory has come to the end of the road. _____

Underline the metaphors in Exercise 2. Write the meaning of each one in your own words.

Grammar in use

1 Complete the sentences with the words from the box.

by to on for of in with

- _____ behalf _____ the entire school, I congratulate the competition winners.
- _____ spite _____ the appalling weather, the match went ahead.
- _____ comparison _____ other schools, our students have done exceptionally well.
- _____ the exception _____ maths, results in all subjects have improved.
- The students succeeded _____ means _____ hard work and dedication.
- You must do your best _____ the sake _____ the school's reputation.

2 Complete the sentences with the correct form of the verbs from the box.

take make lend study do fall

- James passed his exam in spite of _____ seriously ill.
- In exchange for _____ me a hand, I helped Sam with his homework.
- In addition to _____ advice from his teacher, Ben also spoke to his parents.
- The students are in the process of _____ research for their projects.
- Eliza applied to university with a view to _____ medicine.
- Apart from _____ one spelling mistake, Joe did a perfect piece of work.

3 Rewrite the sentences using abstract nouns. Start with the words in brackets.

- Because the nurse was so kind, the injured boy soon stopped crying. (Thanks to)
Thanks to the nurse's kindness, the injured boy soon stopped crying.
- Because the band was so generous, the students will attend the concert. (Owing to)

- Although the storm is very severe, the ship will set sail. (In spite of)

- The children behaved badly and were sent home. (Because of)

- The people were poor and their lack of education was shocking. (In addition to)

- The teacher explained and the students understood the poem. (Thanks to)

4 Use your own ideas to complete the sentences.

- According to _____
- Owing to _____
- In spite of _____
- Instead of _____
- Except for _____
- On behalf of _____

Listening comprehension

Complete the text with the words from the box.

fans charts successful contribution album
 straight followed era grow number
 toured fame disagreements arenas British
 way achieve reflected end rose
 main popularity made released deep
 emerge Indian world paved months
 top broke total groups



The Beatles _____ to _____ in the 1960s. They were the most _____ band to
 _____ from Liverpool at that time. In 1963 they _____ their first _____, which
 went _____ to the _____ of the _____. In the years that _____ their
 _____ continued to _____. They produced a _____ of twelve albums, eleven of
 which went to _____ one. They _____ all over the _____ playing concerts in theatres
 and _____ for millions of _____. They were the first _____ band to _____
 success in America and _____ the _____ for many other British _____. Lennon
 and McCartney were the _____ songwriters but George Harrison also _____ a significant
 _____. Many of his songs _____ his _____ interest in _____ music. In
 1970, after many _____ of _____, the band _____ up. It was the _____
 an _____.

Individual speaking

You are going to talk about your favourite singer, instrumentalist or band.

Make notes.

- Who have you chosen to speak about? _____
 When did you first become interested in them? _____
 Why did you become interested in them? _____
 Where do they come from? _____
 How old are they? _____
 What do you know about their background? _____
- How popular are they? Where are they popular? _____
 What kind of music do they perform? _____
 Why do you like their music? _____
 Do you have any of their albums? Talk about them. _____
 Have you ever seen them live? When? Where? What was the concert like? _____

Using the notes you have made, speak to the class about your favourite musician / musicians. If possible, show pictures and play some of their music.

Writing

Planning your writing assignment

You have read and discussed the text of a debate. You are now going to work in pairs and prepare arguments for OR against one of these motions. This house believes:

- maths should not be compulsory in schools.
- everyone should learn to drive.
- students over the age of 11 should only have to attend school three days a week.

The motion Which motion have you chosen?

This house believes that _____

Are you for (*proposing*) or against (*opposing*) the motion? _____

The team Who is the first speaker? _____

Who is the second speaker? _____

Preparing your arguments

You will need at least four arguments to persuade the audience to support you.

Think of as many as you can and make notes:

1 _____

2 _____

3 _____

4 _____

If you think of more than four, choose those you think will be the most convincing.

Who says what?

Look at the four arguments you have chosen.

Which two arguments will the first speaker use and in what order?

1st argument: _____

2nd argument: _____

Which two arguments will the second speaker use and in what order?

3rd argument: _____

4th argument: _____

Now you know **what** your team is going to say, you have to think of arguments the other team may use. You have to imagine you are arguing for the other side.

Rebuttal

Make notes on the arguments you think the other side will use and how you will rebut them.

Arguments

Rebuttal

Summary

It is important that you finish with a strong, brief statement you want the audience to remember.

List your arguments:

1

2

3

4

Now, combine them into two or three sentences you want your audience to remember.

Now you know: what your arguments are; who is saying what; the arguments the other team may use; how you will rebut them. It's time to draft out your speech.

The speeches

Opening paragraph: make it clear whether you propose or oppose the motion.

Paragraphing: one paragraph for each argument.

one paragraph for the rebuttal

one paragraph for the summary

Persuasive language: Remember, your audience will not be able to go back and read your arguments and have lots of time to think about them. What you say must be persuasive.

Use language like: **strong / essential / important / urge / serious / useful / fundamental / effective / life-long / excel / ultimately**

Write your first draft.
Proofread it for mistakes.
Edit to improve paragraphing,
sentence structure and
vocabulary choices.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read the college debate.

A debate is a form of **discursive** writing.

Are you clear what this term means? ☐

Do you know what the main parts of a debate speech are? ☐

CHECK! Check the speeches on SB pages 30-31 again and Comprehension Activity 2 if you are not sure.

You have read the debate several times. Can you read the speeches with confidence? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 3 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Concessive clauses

Do you know what the purpose of these clauses is? ☐

☒ Write down the words and phrases that you learned to introduce these clauses. ☐

CHECK! If you cannot think of all of them, look at the Grammar box on SB page 33.

Are you confident of forming these clauses as part of a complete sentence? ☐

CHECK! If you can't remember and need to revise, look at the Grammar box on SB page 33.

Grammar in use

Prepositional phrases

Do you know what a prepositional phrase is and what follows it? ☐

Do you know some phrases and how to use them? ☐

☒ Note down two sentences using different prepositional phrases in 20 seconds.

CHECK! Read through the Grammar box on page 35 if you found this difficult.

CHECK! To hear prepositional phrases in context, listen again to the conversation, track 1.11.

Language practice

Punctuation

Have you understood the correct use of the colon and semi-colon? ☐

☒ Write two sentences using the punctuation. Check them against the rules on SB page 34.

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about similes and metaphors? ☐

Do you know what kind of language they are? ☐

Do you know the difference between a simile and a metaphor? ☐

☒ Think of your own sentences using similes and metaphors.

CHECK! Look again at SB page 34 if you are not sure.

Listening and speaking

Have you talked about the *Beatles* and can you remember some facts about them? ☐

CHECK! Look at your answers on SB page 36 to remind yourself.

Have you discussed your favourite music and musicians in your group? ☐

Have you prepared your presentation on a favourite musician? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, check through it.

CHECK! When you have given your presentation, try it again using fewer notes.

Writing features

Do you understand the structure of a debate? ☐

Do you understand the style of a debate? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 37.

Writing assignment

Have you completed your debate speech? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! Check any mistakes you made in spelling, grammar or punctuation. If you have made these mistakes before, learn the corrections.

4 What career?

Start-up Note your answers to SB pages 38–39 here.

Note your answers to the questions about careers here.

Reading Careers advice websites: _____

Vocabulary

short-term _____

field work _____

first class degree _____

driving licence _____

Grammar I have _____ for _____

Next year, I will have been studying English for _____

Language practice

Punctuation

Language use

Writers might use a structure that omits some words from a formal sentence so that _____

Grammar in use Three words to describe feelings before an event:

_____ with the statement. *Teachers are always setting too much homework for two reasons:*

1 _____


2 _____

Listening and speaking Events this weekend:

certain: _____

probable: _____

possible: _____

Conversation focus  Write the career choice that each person is thinking about.

Liam _____

Kurt _____

Gustav _____

Giorgio _____

Writing Three sources for careers research for someone else:

Vocabulary

1 Check you understand these words. Write the word class as they were used in the text.

- | | | | |
|---------------------|---------------------|---------------------|----------------------|
| 1 competitive _____ | 2 secure _____ | 3 graduate _____ | 4 painstaking _____ |
| 5 instant _____ | 6 discomfort _____ | 7 combine _____ | 8 database _____ |
| 9 analysis _____ | 10 academic _____ | 11 supervisor _____ | 12 finds _____ |
| 13 specialist _____ | 14 impact _____ | 15 remote _____ | 16 era _____ |
| 17 inspire _____ | 18 torrential _____ | 19 absorbing _____ | 20 emerge _____ |
| 21 intact _____ | 22 brooch _____ | 23 humble _____ | 24 prehistoric _____ |
| 25 settlement _____ | 26 temple _____ | | |

2 Write three other words in these word families. Write the word class. Use your dictionary to help you.

- | |
|---------------------|
| 1 competitive _____ |
| 2 discomfort _____ |
| 3 secure _____ |
| 4 specialist _____ |
| 5 supervisor _____ |
| 6 inspire _____ |

3 Find the word in the box that has the opposite meaning to the word from the text.

uninteresting important nearby easy broken gradual

- | | | |
|---------------------|-----------------|-------------------|
| 1 painstaking _____ | 2 instant _____ | 3 remote _____ |
| 4 intact _____ | 5 humble _____ | 6 absorbing _____ |

4 Read the words in the box. Divide them into four groups of three words.

records era graduate analysis degree palace prehistory
settlement century temple database academic

List three words to do with:

- | |
|---------------------------------------|
| 1 a university _____ |
| 2 periods of time _____ |
| 3 storing and using information _____ |
| 4 archaeological sites _____ |

5 Write the correct meaning for each verb.

- | | | | |
|-----------------|-----------------|--------|----------|
| include | bring together | bother | come out |
| 1 emerge _____ | 2 involve _____ | | |
| 3 combine _____ | 4 plague _____ | | |

Decide if these statements are T (true), F (false) or NS (not stated).

- 1 Archaeology is as glamorous as it looks. _____
- 2 Jobs in archaeology are not well paid and not always secure. _____
- 3 There are lots of good archaeology programmes on TV. _____
- 4 You cannot join an archaeology club if you are under 15. _____
- 5 If you want an academic career in archaeology, you probably need a first class degree. _____
- 6 Most people start off as circuit diggers rather than dig supervisors. _____
- 7 After working as a dig supervisor, you could move on to working in a museum. _____
- 8 It is not the job of a government officer to give advice. _____
- 9 It is a good idea to get a range of experience to help you get your first job. _____
- 10 There is no advantage in having a driving licence. _____



Choose the best answer to complete each sentence.

- 1 Tutankhamun's tomb was discovered _____ the department first opened its doors.
when after before
- 2 Kirsty Brown was inspired by _____ to take up archaeology.
Tutankhamun Tutankhamun's treasure Tutankhamun's death mask
- 3 Kirsty worked for _____ on the palace in Scotland.
no pay low pay peanuts
- 4 The weather was _____ for three months during the excavations.
stormy soaking very wet
- 5 A hundred years ago, scientific _____ were not available to archaeologists.
finds methods records
- 6 Last summer _____ was among the first exciting finds.
a silver brooch a silver cup a silver sword
- 7 To Kirsty, _____ is treasure that tells you about people's lives.
rubbish a silver bowl a chest of coins

Complete the sentences with the words from the box.

travelling excavating interesting fascinating involving protecting

- 1 Tim Manio gives advice about _____ your head from the sun.
- 2 Lily Carroll recommends _____ the public.
- 3 Mark Fuller was _____ in Jordan a few weeks ago.
- 4 Tim found the work _____.
- 5 The visitors to the prehistoric site in Ireland found it _____.
- 6 Mark finds that _____ is one of the things he likes about the job.

1 Complete the sentences with the verbs from the box. Use the future perfect continuous.

revise teach go run travel rage explore look

- When Mr Fox retires next month, he _____ at this school for forty years.
- When they cross the finishing line, the athletes _____ for more than three hours.
- By next month the team _____ the rainforest for six weeks.
- Liam _____ for a whole month by the time he sits his exams.
- In August the archaeologists _____ for the lost tomb for three months.
- At midnight the party _____ on for four and a half hours.
- By tomorrow night the forest fires _____ for three days.
- This time tomorrow we _____ for twelve hours.

2 Complete the sentences with the verbs in brackets. Use the future perfect continuous or the future perfect simple in each sentence.

- By 6 o'clock tomorrow morning Ted and Dave _____ all night. Each man _____ four hours at the wheel of their truck. (drive, spend)
- In July, James Hall, the famous stage actor, _____ professionally for twenty-five years. He _____ in over forty plays. (perform, act)
- By next summer Meg _____ on digs for two years. During this time she _____ a good range of experience. (volunteer, acquire)
- By next year Charles _____ his collection of modern art. He _____ paintings and sculptures for over thirty years. (complete, buy)
- In a year's time the family _____ their dream house. They _____ it for eight years. (finish, build)
- In September this company _____ footwear for fifteen years. By that time they _____ millions of pairs of shoes. (produce, make)
- By July Jonathan hopes that he _____ his driving test. He _____ to drive for three years. (pass, learn)
- The weatherman says that by midday the rain _____ . By then it _____ constantly for a whole week. (stop, rain)

3 Write sentences about yourself, your family or your friends. Use the future perfect continuous and a time phrase (for two hours, for twenty minutes, etc.).

- By next year _____
- In two years' time _____
- By the end of today _____
- When we take our exams _____
- By the summer _____

Grammar in use

Complete the sentences with the verbs from the box. Use the present continuous.

make have try boast complain argue forget spread

- 1 Students _____ always _____ about their heavy workload.
- 2 My brother _____ always _____ his keys.
- 3 We _____ always _____ spelling tests.
- 4 That girl _____ always _____ rumours about other people.
- 5 Those children _____ always _____ such a noise!
- 6 Wayne _____ always _____ about his famous friends.
- 7 Why _____ you always _____ with your brother?
- 8 I _____ always _____ to improve my general knowledge.

Rewrite the sentences so that they include the present continuous and *always*.

- 1 That child frequently tells lies. _____
- 2 The boys play computer games all the time. _____
- 3 I make mistakes very often. _____
- 4 My brother and I squabble all the time. _____
- 5 He is often mean to me. _____
- 6 Aunt Eliza takes holidays very frequently. _____
- 7 My friend texts me all the time. _____
- 8 Why do you miss classes so often? _____

Write sentences using the present continuous and *always*. Use your own ideas.

- 1 My neighbour's dog is a nuisance. _____
- 2 Ben and his sister don't get on. _____
- 3 My cousin never has any money. _____
- 4 Joe's grandparents adore travelling. _____
- 5 My aunt is very kind. _____
- 6 My friend and I love music. _____

Write true sentences about your friends and family.

Use the present continuous and *always* to describe what they frequently do.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Functions of English

Write the sentences correctly.

1 absolutely the success. will that I a performance convinced am huge be

2 well-received is to the concert by bound be audience. The

3 ten must least spectators have the thousand show. At watched

4 future be extremely It that is festivals cancelled. probable will

5 change highly It that governors is will their the minds. unlikely

6 might a students found solution have to financial The their problems.

Listening comprehension

Complete the text with the words from the box.

surprised absolutely view thanked busy told show interview close-ups
stage congratulated members done professional keyboard atmosphere faces
enjoyed include caught film video idea tickets convinced especially
made huge drummer band

The students met Monty, the _____ and Jake, the _____ player. The other two _____ of the band were _____ giving an _____. The students _____ Monty and Jake how much they had _____ the _____ and _____ them for the VIP _____ which had given them such a perfect _____ of the _____. Monty _____ Tasha on the film she had _____ and said she had _____ a really _____ job. Jake said that she had _____ the _____ of that night _____ perfectly. Monty _____ liked the _____ of the _____ in the crowd. He asked Tasha if the _____ could _____ parts of her _____ in their new music _____. Tasha was very _____ but she loved the _____. The band were _____ that the video would be a _____ success.



Writing

Planning your writing assignment

You have read and discussed web pages that give information and advice on a career in archaeology. You are now going to research and write advice for another career.

- Choose a career you are interested in.
- Find a student in your class who has chosen a different career.
- 'Swap' careers. You research and write advice about the other student's career choice; he/she researches and writes advice about your career choice.

Subject

Which career are you interested in?

Which career is your partner interested in? This is the one you will research.

Research

Use the internet, the library and talk to any members of staff who deal with careers.

Find out about:

- facts / information about the career
- qualifications needed
- what sort of person is suited to this career
- experience in and outside school that will help
- how easy / difficult it is to get started
- the different jobs / positions within the career

include anything you think will be helpful.

Make notes:

Now you have researched the career, you need to think about how you will write up the advice for your partner.

Heading

You can use: Advice on _____ as a Career or think of your own heading.

Introductory paragraph

Your introductory paragraph should make it clear what the advice is about. It is a good idea to include details of your research sources, e.g.

Having looked at [web addresses], and [magazine / book titles] the following advice will help you if you are thinking of _____ as a career

Draft your introductory paragraph.

Presentational devices

Look at your research notes and decide:

- which information / advice can be boxed _____

- what sub-headings you will use _____
- _____
- _____

- where you will use bullet points _____
- _____

- where you will use bold / colour _____
- _____

The language of advice

Write your first draft. Make sure you use the language of advice:

- | | | |
|-----------------------------|--------------------------------------|----------------------------|
| • precise details: | vague statements are not helpful | |
| • conditionals: | If ... then | |
| • imperative verbs: | Read ... | Consider ... |
| • advice phrases: | It might be a good idea to ... | You should think about ... |
| • modals: | should / could / would / might, etc. | |
| • personal direct language: | You should find out about ... | When you write your CV ... |

Write your first draft. Proofread it for mistakes. Edit your first draft to improve paragraphs, sentence structure and vocabulary choice.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read a website giving **information** and **advice** about a career.

Are you clear about the difference between information and advice? ☐

Can you recognise words and phrases that introduce or express advice? ☐

☒ **Note down three words or phrases in 15 seconds that can be used to introduce advice.**

CHECK! Look back at the features on SB page 47 if you couldn't do this or it took too long.

You have read the website several times.

Can you read the pages with confidence? ☐

Do you have a good understanding of them? ☐

CHECK! If you think you need more reading practice, listen and follow the text then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 4 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Future perfect continuous

Can you remember how to form this structure? ☐

CHECK! If you need to revise it, look at the Grammar box on SB page 43.

Do you know when this structure is used? ☐

CHECK! If you are not sure what the structure expresses, check the Grammar box on SB page 43.

Grammar in use

Present continuous + always

Do you know what this structure expresses? ☐

Do you know how to use it? ☐

☒ **Use it to change this sentence: Ben laughs a lot.**

CHECK! Go through the Grammar box on SB page 45 if you need to.

Do you know how to use it in conversation? ☐

CHECK! To hear the correct tone in context, listen again to the discussion in the stadium, track 1.15.

Language practice

Punctuation

Have you understood how to punctuate direct speech? ☐

☒ **Write your own short sentences using the punctuation and with the reporting words before, after and in the middle of the spoken words.**

Check them against the rules on SB page 44.

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about missing words? ☐

Do you understand how a formal sentence can be shortened by omitting some words? ☐

CHECK! Look back at SB page 44 if you are unsure about this language. ☐

Listening and speaking

Are you confident of expressing certainty, probability and possibility? ☐

Have you talked in a group about certain, probable and possible events? ☐

CHECK! Look again at the expressions on SB page 46 [L&S] if you can't remember them easily.

Have you talked about a stadium, music concerts and videos? ☐

CHECK! Practise talking about these things with a partner to help you gain confidence in your conversation skills.

Writing features

Do you understand the features of presenting advice? ☐

Do you understand the style of writing for giving advice? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 47.

Writing assignment

Have you completed your advice for someone's chosen career? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

Have you shown your advice to your partner? ☐

CHECK! Find out how useful it is. Ask what other information would have been useful.

1 Rewrite the sentences into single sentences with a concessive clause. In 1-3 write the concessive clause first. In 4-6 write the concessive clause after the main clause.

- The car was going fast. Nevertheless, we recognised the driver. (Though)

- My little brother likes looking at books but he can't read them. (Although)

- You might think your essay is written neatly. However, I don't. (Even though)

- Ben was feeling unwell but he still went to school. (although)

- Anna decided to buy the dress. However, it was extremely expensive. (even though)

- It was already dark. Nevertheless, they set off through the forest. (though)

2 Complete the sentences with the correct prepositional phrase and the correct form of the word in brackets.

in addition to in spite of apart from in the process of because of thanks to

- _____ (make) two spelling mistakes, you have written an excellent essay.
- _____ your _____ (clumsy) the priceless Chinese vase is now broken.
- _____ your _____ (lazy) we must also discuss your persistent lateness.
- _____ its _____ (perfect), this painting will sell for a lot of money.
- _____ (run) for the bus, we missed it.
- _____ (give) his speech, the professor announced a new science award.

3 Complete the sentences with the future perfect continuous and the verb in brackets.

- By the end of today this forest _____ (burn) for three days.
- In April these young trees _____ (grow) here for six months.
- By next summer we _____ (live) here for five years.
- When the runners arrive in the stadium, they _____ (race) for more than two hours.

4 Complete the sentences with the future perfect simple or future perfect continuous and the verb in brackets.

- Tomorrow the builders _____ (finish) the roof of the hall that they _____ (construct) for almost four months.
- At the end of next week the ship _____ (sail) for a year and it _____ (reach) the end of its voyage.
- This time tomorrow I _____ (take) my last exam.
I _____ (study) this subject for five years!
- At the beginning of next month Ben _____ (work) on his project for two months and he _____ (achieve) almost everything to complete the course.

5 Rewrite the sentences using the present continuous + *always*.

- 1 Politicians often speak in public. _____
- 2 My grandmother sews a lot. _____
- 3 My sister never stops talking. _____
- 4 Dad is very keen on chess. _____

6 Punctuate these sentences. Use a colon or a semi-colon.

- 1 After a lot of discussion they reached an agreement the debate would be about scientific experiments.
- 2 It wasn't difficult to find the reasons for his success: a sharp intelligence frequently used an aptitude for hard work a creative mind with a rich imagination.
- 3 My uncle repairs cars my father sells them.
- 4 Last year we visited my favourite country Italy.

7 Punctuate these sentences containing direct speech.

- 1 The boy yelled Look out! The rocks are falling! At once everyone ran into the cave.
- 2 Could you tell me the time please asked the girl.
- 3 Would you like a drink the waiter enquired We have orange juice or cola.
- 4 I think I'd like orange please answered Anna because cola is bad for your teeth.

8 Underline the similes. Circle the metaphors.

- 1 The driver exploded in fury when he saw the damage to his car.
- 2 When Ben went up to get his prize he felt as if he was floating on air.
- 3 The rainwater gushed down the street like a small river.
- 4 Our grandmother's kindness to us was our greatest treasure when we were young.

9 Write this conversation in complete sentences.

- Got the time? _____
- Four thirty. _____
- Exactly? _____
- Almost. _____

10 Write these sentences in full.

- Anna didn't like spiders any more than snakes. _____
- We sell the best jewellery but not the cheapest. _____

11 Complete the sentences using the correct form of the word in brackets.

- 1 This apartment is so expensive it's _____. (afford)
- 2 At the end of the speech, the audience applauded _____. (appreciate)
- 3 The scientists completed their _____ of the data. (analyse)
- 4 Entry to the best universities is highly _____. (compete)
- 5 For your _____, please keep your door locked at night. (secure)
- 6 My supervisor is a _____ in prehistoric pottery. (special)

5 Look what they did!

Start-up Note your answers to SB pages 50–51 here.

Note your answers to the questions about people and achievements.

Reading The structure of a debate speech is: _____

Vocabulary *pack ice* _____

human race _____

human being _____

Grammar Features of formal writing: 1 _____

2 _____

Language practice

Punctuation

to quote means _____

Language use

Three types of formal writing are: 1 _____

2 _____

3 _____

Grammar in use Two ideas to make the festival financially successful:

1 _____

2 _____

Two oceans _____

Two countries _____

Two capital cities _____

Two rivers _____

Listening and speaking Three facts about Norway: 1 _____

2 _____

3 _____

Three interesting countries: _____

Conversation focus  Answer the questions.

1 Which three famous people did Kurt mention? _____

2 Which leader did Liam mention? _____

3 Which explorer did Mimi mention? _____

Writing Two people who achieved something very great:

1 _____ 2 _____

Vocabulary

1 Match the phrases in the box to the correct meanings below as they are used in the text.

from a very early age a hero's welcome left nothing to chance pitiful output to some extent

- 1 _____ a very small amount of work
- 2 _____ thought about every possibility
- 3 _____ from being a small child
- 4 _____ in a way
- 5 _____ treated as brave and fearless

2 Word family: *imagine* Conditions were *unimaginable* ...

Write the part of speech for each word. Then use each word in a sentence of your own.

imaginable _____ imaginary _____ imagination _____ imaginative _____

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 Find the nouns in the text that are formed from these verbs.

- 1 to equip _____
- 2 to explore _____
- 3 to invent _____
- 4 to lead _____

4 Find these abstract nouns in the text. Use each one in a sentence of your own.

- 1 knowledge _____
- 2 confidence _____
- 3 achievement _____
- 4 attention _____
- 5 poverty _____

5 Match the words in the box to their synonyms below.

chance brave extremely expedition

- 1 _____ very
- 2 _____ courageous
- 3 _____ luck
- 4 _____ journey

Circle the correct answer.

Roald Amundsen

- | | | | |
|--|------|-------|------------|
| 1 He was born in Norway. | true | false | not stated |
| 2 He was an only child. | true | false | not stated |
| 3 He failed to sail through the Northwest Passage. | true | false | not stated |
| 4 The journey from base camp to the South Pole took 90 days. | true | false | not stated |



Jane Austen

- | | | | |
|--|------|-------|------------|
| 1 Jane was an only child. | true | false | not stated |
| 2 She wrote <i>Pride and Prejudice</i> before <i>Sense and Sensibility</i> . | true | false | not stated |
| 3 She helped poor people. | true | false | not stated |
| 4 She never married. | true | false | not stated |



Wilbur Wright

- | | | | |
|--|------|-------|------------|
| 1 Wilbur was the older brother. | true | false | not stated |
| 2 He was born in 1900. | true | false | not stated |
| 3 His plane was called <i>The Wright Flyer</i> . | true | false | not stated |
| 4 His successful, powered flight was 59 metres. | true | false | not stated |



Correct the false statements.

Find these words and phrases in the text. Match each one to the correct definition below.

- | | | | |
|---------------|--------------------------|---------------------------|---------------------|
| a abandoned | b absolute confidence in | c endured | d inexplicable |
| e excelled in | f immodest | g under the circumstances | h greatest ambition |
| | i continued with | j denied education | |

- | | |
|--------------------------------------|------------------------|
| 1 was extremely good at _____ | 2 put up with _____ |
| 3 in particular conditions _____ | 4 left _____ |
| 5 not allowed to attend school _____ | 6 total trust in _____ |
| 7 the most important goal _____ | 8 boastful _____ |
| 9 not able to be explained _____ | 10 went on with _____ |



1 Change the sentences. Put the underlined words first.

- I have never seen such a spectacular performance.

- Such extraordinary events rarely get reported in the papers.

- You must under no circumstances open this letter.

- John regrets his bad behaviour only now.

- The athlete not only won the race but he also broke the world record.

- She sang the song so beautifully that some people were moved to tears.

- We had no sooner arrived than it was time to leave.

- The reviews were so negative that the play had no chance of succeeding.

2 Use your own ideas to complete the sentences.

- So appalling _____ that the travellers suffered greatly.
- So beautifully _____ that they won first prize.
- These paintings are extraordinary. Seldom _____
- Little _____ what was about to happen.
- This student does not speak English. Neither _____
- Only when she saw her mother's face _____
- On their trip the students will first visit Rome. Only then _____
- Climbing the mountain is safe in summer but on no account _____



A Punctuation Quotation marks

Use these quotes about the balloon debate in sentences of your own.
The first one is done for you.

Remember, you are quoting what somebody said.

- great fun *Gustav thought it was 'great fun' and wanted to do more balloon debates.*
- Amundsen was very brave.
- lots of drafting
- Putting together a speech for the balloon debate took a long time. I knew nothing about my historical character so I had to do a lot of research.
- You've all done really well.

B Language use Formal styles

Rewrite Jane Austen's complaint in a formal style. Look back at SB page 25 to remind yourself of features of formal writing.

Look back at SB page 56 to check informal features you should remove.

I'm really annoyed! It's rubbish to say that I've only written about marriage and new dresses. Anyone who's read my books knows they're about life. You don't need to be an adventurer to understand people. But you've got to use your intelligence. And I did! I bet they've never read any of my books anyway. Too busy admiring themselves!

Rewrite Jane Austen's comment on being an aunt.
Use an informal style. Use your dictionary if you need to.

Look back at SB page 25 to check informal features you can include.

I am accustomed to my role as a favourite aunt, who, being generally good-tempered and obliging, can be relied upon to entertain my energetic nieces and nephews by providing an endless supply of amusing stories, without which the peace of the household would be constantly disturbed by running and laughing all around the house from morning until night.

Grammar in use

1 Write the definite article (*the*) where necessary. If no article is needed, put a cross (X).

- _____ Panama Canal links _____ Atlantic Ocean to _____ Pacific.
- The highest mountain in _____ British Isles is _____ Ben Nevis. It is in _____ Scotland.
- The highest peak in the world is _____ Everest. It is in _____ Himalayas, the chain of mountains to the north of _____ India.
- _____ Madagascar is a large island lying off the east coast of _____ Africa.
- _____ River Danube rises in _____ Germany and flows through ten European countries before arriving at _____ Black Sea.
- _____ Lake Vannern is the biggest lake in _____ Sweden and the third largest lake in _____ Europe.
- _____ Atacama Desert is situated in _____ Chile in _____ South America.
- _____ Mexico has land borders with _____ USA in the north and _____ Guatemala and _____ Belize in the south.
- _____ Maldives are a group of low-lying islands in _____ Indian Ocean.
- _____ Lake Nasser in _____ Egypt was formed when a dam was built across _____ River Nile.

2 Quiz time! You may have to look in an atlas or on the internet.

- The highest mountain in Japan: _____
- The deepest lake in the world: _____
- The mountain range between Russia and Georgia: _____
- The capital of the Netherlands: _____
- Another name for the Netherlands: _____
- The driest desert on earth: _____
- The longest river in Europe: _____
- A famous canal in Egypt: _____
- The large island close to the 'toe' of Italy: _____
- The sea between Africa and Europe: _____

Be careful with the articles!



3 Write about the geography of your country.

- | | |
|--------------------------------------|---|
| 1 Where is it situated? | 2 Which countries does it border on? |
| 3 What is the capital? | 4 Is it situated on a sea, a lake or a river? |
| 5 What are the most important towns? | 6 Does it have a range of mountains? |
| 7 What is the highest mountain? | 8 Does it have any other interesting geographical features? |

Listening comprehension

Complete the text with the words from the box.

Sweden	capital	brehtaking	scenery	winter	yacht	deep	famous	islands
icy	destination	cruise	waterfalls	snowboarding	hiking	borders	nations	ideal
Europe	coast	cliffs	summer	Inland	explore	far	Scandinavia	

Norway is in the north of _____. It _____ on Russia and Finland in the _____ north and _____ in the east. It is one of the five _____ which form _____. Its _____ is Oslo. Norway is _____ for its spectacular _____. _____ there are high mountains, _____, clear lakes, magnificent _____ and _____ glaciers. It is a perfect _____ in the _____ if you enjoy _____ and _____ in the _____ for skiing and _____. Norway's _____ is famous for its _____ and fjords with their steep _____ rising up out of the water. They are quite _____. The best way to _____ them is on a _____ ship or a smaller sailing _____.

Individual speaking

You are going to talk about a country that you find interesting. You may have visited this country or it may be a country that you would like to visit in the future.

Make notes.

- Which country have you chosen to speak about? _____
- Where is it situated? _____
- Does it have land borders with any other countries? _____
- What is the capital city? Where is it situated? _____
- What language / languages is / are spoken in this country? _____
- Briefly describe the geography of this country: _____

- What do you find especially interesting about this country? _____

- Have you visited this country? _____

If your answer is yes, give details of your visit: _____

If your answer is no, say why you would like to go there: _____

Using the notes you have made, speak to the class about the interesting country you have chosen. If possible, show pictures.

Writing

Planning your writing assignment

You have read and discussed the text of a balloon debate. You are now going to work in groups of three and prepare your own balloon debate.

Each member of the group should choose an historical character. Do your research and write your speeches.

The

historical characters

Working as a team, decide on the three characters in the balloon.

Character 1 _____

Character 2 _____

Character 3 _____

Research

Working on your own, research:

- your character. You are looking for impressive things he/she did to persuade the audience to save you! Make notes:

Remember to include facts and statistics.

- the other characters. You are looking for things in his/her life that will persuade the audience NOT to support them. Make notes.

Name:

Name:

Introduction How will you begin? You can simply say who you are, e.g.

My name is Roald Amundsen ...

Or you can have a more confident opening, e.g.

I am sure, ladies and gentlemen, that I need no introduction.

Make notes on your introduction.

Now you know **how** you are going to introduce your character; what **positive** things you are going to say; what **negative** things you are going to say about the others, write the first draft of your speech. Use the notes below to edit your first draft.

1st person Beginning every sentence with 'I' can be very boring. Think of ways to avoid this, e.g.

The voyage took three years and
I returned home to a hero's
welcome.

NOT

I returned home to a
hero's welcome after three
years.

2nd person Have you included some second person phrases to get the audience on your side? e.g.

*you must agree you cannot deny surely you can see
you must think as I do that it will be obvious to you*

Facts / statistics Have you used facts and statistics to convince your audience?
Make sure you have included:

dates places a detailed account of what you have achieved

Persuasive language Does your speech sound confident? Have you made strong, positive statements about yourself and strong, negative statements about the others? e.g.

About yourself

amazing
unimaginable
talented
heroic

impressive
excellent
greatest
genius

About the others

unimpressive	pitiful
unimportant	fraud
greedy	cruel
selfish	untrue

Having edited your first draft, proofread it for spelling, grammar and punctuation mistakes. Make a neat copy. Practise delivering your speech so it won't look as if you are just reading it.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read a balloon debate consisting of three speeches. The speeches were **discursive** and were written to **persuade** the audience.

Are you completely confident of your knowledge of this type of text? ☐

CHECK! Check back to SB page 59 if you need to.

You have read the debate several times.

Can you read each speech with confidence? ☐

Do you have a good understanding of them? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 5 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Inversion

Can you remember what can be inverted after certain phrases? ☐

☒ **Note down three phrases or sentences with inversion.**

CHECK! If you need to revise it, look at the Grammar box on SB page 55.

Do you know when inversion is often used? ☐

CHECK! If you are not sure when to use inversion, look at the Grammar box on SB page 55.

Grammar in use

Do you know when to use articles with geographical names? ☐

☒ **Decide whether these places take the article or not: Arctic Ocean, China Sea, (River) Amazon, France, London, Lake Geneva, Atacama (desert); Channel Islands.**

CHECK! Read through the Grammar box on SB page 57 if you need to check the rules.

Do you know them? ☐

CHECK! To hear geographical names in conversation, listen again to the discussion backstage, track 1.19.

Language practice

Punctuation

Have you understood the correct use of quotation marks? ☐

☒ **Copy out some sentences. Punctuate them as quotes. Check them against the rules on SB page 56.**

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about the features of formal writing? ☐

Are you confident you can recognise them and use them yourself? ☐

CHECK! Check SB page 56 if you are not sure of them.

Listening and speaking

Have you heard about Norway and discussed it? ☐

CHECK! Have you prepared your presentation on a foreign country? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again.

But don't learn it by heart!

CHECK! When you have given your presentation, try it again using the pictures you show to prompt you. Try to do the presentation without using any written notes at all.

Writing features

Are you sure about the structure for a debate speech? ☐

Are you confident about the style to use? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 59.

Writing assignment

Have you completed your debate speech? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

Did you automatically check spelling, grammar, punctuation? ☐

CHECK! Practise reading your speech aloud. Decide how persuasive it is. Look out for other mistakes as you read it.

6 In performance

Start-up

Note your answers to SB pages 60–63 here.

Note your answers to the questions about live events.

Reading Before reading the article, my opinion of live or recorded music is _____

Vocabulary to feel at home _____

noise up _____

electric atmosphere _____

Grammar Four famous places in London:

1 _____

2 _____

3 _____

4 _____

Language practice

Punctuation

brackets _____

a dash _____

Language use

_____ go swimming whatever the weather because _____

Grammar in use Groups' music videos I have seen: _____

My favourite kind is _____

Listening and speaking An apology is _____

The simplest way of apologising is _____

Conversation focus  Write the names.

1 Who doesn't like being in a crowd? _____

2 Who prefers listening to *The River Boys* on a music player? _____

3 Who is going to buy the new *River Boys* single as soon as it comes out? _____

4 Who prefers the theatre? _____

5 Who prefers TV? _____

6 Who will be in the school opera with the students? _____

Writing My opinion about watching films in the cinema or at home on DVD is that _____

Vocabulary

1 Find these nouns in the article. Circle four common nouns. Underline six abstract nouns.

lecturer album abundance combination venue
spontaneity connection atmosphere amplification vanguard

2 Choose the best word from Exercise 1 to complete these sentences.

- 1 This is my favourite group's new _____ – you can borrow it if you like.
- 2 Florence Nightingale was in the _____ of new thinking about health and hygiene.
- 3 The group was so popular that they couldn't find a _____ big enough for the expected audience.
- 4 Our new engineering _____ is very good and we're learning a lot from him.

3 Choose the best word from Exercise 1 to complete these sentences.

- 1 This photograph is exceptional for its _____ of colour and light.
- 2 This year we had an _____ of potatoes but a shortage of onions.
- 3 Give your presentation with a little _____ and it will sound more natural.
- 4 There was a tense _____ in the court as the judge spoke to the prisoner.
- 5 Everyone heard the speech well because of the excellent _____ of the sound system in the hall.
- 6 It's hard to understand what you are trying to say in this essay because there is no _____ between your ideas.

4 Find these adjectives in the text.

Match them to the correct meaning, then check in your dictionary if you are not sure.

dedicated discerning enthralled condensed tangible exhilarating freelance ecstatic

- 1 believing something is important _____
- 2 shortened to include the main points _____
- 3 being able to tell the quality of something _____
- 4 creating feelings of excitement _____
- 5 very delighted and happy _____
- 6 working for yourself not for an employer _____
- 7 able to be felt or seen to exist _____
- 8 completely fascinated _____

5 Find these adverbs in the text. Match them to the correct phrase.

Use each adverb in a sentence of your own.

frankly literally directly

- 1 in a close way _____
- 2 to be honest _____
- 3 in actual fact _____

1 Decide if these statements are **T** (true), **F** (false) or **NS** (not stated).

- Jackie Chang is a visiting lecturer this term at Bay City University. _____
- She only goes to live performances on Broadway, at the Shea Stadium or in Greenwich Village. _____
- She enjoys listening to CDs of bands' own recordings. _____
- In a live performance, bands usually change the material they include and the order they play it. _____
- Jackie Chang goes to the best live performances every year. _____
- The big screens that are put up at large venues give the audience a close-up view of the performer whenever they choose. _____
- Recorded albums never achieve any kind of perfection. _____
- You have to give up your favourite things to save money to buy tickets. _____
- The big stars perform good, exciting music. _____
- Jackie Chang does not agree that the work of some groups would never become known if they were not able to make their own recordings. _____

2 Decide if these statements support (**S**) or oppose (**O**) Jackie Chang's opinion.

- There's nothing between you and the music. _____
- Recorded albums are worked on to get everything better and better until it's all exactly perfect. _____
- They can deliver a performance that has never been heard before and will never be heard again. _____
- When the connection happens, artists feel at home. _____
- It's a mass-produced product so it simply can't give that unique experience. _____
- You can't see properly with people standing or sitting in front of you. _____
- The combination of the music and the venue blew me away. _____
- Compared with other things you buy, tickets are expensive. _____

3 Choose the correct word to complete the sentences.

- Jackie Chan is a freelance _____ from New York.
writer lecturer editor
- She first saw a live performance in _____.
the Hollywood Bowl the Shea Stadium Greenwich Village
- She says that a performer feels a strong _____ with dedicated fans.
communication combination connection
- People argue that recordings have _____ quality.
unique perfect stunning
- Good, exciting music doesn't only happen when the big _____ perform.
artists bands stars
- If you listen to a new band you may be listening to the next _____ group.
hit great star
- Modern amplification means that you can _____ perfectly.
hear see hear and see
- Seeing a new group live is better than downloading their next _____.
recording album CD

Grammar

1 Write the definite article (*the*) where necessary. If no article is needed, put a cross (X).

- 1 _____ Fortune Theatre is on _____ Russell Street.
- 2 When she is in _____ London, the Queen lives at _____ Buckingham Palace.
- 3 _____ Waterloo Bridge is just one of the many bridges over _____ River Thames.
- 4 _____ National Gallery is on the north side of _____ Trafalgar Square.
- 5 _____ Red Lantern is a Chinese restaurant close to _____ Victoria Gardens.
- 6 _____ Palace of Westminster is also known as _____ Houses of Parliament.
- 7 _____ JFK International is one of several airports which serve _____ New York.
- 8 _____ Metropolitan Museum of Art is on _____ Fifth Avenue.
- 9 _____ Joey's Café is not far from _____ Central Park.
- 10 _____ Plaza cinema is close to _____ Times Square.

2 Make a good copy of the map you created for Activity 5 on page 65 of your Student's Book.



Checklist! Make sure you have included and named ...

- | | | | | | |
|-----------------------------------|------------------------------------|-----------------------------------|---------------------------------------|---|---|
| a street <input type="checkbox"/> | a bridge <input type="checkbox"/> | a square <input type="checkbox"/> | a park <input type="checkbox"/> | a museum <input type="checkbox"/> | an art gallery <input type="checkbox"/> |
| a cinema <input type="checkbox"/> | a theatre <input type="checkbox"/> | a hotel <input type="checkbox"/> | a restaurant <input type="checkbox"/> | a palace or castle <input type="checkbox"/> | an airport <input type="checkbox"/> |

Now write about your city.

_____ is situated on _____ River _____

A Punctuation Brackets and dashes

1 Add the missing brackets and dashes.

- 1 In my opinion I am sure most sensible people will agree hearing live music is an amazing experience.
- 2 Classical composers Mozart Schubert Bach are still listened to all over the world today.
- 3 Recorded music means you can listen in the comfort of your own home which is what I prefer to a crowded concert hall.
- 4 I went to my first music festival in the summer won the tickets in a competition!

2 Write a sentence of your own using:

- 1 brackets _____
- 2 dashes _____

B Language use

1 Complete these sentences with ... *matter*. Be careful of the tenses.

- 1 This dress is a bit long. Do you think _____?
- 2 _____ at all and you look fine in it.
- 3 _____ if I don't finish this project until tomorrow, will it?
- 4 Our teacher was ill so _____ that I had forgotten my homework.
- 5 If you had told me you were going to be late _____ but you didn't and I waited ages for you.

2 Complete these sentences using *matter*.

- 1 If I broke Mum's favourite vase, _____
- 2 I've got my umbrella so _____
- 3 Dad expects you to do well in the race tomorrow so _____
- 4 Because the exam was cancelled yesterday, _____

3 Complete these sentences with the correct word.

- 1 _____ wrote this essay is going to get a really good mark.
- 2 Unfortunately, we can't use the computers _____ we like.
- 3 I don't think I'll succeed in learning Chinese, _____ hard I try.
- 4 _____ you go in the world, you will find friendly people.
- 5 _____ size you take, I'm sure we have something to fit you.
- 6 I used to believe _____ I read in that newspaper but now I don't.
- 7 I have two careers in mind but _____ I choose, the training is long.
- 8 _____ is shouting so loudly on the other side of that door?
- 9 _____ can be causing that terrible smell?
- 10 _____ much she eats, she never puts on a single gram!

Think carefully about which you will use.

Grammar in use

1 Complete the sentences with the words from the box. Use repetition of the comparative form.

fat bad fluently expensive elegantly confidently famous hard

- 1 We don't go to many concerts because tickets are getting _____
- 2 Because he practises every day, Ben is speaking Spanish _____
- 3 Your exams won't get easier. In fact, they'll become _____
- 4 Because he was in the public eye, he began to dress _____
- 5 The weather wasn't too bad at first but gradually it got _____
- 6 Because the cat was fed too much, it became _____
- 7 With one hit record after another the band soon became _____
- 8 After a nervous start Jane slowly began to speak _____

2 Change the sentences by repeating the verbs.

- 1 They continued to run until they were out of breath.

- 2 She went on knocking until someone opened the door.

- 3 He was so tired that he continued to sleep until midday.

- 4 It continued to snow all night long.

- 5 The audience clapped for a long time at the end of the performance.

- 6 She carried on dancing until her feet were sore.

3 Write sentences of your own which include the phrases in brackets.

- 1 (climbed and climbed) _____
- 2 (shouted and shouted) _____
- 3 (thought and thought) _____
- 4 (practised and practised) _____

4 Rewrite the sentences as in the example. Start with *There are*.

- 1 Some rock bands are better than others.
There are rock bands and rock bands.
- 2 There are good teachers and there are amazingly good teachers.

- 3 Not all summer holidays are enjoyable.

- 4 Some pizzas are more delicious than others.

Functions of English

Write the sentences correctly.

1 sorry the I'm window. awfully broken about

2 so for car. sorry damaging I'm your ever

3 arrive time. We're didn't sorry terribly we on

4 for I waiting. you keeping apologise do

5 can't impolite I my enough remarks. for apologise

6 for my Please, apologies sincere thoughtlessly. behaving accept so

Listening comprehension

Complete the dialogues with the words from the boxes.

1 problem about rehearsing terribly heart afraid words kind
know Sorry borrow all right a lot script make worry

Ben: Hi, guys! _____ I'm late.

Amy: It's _____. We haven't started _____ yet.

Jack: OK. Let's _____ a start. Page 63.

Ben: I'm _____ sorry _____ this but I'm _____ I've lost my _____.

Amy: Don't _____ about it, Ben. You can _____ mine.

Ben: That's really _____ of you. Thanks _____.

Amy: No _____, I _____ all my _____ by _____, anyway.

2 quite mess sitting room enough mind up vase apologise
happened gone clumsy made floor smashed
cloth clear dreadfully knocked matter

Guest: I'm _____ sorry. I've just _____ over the _____ of flowers in the _____.

The water's _____ all over the _____.

Host: Oh, never _____. I'll soon _____ it _____. I'll get a _____.

Guest: I do _____. I don't _____ know how it _____. I'm so _____!

Host: It really doesn't _____.

Guest: But I've _____ such a _____! The vase is completely _____. I can't apologise _____.

Planning your writing assignment

You have read and discussed a discursive essay about live and recorded music.

You are now going to write a discursive essay on:

Watching a film at the cinema is much better than watching it on a DVD at home.

Do you agree or disagree?

Subject

You know the subject of the essay. Now you have to decide what your attitude is.

Do you think it is better to: ☒

• watch a film at the cinema? ☐

• watch a film at home? ☐

Purpose

Now you have decided on your attitude to the essay title, explain in a short sentence what the purpose of your essay is.

Opening paragraph

Use the information in the title and your 'purpose' sentence to write an opening paragraph making it clear what is being discussed and your attitude to it.

Don't just copy
the title!

For and against

Begin with the side of the argument you support.

You should have at least three good arguments why your attitude is the right one.

Make notes on each argument you will use.

1st argument:

2nd argument:

3rd argument:

One argument
= one paragraph

Now think about what other people who disagree with you might say.

You should consider at least three arguments for the opposite point of view.

Make notes on each of these arguments AND the reasons why you disagree.

Argument	Reason
1 _____ _____	_____ _____
2 _____ _____	_____ _____
3 _____ _____	_____ _____

Final paragraph

List the arguments that support your attitude.
List the arguments that support the opposite point of view and the reasons you don't agree.

This is the easy bit – you're just summarizing what you have already written!

Now you have worked out your attitude to the subject, the arguments you can use to support your attitude, and why you disagree with the opposite point of view, you now need to think about the language and facts you can use.

Persuasive language

If you think that watching a film in the cinema is better, you could use *positive persuasive language* such as:

huge screen / with friends / special occasion / brilliant sound effect

What other words and phrases could you use?

If you think watching a film at home is better, you could use *positive persuasive language* such as:

*watching when you want to / quite, peaceful atmosphere /
don't have the bother of a journey / cost of tickets*

What other words and phrases could you use?

Facts

Find some facts that would support your point of view.

- survey your friends and family
- use the internet to research how popular cinema / DVDs are

Write your first draft. Proofread it for mistakes. Edit your first draft to improve the paragraphs, sentence structure and vocabulary choices.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read a magazine article that discusses the **pros** and **cons** of live and recorded music.

Do you understand what pros and cons mean? ☐

Do you know what kind of writing puts forward pros and cons about a subject? ☐

CHECK! Check back to SB page 69 if you're not sure.

You have read *Let's go live!* several times.

Can you read it with confidence? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 6 on page 139 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Articles in place names in towns and cities

Do you know when to use articles with place names? ☐

☒ **Decide whether the following places take the article or not: Metropolitan Museum of Art, Hyde Park, London Bridge, Tower of London, Buckingham Palace, Savoy Hotel**

CHECK! If you need to revise the rules, look at the Grammar box on SB page 65.

Grammar in use

Repetition

Can you name four word classes that can be repeated in a sentence for effect? ☐

Do you know the different effects that these repetitions achieve? ☐

☒ **Can you use these phrases in sentences to show their effect: *larger and larger*; *laughed and laughed*?**

CHECK! Read through the Grammar box on SB page 67 if you need to.

Do you know how these phrases sound in conversation? ☐

CHECK! To hear the correct tone and expression, listen again to the conversation, track 1.24.

Language practice

Punctuation

Can you use brackets and dashes correctly? ☐

☒ **Write your own short sentences using the punctuation. Check them against the rules on SB page 66.**

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about using ... *matter*? ☐

Are you confident about using *who*, *what*, *when*, *which*, *where*, *how* + *ever*? ☐

☒ **Can you complete these sentences?**

I've broken my pencil but ... because ...

You can go ... you like in this park but ... you do, don't feed the animals.

CHECK! Look back at SB page 66 if you're not sure.

Listening and speaking

Are you confident about making formal and informal apologies? ☐

☒ **Think of an appropriate apology when you stand on a stranger's foot by accident.**

CHECK! Look at the first box on SB page 68 if you're not sure.

Are you confident about responding to an apology appropriately? ☐

CHECK! If you're not confident of this, look at the second box on SB page 68.

Writing features

Are you confident of the structure of a discursive piece of writing? ☐

Do you know all the language features of this kind of writing? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 69.

Writing assignment

Have you completed your discursive essay about watching films? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! Did you automatically check spelling, grammar, punctuation? If you still have the chance, do it now. If you didn't, look at your marked essay and see how many mistakes you could have corrected yourself.

Rewrite the sentences. Begin with the underlined phrase or clause.

- 1 You must on no account go into the room once the meeting has started.

- 2 The scientists realised the importance of their results only after they had been analysed.

- 3 They have hardly ever had to work so hard.

- 4 This document is so complicated that no one can understand it.

- 5 People knew little of what was about to happen.

- 6 The city was abandoned so rapidly after the eruption that many possessions were left, too.

- 7 There was not only little chance of escape but little chance of survival.

- 8 They had no sooner escaped the eruption than they were faced with starvation.

Rewrite the sentences repeating the appropriate verb, comparative adjective or adverb to give the meaning of the sentence a stronger effect.

- 1 The weather was absolutely terrible and it rained all day.

- 2 The comedian was so funny that the audience laughed all the time he was speaking.

- 3 Alarmingly, the balloon grew bigger so we were afraid it would burst.

- 4 Gradually, the bus went more slowly until it stopped completely.

Complete the paragraphs inserting the definite article where necessary.

Hundreds of years after the discovery of _____ West Indies (islands off the coast of _____ Central America) the interior of _____ South America was still largely unknown. In the nineteenth century, expeditions went into _____ Amazon basin and also along _____ Nile, the longest river in _____ Africa. The twentieth century saw Amundsen explore both _____ Arctic and _____ Antarctic. Around 100 years ago, non-stop flights across _____ America and _____ Atlantic Ocean were undertaken. More risky flights included crossing _____ Sahara Desert, _____ Great Australian Desert and _____ Pacific Ocean. Now flights go daily to holiday islands around _____ Europe including _____ Balearic Islands in _____ Mediterranean Sea, and islands off the coast of _____ Greece. Those wanting a more adventurous visit can fly to _____ India and visit _____ Himalayas. _____ British Isles themselves have many lakes and mountains, including _____ Lake Windermere and _____ Ben Nevis, the highest mountain in _____ Scotland. If _____ London itself is your destination, be sure to visit _____ British Museum and _____ Tower of London. _____ Oxford Street is good for shopping and there are several hotels in nearby _____ Park Lane, including _____ Dorchester Hotel, opposite _____ Hyde Park.

4 Read this list of text types. Write **F** for those that should be written in a formal style. Write **I** for those that should be written in an informal style.

- 1 a letter applying for a job _____
- 2 a discursive essay _____
- 3 a scientific reference book _____
- 4 a text message _____
- 5 a CV _____
- 6 an email to a friend about a project _____
- 7 a business plan _____
- 8 a report on archaeological excavations _____
- 9 a dialogue _____
- 10 an email complaining about a faulty product _____

5 Write **F** (formal) or **I** (informal) against these features.

- 1 full forms _____
- 2 short forms _____
- 3 inversion in conditional sentences _____
- 4 use of the 2nd person _____
- 5 exclamation marks _____
- 6 direct questions _____
- 7 inversion after set phrases _____
- 8 conversational expressions _____

6 Write brackets before and after the extra information in the formal sentences. Write dashes before and after the extra information in the informal sentences.

- 1 I'm excited because my cousin he's studying English is arriving next week.
- 2 The early history of the site which dates from the first century is not well known.
- 3 The motor without which the machine does not operate is presently unavailable.
- 4 My sister doesn't know the way nor do I so I'm sorry we can't help you.

7 Complete the sentences with a phrase using ... *matter*.

- 1 _____ if you don't want to come shopping now – I'll go alone.
- 2 The flight was delayed so _____ that we got to the airport late.
- 3 I can assure you _____ a lot if you don't pay what you owe.
- 4 _____ what time we went for a walk so we can go when you like.

8 Write the opposites of these words using the correct prefix.

- 1 sanity _____
- 2 literate _____
- 3 modest _____

9 Write the correct antonym from the box next to each word.

stupidity temporary acknowledge wealth slow careless

- 1 poverty _____
- 2 meticulous _____
- 3 permanent _____
- 4 genius _____
- 5 deny _____
- 6 rapid _____

10 Complete the sentences using the correct form of the word.

- 1 You can never know the horror of that journey as it is totally _____ (imagine)
- 2 His many _____ will go down in history. (achieve)
- 3 They discovered that many of the villagers were living in complete _____. (poor)
- 4 Most people lived on a _____ and insufficient amount of food. (pit)
- 5 Your ideas are certainly _____, if a little unusual! (invent)
- 6 They battled on _____ through the blizzard. (courage)
- 7 The land he owns is _____ and it stretches as far as you can see. (extent)
- 8 The expedition was very well _____ and it succeeded because of that. (equip)

7 In Suspense

Start-up

Note your answers to SB pages 72–73 here.

Note your answers to the general questions about stories and story endings.

Reading Three words or phrases to describe the plot of an adventure story:

Vocabulary

the slightest movement

an abandoned

to rid oneself of something

Grammar Note your answers about letting someone use your phone and in emergencies.

Language practice

Punctuation

reporting verbs:

Language use

Write the phrases with the apostrophes in the correct position.

Grammar in use

Tasha's plans:

An echo is:

Listening and speaking

A thriller is:

Other forms of thriller:

avourite form of thriller:

Conversation focus



Write what each character is planning to do in the rock opera.

Florence

2 Mimi

Liam

4 Gustav

Writing Write notes in answer to the questions about decisiveness.

- 1** Go through the unit word list on pages 139 and 140. Check that you know their meanings. Read through the story extract. Check you understand the meanings of the words in the word list as they are used in the story. Check that you recognise the class of the word as it is used in the story.

- 2** List these words in the correct category, a or b.

stumble wild squeal snarl scatter sneak yelp howl haul lurch

- a words that express sound: _____
b words that express movement: _____

Write the class of the words used in this exercise: _____

- 3** Read the words in the box then complete tasks a-c.

previous hazardous constant treacherous unobserved muffled deserted
isolated slightest semi-derelict dilapidated intact scornful
authoritative reassuring customary bulky stout

- a Choose the best words in the box to match the definitions below.

- 1 unclear, not easy to hear _____ 2 unbroken and undamaged _____
3 in bad condition _____ 4 commanding and self-confident _____
5 usual, habitual _____ 6 set apart from other people or places _____
7 without respect or approval _____ 8 without anyone noticing _____

- b Find two words in the box that have a similar meaning to:

- 1 of large size _____
2 dangerous _____
3 empty and unused _____

- c Write the class of the words used in this exercise: _____

- 4** Choose the best words in the box to complete these sentences.

pursuit document sarcasm humour ignition commotion
struggle intent screech option

- 1 Fred has no sense of _____ and it's a real _____ to make him laugh.
2 There was a loud _____ of tyres as the thieves sped away and the police car set off in _____.
3 It's my _____ to be an astronomer so studying science is my best _____.
4 Ben turned the key in the _____ but nothing happened. 'Brilliant,' he said with _____.
5 There was a loud _____ as the lawyer began to read the _____ aloud.

Write the class of words used in this exercise: _____



Choose the correct word to complete each sentence.

- Just before dawn, Jamie was woken by the _____ of the barn door.
squeak creak sneak
- Crossing the moor on the previous day had been _____.
treacherous dangerous hazardous
- When Jamie first stumbled towards the farm it had appeared _____.
deserted derelict dilapidated
- The men were about to go into the barn when there was a _____ from across the yard.
commotion struggle hustle
- When the secretary spoke to the farmer he tried to sound _____.
authoritative reassuring confident
- Ted's trouser leg was gripped by a _____ sheepdog.
howling yelping snarling
- The ATV was parked _____ the farmers old blue truck.
beside behind in front of
- Jamie was worried that he might be stopped by the police for driving a stolen _____.
car vehicle truck

Read the sentences and write T (true), F (false) or N/S (not stated).

- Jamie arrived at the farm before it was dark. _____
- All of the buildings at the farm were semi-derelict. _____
- Jamie was carrying the document in his coat pocket. _____
- His uncle's secretary was brought up on a farm. _____
- Kenny mistook hoof prints for footprints. _____
- Ted woke up the farmer and brought him into the yard. _____
- The farmer's wife started hitting the secretary with a heavy bat. _____
- Kenny and Ted were afraid of the dog. _____
- Jamie knew the keys to the ATV would be in the ignition. _____
- As Jamie turned onto the moor he knew his problems were not over. _____

Choose the correct form of the word to complete each sentence.

- When Dad said, 'Of course, I don't mind that you've failed your exam,' he was speaking with _____.
(sarcastically)
- Our professor is one of the most _____ writers on modern history. (authority)
- The prisoner was under constant _____ by the guards. (observe)
- The nurse spoke _____ to the injured boy. (reassure)
- In England it is _____ to shake hands when you meet people. (custom)
- The _____ of the rocket engines took place in sequence. (ignite)
- The house was in a terrible state of _____. (dilapidated)
- The vase was broken _____ but mum was still upset. (accident)

1 Complete the sentences with either *make* or *let*. Be careful to use the correct tense.

- 1 Although he was exhausted, John _____ himself finish his project.
- 2 Rosa was disappointed because her parents wouldn't _____ her have a party.
- 3 _____ me help you with that heavy suitcase.
- 4 John is very funny. He always _____ everybody laugh.
- 5 Paul wanted to be an actor but his parents _____ him study medicine.
- 6 The soup is very hot. _____ it cool down before you try it.

2 Complete the sentences. Use *make* or *let*. The second sentence must have the same meaning as the first.

- 1 Because the music was loud and rhythmic, we wanted to dance.
The loud, rhythmic music _____
- 2 Mrs Jones permits her children to do whatever they want.
Mrs Jones _____
- 3 The teacher gave the students permission to go home early.
The teacher _____
- 4 Harry's mother insisted that he should tidy up his room.
Harry's mother _____
- 5 The principal demanded that the student should write a letter of apology.
The principal _____
- 6 Put the meat in a hot oven and allow it to cook for half an hour.
Put the meat in a hot oven and _____

3 Complete the sentences with the infinitives in the box. Do not use *to*.

make breathe revise cross carry search

- 1 John helped his sister _____ for her exams.
- 2 Could you possibly help me _____ this suitcase upstairs?
- 3 I would never dare _____ a parachute jump.
- 4 "Help me _____ the barn, Kenny," said the man.
- 5 Jamie was so terrified he hardly dared _____.
- 6 After hearing tales of man-eating crocodiles, the explorers did not dare _____ the river.

4 Use your own ideas to complete the sentences. Use the infinitive with *to*.

- 1 Thank you for helping me _____
- 2 Before the party Molly helped her mother _____
- 3 The new coach will help the team _____
- 4 The old house looked so scary Joe didn't dare _____
- 5 Would you ever dare _____
- 6 Few explorers have dared _____

A Punctuation Direct speech

Rewrite these sentences punctuating the direct speech correctly. Use capital letters where necessary.

1 the teacher said I've marked your projects

2 where is it he asked I can't see it anywhere

3 let's take some water Harry suggested in case we get thirsty

4 stop the policeman shouted the road ahead is closed

5 what we must decide Millie declared is should we go left or should we go right

6 this is the best part of the castle the guide told us

Rewrite this paragraph with the correct punctuation. Use capital letters where necessary. Start a new line where necessary.

the fog was so thick we couldn't see more than ten metres ahead after twenty minutes it was clear we were lost should we go back ben asked sam replied we've gone too far to go back his voice sounded worried if only we'd brought a compass I said we could find out which direction to go in

B Language use of or apostrophe

Choose the best sentence of each pair.

1 a Then I heard my friend's dad's loud voice.

b Then I heard the loud voice of my friend's dad.

2 a The accuracy of the information is good.

b The information's accuracy is good.

3 a He did the work of a week in one day.

b He did a week's work in a day.

4 a They didn't know the cause of the accident.

b They didn't know the accident's cause.

5 a The race's start is at three o'clock.

b The start of the race is at three o'clock.

Match the words from each box to make nouns phrases with of or 's. Use them in sentences of your own.

sun star bear man

den weight heat light

Grammar in use

1 Read the statements and write appropriate echo questions.

- 1 A: I can't solve this problem. B: _____
- 2 A: There isn't any hope of success. B: _____
- 3 A: Jamie hid from his pursuers in the barn. B: _____
- 4 A: Joe and his brother always argue. B: _____
- 5 A: Kenny was always grumbling. B: _____
- 6 A: The play will be performed outdoors. B: _____

2 Read the statements and write negative echo questions.

- 1 A: We've hardly ever eaten Chinese food. B: _____
- 2 A: Jamie could scarcely believe his eyes. B: _____
- 3 A: She had never read such a fascinating book. B: _____
- 4 A: These students seldom make mistakes. B: _____
- 5 A: I can barely make out what they're saying. B: _____
- 6 A: I'll never be able to get this work done. B: _____

3 Respond to the statements with echo questions. Then add an appropriate expression from the box.

Well, better late than never. Good luck! Congratulations!
Poor boy! I do apologise. Well, never mind.

- 1 A: Sam broke his leg playing football. B: _____
- 2 A: You're late. B: _____
- 3 A: I'm taking my science exam tomorrow. B: _____
- 4 A: You've seriously offended me. B: _____
- 5 A: Lucy can't come on the trip. B: _____
- 6 A: I got 100% in my exam. B: _____

4 Respond to the statements with echo questions and add an appropriate remark of your own.

- 1 A: Molly is going on holiday to Brazil. B: _____
- 2 A: I've got terrible toothache. B: _____
- 3 A: Ouch! You stood on my toe! B: _____
- 4 A: Bob plays football professionally. B: _____
- 5 A: Sam has never been to the theatre. B: _____
- 6 A: I can't do this homework. B: _____

Listening and speaking

7

Listening comprehension

Complete the dialogue with the words from the box.

on torch keep risk care exhausted bit suspects worry dark
gang Thanks falls fallen afraid trail recognise woods take
rest choice fancy safe

- Ellie: I'm _____, John. I've got to _____.
- John: We've got to _____ going, Ellie. Baxter and his _____ will be on our _____ right now.
- Ellie: I don't _____. I can't go _____.
- John: OK. Let's sit down on that _____ tree for a _____.
- Ellie: It's getting _____. I don't _____ being in these _____ when night _____.
- John: Don't _____. I've got a _____.
- Ellie: Is it _____ to go to the town? _____ to Baxter we're the main _____.
- John: We've got no _____.
- Ellie: I'm _____ someone will _____ us.
- John: Well, that's a _____ we'll just have to _____.

Individual speaking

You are going to talk about a thriller. It may be a film, a book, a TV programme or a play.

Make notes.

- Are you going to talk about a film, a book, a TV programme or a play? _____
- What is the name of your thriller? _____
- When did you see / read it? _____
- Who are the main characters? _____
- Briefly describe the plot. _____

- If your thriller is a film, TV programme or play, who were the main actors? _____

- What did you think of their performances? _____
- What did you enjoy about this thriller? _____
- Is there anything that you did not enjoy? _____
- Would you recommend it to your friends? _____

Using the notes you have made, speak to the class about the thriller you have chosen. If possible, show pictures.

Writing

Planning your writing assignment

You have read an extract for the story *Escape!* that leaves you with several possible endings.
Now you are going to write an ending for that story.
You must first decide how you want your readers to feel when they have finished reading.

What sort of ending? You must first decide on whether you want a happy or an unhappy ending.

Characters

Look through the extract and decide which of the characters are going to be involved in the ending.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are you going to introduce any new characters?

Character

Description

_____	_____
_____	_____
_____	_____
_____	_____

Plot and setting

You must think about what happens and where it happens.

Plot: jamie escapes from the farm in the ATV.

Setting: On the road towards the town.

Now you must decide on the stages of the plot and where they happen.

Plot:	_____

Setting:	_____



Plot:

Setting:



Plot:

Setting:



Plot:

Setting:



Plot:

Setting:

You may not need all the boxes – you may need more so use another piece of paper.

Write your first draft. Proofread it for mistakes. Edit your first draft to improve paragraphs, sentence structure and vocabulary choice.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read an extract from an adventure story which has several possible endings. A story has a **plot**, **setting**, **characters**, **dialogue** and an **ending**.

Are you completely familiar with all these terms and do you understand them well? ☐

CHECK! Look back at the Writing Checklist on SB page 81 if you need to.

You have read *Escape!* several times. Can you read it with confidence and expression? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 7 on pages 139 and 140 of your workbook.

Do you know all these words? ☐

CHECK! Look up words in your dictionary if you need to.

Grammar

make / let someone do something

Are you confident of using these verbs correctly? ☐

☒ Write sentences using **make** and **let** to express one thing your teacher forces you to do and one thing your teacher allows you to do. Check your answer with the first Grammar box on SB page 77.

CHECK! If you couldn't do this easily or you made a mistake, look at the examples in the Grammar box and revise the rules.

if you get something wrong, revise and practise again.

dare (to) and help (to)

Are you confident of using these verbs correctly? ☐

☒ Write sentences expressing one thing you **daren't** do and one thing you **help** to do.

CHECK! If you need to check the rules, look at the second Grammar box on SB page 77.

Grammar in use

Echo questions

Do you know how to form these questions correctly? ☐

Do you know how to respond to both negative and affirmative statements? ☐

Do you know how they are used in conversation? ☐

☒ Write echo questions: **Anna's ill. He can hardly read! They ran. It wasn't fair!**

CHECK! Read through the Grammar box on SB page 79 if you need to.

Do you know the correct intonation for echo questions in spoken English? ☐

CHECK! To hear the correct tone, listen again to the discussion, track 1.28.

Check your answers to the tasks.

Language practice

Punctuation

Are you confident of punctuating direct speech? ☐

☒ Write your own short sentences using direct speech with the reporting verb before, after and in the middle of the speech. Check them against the rules on SB page 78.

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about when to use *of* and when to use the possessive apostrophe 's? ☐

☒ Write phrases using *of* or 's for these pairs: *man / hat; tree / branch; voice / Dad; weight / box*

CHECK! Re-read the information on SB page 78 if you need to.

Listening and speaking

Did you discuss your ideas about what happened to John and the ending? ☐

Have you prepared your presentation on a thriller? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it using notes only.

CHECK! If you did it from notes, try it again with fewer notes.

Writing features

Are you confident of all the features you should include in a story? ☐

Do you understand what is important about the ending of a story? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 81.

Writing assignment

Have you completed the adventure story? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! How much correction did you make to your story before you handed it in?

Always look at your marks.

8 Moving on

Start-up Note your answers to SB pages 82–83 here.

Note your answers to general questions about further study here.

Reading A diary is written from the point of view of _____

Vocabulary

get engaged _____

Harvard graduate _____

goes without saying _____

Grammar

what happened to the men on the Mary Celeste known? _____

Language practice

Punctuation

brackets _____

dashes _____

Language use

enses: _____

Grammar in use Three things to do before going to an interview: _____

Listening and speaking

speculation is _____

the most likely person to be absent from the festival committee is _____

because _____

Conversation focus

What two things is Liam interested in?

What two things is Kurt thinking about?

What two things is Giorgio thinking about?

What is Gustav hoping to do?

Writing Two important events:

Vocabulary

1 Re-read the diary extract. Check you understand the meanings of the words in the word list for Unit 8 (p140) as they are used in the diary.

2 Underline the meaning of these words as they are used in the text.

- | | | | |
|-------------------|--|-------------------------------------|-----------------------------|
| <i>clash</i> v | 1 to disagree or have an argument | 2 to make a loud metallic sound | |
| | 3 to not match in an unpleasing way | | |
| <i>firm</i> adj | 1 of solid structure | 2 definite and unchanging | 3 determined |
| <i>poised</i> adj | 1 self-assured and calm | 2 ready for action | |
| <i>prospect</i> n | 1 a view over a landscape | 2 expectation for success | 3 an event that is expected |
| <i>raise</i> v | 1 to lift and put something in a higher position | 2 to mention a subject or question | |
| | 3 to look after something or someone from birth to adulthood | | |
| <i>scour</i> v | 1 to clean thoroughly by rubbing hard | 2 to search carefully and in detail | |
| <i>spirit</i> n | 1 attitude | 2 enthusiasm | |

3 Complete the sentences with words from Exercise 2. Write the number of the meaning at the end.

- This house has a lovely prospect towards the south. 1
- The king's army was _____ for attack. _____
- The boys showed a lot of _____ in the way they played the match. _____
- This is a _____ date for your exam so please write it down. _____
- My grandparents _____ their family in this house. _____
- After the meal was cooked all the pots were _____ thoroughly. _____

4 Underline the correct meaning for each phrasal verb as used in the text.

- | | | | | |
|-----------------|----------------|-----------------|-------------------------|---------|
| <i>set off</i> | 1 set light to | 2 show off | 3 set something working | 4 _____ |
| <i>turn out</i> | 1 happen | 2 make, produce | 3 empty and tidy | 4 _____ |

5 Read sentences a and b below. Write a new meaning for each phrasal verb in Exercise 4.

- a It was still dark when we set off towards the village. b Please turn out the lights when you go.

6 Find the phrases in the text that have the same meanings as the phrases below.

- I have no ability at all shows them off beautifully appear untidy and unimpressive

7 Match the words to their synonyms below.

- | | | | | | | | | | | |
|--------------------|--------|------|--------|---------------------|---------|----------|-----------------|---------|---------|-------|
| certain | period | fast | wisely | hurry | variety | doubtful | starting | benefit | mixture | droop |
| 1 sagely _____ | | | | 2 dash _____ | | | 3 dubious _____ | | | |
| 4 assortment _____ | | | | 5 apace _____ | | | 6 spell _____ | | | |
| 7 underway _____ | | | | 8 combination _____ | | | 9 asset _____ | | | |
| 10 sag _____ | | | | 11 bound _____ | | | | | | |

8 Match these words with the phrases below.

- | | | | | | |
|---|--|------------------------|----------------------------|----------------------|--------------------|
| 1 troop _____ | 2 hubbub _____ | 3 corporate _____ | 4 spruce up _____ | 5 assumption _____ | 6 commission _____ |
| 7 mood _____ | 8 theory _____ | 9 underway _____ | 10 stranded _____ | 11 accordingly _____ | |
| a walk in a group together | b stuck, not able to leave | c to do with a company | d loud conversation | | |
| e ask someone to do something for payment | f a fact you think is true without knowing | | | | |
| g improve and make attractive | h just started | i as a result | j present state of feeling | k explanatory | |

Read the statements and write T (true), F (false) or NS (not stated). Correct the false sentences.

- 1 Bobbie-Jo is writing her diary during the summer. _____
- 2 Bobbie-Jo's brother Max is an economist. _____
- 3 Serena did her degree at Harvard University. _____
- 4 Bobbie-Jo's family are not in favour of Max marrying Serena. _____
- 5 Max met Serena when they were students at Harvard. _____
- 6 There is no hurry for Bobbie-Jo to complete the application form. _____
- 7 Bobbie-Jo's parents want her to go to Harvard, too. _____
- 8 Grandma and Aunt Lena have the same opinion about Serena. _____
- 9 Serena thinks Bobbie-Jo could become a successful writer. _____
- 10 Serena and Bobbie-Jo are going to be good friends from now on. _____

Think of the correct word from the text to complete each group of three sentences.

- 1 a Our teacher _____ the subject of revision a few weeks before our exam.
b My father was born and _____ in the USA.
a When the man was arrested he _____ his hands above his head.
- 2 a We need to make a _____ arrangement to discuss the company's finances.
b After a month at sea we were pleased to be back on _____ ground.
a It's important to be _____ with young children so they learn how to behave.
- 3 a My sister and I _____ over whose turn it was to use the computer.
b Weapons _____ as the two armies engaged in battle.
a The scarf was pretty but it _____ terribly with my skirt so I didn't buy it.
- 4 a The economic _____ for the company is poor in the current financial climate.
b We chose this hotel because of its dramatic _____ over the valley.
a The _____ of going to university is very exciting.

Complete the sentences with the words from the box.

profession application assumptions combination congratulations impression

- 1 Bobbie-Jo says that, in theory, an engagement is a time for _____ and celebrations.
- 2 Bobbie-Jo felt that she had to make a good _____ on Serena.
- 3 Bobbie-Jo's mother searched for the right _____ of dishes for the dinner.
- 4 The completed _____ had to be ready for the following Monday.
- 5 Bobbie-Jo's parents want her to take up a good _____ like Max and Serena's.
- 6 In the end, Bobbie-Jo realises that some of her _____ may be wrong.

Grammar

1 Change the sentences as in the example. Start your sentences with the underlined words.

- 1 Everyone acknowledges that Oxford and Cambridge are among the best universities in the UK.
Oxford and Cambridge are acknowledged to be among the best universities in the UK.
- 2 People consider that both universities produce graduates of the highest quality.

- 3 People think that the number of tourists is increasing.

- 4 There's a rumour going round that our sports teacher was a professional footballer.

- 5 People say that he played in the national team.

- 6 Everyone thinks that the government was planning a change in the law.

2 Report the statements using passive reporting verbs as in the example.

- 1 "Several ships sank during the storm." (thought)
Several ships are thought to have sunk during the storm.
- 2 "The storm was one of the fiercest in recent years." (believe)

- 3 "The rescue operation is continuing." (assume)

- 4 "Many passengers and crew have been rescued." (known)

- 5 "These students are the best for many years." (felt)

- 6 "They are given extra lessons by their teachers." (thought)

3 Use your own ideas to complete the sentences with passive reporting verbs. Use the verbs in the box.

know think consider acknowledge believe say

- 1 The River Nile _____
- 2 William Shakespeare _____
- 3 The Ancient Greeks _____
- 4 Eating too much sugar, salt and fat _____
- 5 Rome _____
- 6 Learning a foreign language _____

A Punctuation practice Brackets and dashes

Read the paragraph. Rewrite it. Decide whether to separate the extra information that could be left out using brackets or dashes.

Think about the style of the writing.

I can't come tomorrow I wish I could as I have to go to the dentist in the morning. I hope you have a really great time and that you'll tell me all about it every single detail when you get back.

Read the paragraph. Rewrite it. Decide whether to separate the extra information that could be left out using brackets or dashes.

The most challenging part of the expedition apart from crossing the desert was the voyage across the sea. The boats which were only made of wood were hard to sail and they had no compass to guide them.

Rewrite the sentence using a dash to separate the afterthought from the main idea.

I can't go on the trip not that I wanted to go anyway.

B Language use Unusual tenses

Complete the sentences using *It's time* / *It's high time* / *It's about time* and the verbs from the box in the correct tense.

go	say	decide
realise	set off	buy

- Our flight's in three hours. _____ we _____ for the airport.
- You're nearly twenty-five! _____ you _____ on a career.
- _____ you _____ how lucky you are to be so good at sports.
- My car has broken down again! _____ I _____ a new one.
- It's one in the morning and _____ we _____ goodbye and _____ home.

Complete the sentences using the correct tenses and the verbs from the box.

be	ring	hear	expect	arrive
----	------	------	--------	--------

- Listen! The telephone _____.
That _____ Grandma – she always phones at this time.
- A car _____ just _____ outside.
I think that _____ the taxi I ordered.
- There _____ someone at the door.
That _____ Aunt Sue. She said she would come this morning.
- I _____ a knock at the door just now.
That _____ the delivery service. I _____ a parcel today.

Grammar in use

1 Respond to the statements. Use echo tags to show agreement as in the example.

1 A: This novel is absolutely brilliant.

B: It is, isn't it?

2 A: The players are looking exhausted.

B: _____

3 A: Annie swims really fast.

B: _____

4 A: Jack should get his hair cut.

B: _____

5 A: The birds weren't singing.

B: _____

6 A: The weather improved.

B: _____

7 A: Jenny will win first prize.

B: _____

8 A: I didn't enjoy the party.

B: _____

2 Respond to the statements. Use echo tags to show disbelief as in the example.

1 A: Laura's in hospital.

B: She isn't, is she?

2 A: The car's broken down.

B: _____

3 A: John behaved really badly.

B: _____

4 A: Robert hates ice cream.

B: _____

5 A: I won't speak to her ever again!

B: _____

6 A: The students don't understand.

B: _____

7 A: You can't wear shoes like that to school.

B: _____

8 A: I was really frightened.

B: _____

3 Respond to the statements. Use echo tags to show agreement as in the example.

Remember! Words like *never, rarely, hardly* and *scarcely* ever make sentences negative.

1 A: Joe is hardly ever ill.

B: He isn't, is he?

2 A: Miss Jackson never gets angry.

B: _____

3 A: We've never had so much fun.

B: _____

4 A: As children they never swam in the sea.

B: _____

5 A: Bob and Jim seldom take any exercise.

B: _____

6 A: I can barely breathe.

B: _____

4 Respond to the statements. Use echo tags to show disbelief as in the example.

1 A: I seldom eat meat.

B: You do, don't you?

2 A: Joe hardly ever lends a hand.

B: _____

3 A: The weather is never cold here.

B: _____

4 A: As a boy, he rarely left his village.

B: _____

5 A: They have never been abroad.

B: _____

6 A: Years ago women couldn't vote.

B: _____

Functions of English

Write the pairs of sentences correctly.

1 A: you absence? explain Can Bill's

A: _____

B: he think have I overslept. may

B: _____

2 A: are red? Why eyes so Jane's

A: _____

B: been have She crying. must

B: _____

3 A: be exhausted. seems Tommy to

A: _____

B: have been hard. He working could too

B: _____

4 A: ringing. is bell The

A: _____

B: be we Surely late! can't

B: _____

5 A: breakfast. isn't Laura having

A: _____

B: sleeping. might She be

B: _____

6 A: didn't news. I hear the

A: _____

B: been have You listening. can't

B: _____

Listening comprehension

Complete the dialogue with the words from the box.

involved exhibition do sense helpers bet efficient take over Sure
fan ask let refreshments taking up kept responsibility details
Certainly programme folder make music better manage Let's
see cancel time happy recruit perfect pop straight

Todd: With Tasha away in London we've got to _____ a decision: can we _____ everything ourselves or should we _____ some new _____?

Ramon: The music _____ is a big _____.

Rudi: I _____ Gustav would love to _____ the music programme. He'd be _____! He's so organised and _____.

Ramon: And he won't try to _____ the _____ concert this year!

Lucie: _____ not! He's *The River Boys'* greatest _____ these days!

Rudi: Shall I _____ him?

Todd: Please _____ And _____ me know what he says _____ away.

Ramon: What about the _____?

Lucie: I'm _____ to help with that. The art _____ isn't _____ too much of my _____.

Todd: Thanks, Lucie. Tasha _____ all the _____ about refreshments in this _____ You'd _____ take it.

Rudi: Shall I give the _____ programme folder to Gustav?

Todd: _____ wait and _____ if he wants to get _____ first.

Rudi: _____ That makes _____.

Writing

Planning your writing assignment

You have read extracts from Bobby-Jo's diary.

You are now going to write two diary extracts:

- the first before an important event
- the second after the important event.

The event

You need to think carefully about the event you are going to record in your diary.

Make brief notes:

What? _____

When? _____

Who? _____

Where? _____

Why? _____

This could be something that has actually happened or you can make something up.

Diary entry 1: thoughts and feelings

You are writing this *before* the event. You can use the notes above as the basis for the factual part of the entry.

Now think how you feel about:

- the event itself: _____

- the people involved: _____

- what is expected of you: _____

Would you say you were ☒

dreading it? ☐ looking forward to it? ☐

Diary entry

2: reflection

You are writing this after the event.

Reflect on:

- the event itself – did it turn out as you expected? Better / worse / amazing / disastrous?

- the people involved – did they behave as you expected? Were they boring / entertaining / odd / hilarious?

- what was expected of you – did you enjoy what you had to do or not? Was it fun / tedious / hard work?

If you were dreading the event, were
you right ☒ or wrong ☒?

☐

If you were looking forward to the event,
were you right ☒ or wrong ☒?

☐

Write your first draft. Proofread it for mistakes. Edit your first draft to improve paragraphs, sentence structure and vocabulary choice.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Check that your answers to tasks are correct!

Reading

You have read the extracts from Bobbie-Jo's diary.

A diary is a form of **personal recount** that includes **autobiographical details** as well as **thoughts, feelings** and **reflections**.

Do you understand what is meant by all these terms? ☐

CHECK! Look back at the Checklist on SB page 91. If you are not sure.

You have read *Bobbie-Jo's* diary several times. Can you read it with confidence? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 8 on page 140 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Passive reporting verbs

Can you remember how to form this structure? ☐

Can you remember the verbs that can be used for passive reporting?

☒ List five verbs that are often used in passive reporting.

CHECK! If you need to revise these verbs, look at the Grammar box on SB page 87.

Do you understand the function of this structure? ☐

☒ Change this sentence by using passive reporting: *People expressed the view that the tickets were over-priced.*

CHECK! If you could not do this easily, look again at the Grammar box on SB page 87.

Grammar in use

Don't just tick the boxes. Think about the questions.

Echo tags

Do you know how to form these questions correctly? ☐

Do you know how they are used in conversation? ☐

☒ Note down the two feelings they express.

☒ Note down two adverbs that make sentences negative.

CHECK! Read through the Grammar box on SB page 89 if you need to.

Do you know the correct intonation for echo tags? ☐

CHECK! To hear the correct tone, listen again to the discussion, track 1.32.

Language practice

Punctuation

Have you understood the correct use of brackets and dashes? ☐

☒ Write your own short sentences using the punctuation. Check them against the rules on SB page 88.

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about expressions with unusual tenses? ☐

☒ What tenses would you use to complete these sentences?

- Someone's knocking at the door. That ...
- It's about time you ...

CHECK! Re-read the information on SB page 88 if you're not sure of the tenses or how to complete the sentences.

Listening and speaking

Are you confident of speculating about the past and present? ☐

☒ Speculate about:
1 a missing classmate
2 a broken window

CHECK! Look back at the boxes on SB page 90 if you're not sure.

Writing features

Are you confident of the features of writing a personal recount? ☐

Do you understand what reflective writing is? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 91.

Writing assignment

Have you completed your diary extracts? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! Compare your writing with the work you did earlier in the year. Work out for yourself whether you are improving. If not, identify one area to concentrate on for your next writing assignment.

1 Complete the sentences with *make* or *let*.

- I can't _____ you borrow my pen because it's broken.
- I can't _____ you tidy your room but I think you should.
- Jenny _____ herself cry by watching a really sad film.
- Mr Brown always _____ his class work in silence which they hate!
- Mrs Smith _____ her students work in pairs because they enjoy it.
- Could you _____ me leave early today as I have to go to the dentist?

2 Complete the sentences with *help (to)* or *dare (to)*.

- Would you _____ do a bungee jump?
- Would you _____ clear the table, please?
- Anna _____ write the school magazine.
- Ben _____ write a letter of complaint to the head teacher which was very brave.
- I would never _____ interrupt my teacher.
- Max will never _____ do the shopping because he hates going to the supermarket.

3 Read the statements and write the correct affirmative or negative echo question.

- I've never been to Paris. _____
- Anna rarely makes mistakes. _____
- This is his first day at school. _____
- They're hoping to win. _____
- You'll never get there in time. _____

4 Rewrite the sentences using passive reporting verbs. Begin the sentences with the underlined words.

- There was a rumour that the prisoners had escaped.

- Everyone knows that the president is arriving on Tuesday.

- Inside the tunnel it is completely dark. (believe)

5 Report the statements using the passive reporting verb in brackets.

- The rocket was launched successfully. (believe)

- The astronauts are well. (report)

- The project has been a success. (think)

6 Write the correct echo tag to show agreement.

- 1 It's cold. _____ 2 You've never won a race. _____
3 Ben ran so fast! _____ 4 They were old. _____

7 Write the correct echo tag to show disbelief.

- 1 I've won the prize. _____ 2 It wasn't raining. _____
3 This is my car. _____ 4 They'll never pass. _____

8 Rewrite this sentence with the correct punctuation.

come here the teacher exclaimed crossly why are you late she asked

9 Rewrite these sentences adding brackets or dashes before and after the extra information.

- 1 I'd left my homework behind how silly that was and I had to go back for it.
- _____

- 2 The castle which dates from the tenth century is full of history.
- _____

10 Write phrases showing possession. Use *of* or *'s*.

- 1 lion tail _____ 2 scarf Mum _____
3 storm strength _____ 4 danger situation _____
5 book page _____ 6 bag Anna _____

11 Complete the sentences with the correct verb from the box in the correct tense.

spend start be

- 1 It's high time you _____ your revision.
2 A car has just arrived outside. That _____ the taxi I ordered.
3 Frequently, these lions _____ the day sleeping under the trees.

12 Match the words in the box to the synonyms below.

fight noise scream choice chase paper

- 1 pursuit _____ 2 struggle _____ 3 document _____
4 commotion _____ 5 option _____ 6 screech _____

13 Complete the sentences with the correct phrasal verb: *set off* or *turn out*.

- 1 The race will be _____ by the sound of the starter's gun.
2 I have too many clothes so I'm going to _____ my drawers and give some away.

9 Being different

Start-up

Note your answers to SB pages 94–95 here.

Note your answers to general questions about being different here.

Reading Three features in informative writing:

Vocabulary

navigational aids

single-handed

to be swept overboard

to lose one's life

Grammar I remembered to do yesterday:

remembered doing it at

Language practice

Punctuation

_____ can be used to separate items in a list.

Language use

Grammar in use Three events for the second festival:

used or dare? I _____ more often than I _____. This is because _____

Listening and speaking The first man on the moon was _____

_____ was the first person to _____

Conversation focus



What, according to Florence, could Mimi be? _____

What two things does Mimi say she is interested in? _____

Where might Gustav go to study? _____

What has he become interested in? _____

Writing

Two advantages of internet research: _____

Two disadvantages of internet research: _____

Vocabulary

Unit 11: Vocabulary

- 1** Many words that mean a job, occupation or profession end in -er and -or.

Use your dictionary. Complete the occupation words.

- | | | |
|-----------------|-------------------|--------------|
| 1 competit_____ | 2 photograph_____ | 3 aviat_____ |
| 4 navigat_____ | 5 climb_____ | 6 fly_____ |
| 7 sail_____ | 8 runn_____ | 9 auth_____ |

- 2** Write another occupation ending in -er and -or. Use each one in a sentence of your own.

- 1 _____

- 2 _____

- 3** Complete the sentences with words from the box.

estimated solo sophisticated setback safety

- 1 Lindbergh and Earhart flew _____ across the Atlantic.
 2 Knox-Johnston did not have _____ navigational aids.
 3 _____ lines helped Cottee when she was swept overboard.
 4 It was _____ that 150,000 spectators watched Lindbergh land in Paris.
 5 The _____ of snow and wind kept them in camp for two days.

- 4** Write the nouns from these words. Use your dictionary.

- 1 determined _____
 2 dedicate _____
 3 announce _____
 4 survive _____
 5 communicate _____
 6 celebrated _____
 7 compete _____
 8 achieve _____

- 5** Match the words in the box to the synonyms below.

needs peril mend top achievement nearest

- | | |
|------------------|-----------------|
| 1 feat _____ | 2 repair _____ |
| 3 requires _____ | 4 closest _____ |
| 5 summit _____ | 6 danger _____ |



What happened when?

Write briefly about what happened on these dates.

- 1 May 20th, 1927 _____

- 2 January 17th, 1969 _____

- 3 May 29th, 1953 _____

- 4 May 20th, 1932 _____

- 5 June 5th, 1988 _____

What was ...?

- 1 350 metres from the summit _____

- 2 a 30,000 mile voyage _____

- 3 33 ½ hours long _____

- 4 8,848 metres high _____

- 5 312 days _____

Sort the words in the box into the correct categories.

aviators base camp voyage summit sextant take off avalanche
 plane circumnavigated flight mountaineer yacht

Sea

Air

Mountain



Grammar

1 Complete the sentences with the correct form of the verb in brackets.

- 1 Joe remembers _____ at the house but nothing more. (arrive)
- 2 Remember _____ your passport when you go to the airport. (take)
- 3 The weather was unpleasant but at least it stopped _____ by midday. (rain)
- 4 Although I was in a hurry, I stopped _____ to my neighbour. (speak)
- 5 You should always try _____ your best. (do)
- 6 You can't sleep? Try _____ a warm drink before you go to bed. That might work. (have)
- 7 I remember the start of the film but I forget _____ the end. (see)
- 8 Danny got a poor mark in the test because he forgot _____. (revise)

2 Use your own ideas to complete the sentences. Use gerunds.

- 1 You want to get better results? You should try _____
- 2 I'll always remember _____
- 3 I'll never forget _____
- 4 Jane has become a vegetarian. She has stopped _____

3 Use your own ideas to complete the sentences. Use infinitives.

- 1 I hope you've remembered _____
- 2 The climbers were exhausted so they stopped _____
- 3 Because she was in a hurry, Mandy forgot _____
- 4 We spent all morning trying _____

4 Complete the sentences with the verbs from the box. Use gerunds or infinitives.

apply	leave	walk	make	lose	arrive	steal
brush	be	spend	travel	visit	lend	

- 1 Lucy enjoys _____ time with her grandparents.
- 2 He remembers _____ at the hotel but he forgets _____
- 3 I persuaded my friend _____ me a hand.
- 4 Joe really must stop _____ so many mistakes.
- 5 Rudi has decided not _____ to university.
- 6 If he eats less, he will succeed in _____ weight.
- 7 Don't forget _____ your teeth!
- 8 The lady insisted on _____ first class.
- 9 John spent his summer holiday _____ in the mountains.
- 10 The thief pretended _____ a policeman.
- 11 Jane is longing _____ Paris.
- 12 The young man denied _____ the painting.



A Punctuation Colon, semi-colon

Decide whether these sentences should be punctuated with a colon or a semi colon.

- 1 This was the scientist's prediction___ the rate of global warming will increase.
- 2 The mayor told his audience___ "The new station will be opened early next year."
- 3 The following work needs to be done___ mending the leaking roof___ replacing the windows___ painting all the doors___ tidying the garden.
- 4 On the one hand his work is creative___ on the other hand it is full of inaccuracies.
- 5 The most dangerous part of the expedition was yet to come___ the descent into the volcano.

Add the missing punctuation in this paragraph: full stops, quotation marks, brackets, commas, colons or semi-colons.

Attempting dangerous feats requires a certain kind of character___ one that is brave___ calm and determined___ Anyone who always fears the worst___ a pessimist___ in other words___ is not well-suited to such challenges___ We cannot all have such courage___ we cannot all be so determined___ Nevertheless___ it is worth remembering the words of the Roman writer___ Seneca___ Sometimes even to live is an act of courage___

B Language use Meanings of get

Rewrite these sentences so that they have the same meaning without using get. There may be more than one correct way of expressing the same meaning.

- 1 I'm thinking of getting some perfume to give to mum on her birthday.

- 2 Lots of children get colds in the winter months.

- 3 We had to leave some luggage behind because we couldn't get it all into the car.

- 4 Ben got his hair cut last week.

- 5 As this plant gets bigger, it will need more water.

- 6 Ben got a round of applause for reciting his poem without any mistakes.

- 7 How are we getting from the airport to the hotel?

- 8 The waiter got a jug of water and put it on the table.

Grammar in use

1 Use your own ideas to complete the sentences. Include an infinitive with or without to.

What do these people dare to do?

- 1 A parachutist _____
- 2 A tightrope walker _____
- 3 Mountaineers _____

2 Use your own ideas to answer the questions.

- 1 What did you need to do yesterday? _____
- 2 What do you need to do today? _____
- 3 What will you need to do tomorrow? _____

3 Change the sentences. Treat *dare* and *need* as regular verbs.

- 1 Dared they cross the glacier? _____
- 2 Dare you dive from that high rock? _____
- 3 Need we go shopping? _____
- 4 Need Alice make such a fuss? _____
- 5 John daren't be late again. _____
- 6 The children dared not disobey their parents. _____
- 7 You needn't worry. _____
- 8 They needn't have left so early. _____

4 Change the sentences. Treat *dare* and *need* as modal verbs.

- 1 Do they dare to climb the mountain? _____
- 2 Did Joe dare to tell the truth? _____
- 3 Do you need to make so much noise? _____
- 4 Does Laura need to attend the meeting? _____
- 5 I don't dare to travel alone. _____
- 6 We did not dare to enter the forest. _____
- 7 You don't need to apologise. _____
- 8 Anna didn't need to spend all her money. _____

5 Make these sentences negative. Treat the verbs first as regular verbs and then as modals.

- 1 He dared to cross the desert. _____

- 2 They need to wear a uniform. _____

6 Write questions for these answers. Treat the verbs first as regular verbs and then as modals.

- 1 _____ } Yes, I dare to complain.

- 2 _____ } No, they didn't need to leave.

Listening comprehension

Complete the text with the words from the box.

treated surface fifth approximately astronauts toured person thought foot
 astonishing followed Earth photographs soil space successfully board
 population mission returned Moon heroes world witnessed experiences
 blasted lunar conducted

On July 16th 1969 a _____ rocket _____ off from _____ with three _____
 on _____. Neil Armstrong, Buzz Aldrin and Michael Collins. Four days later Armstrong became the
 first _____ to set _____ on the _____. It is _____ that _____
 600 million people _____ this moment – an _____ one _____ of the Earth's
 _____ at the time. Aldrin _____ Armstrong onto the _____ of the Moon. They
 _____ experiments, took _____ and collected _____ rock and _____. Having
 _____ completed their _____, they _____ to Earth, where they were _____
 like _____. They _____ not only America but the _____, telling people about their
 _____.

Individual speaking

You are going to talk about a well-known person who was the first to do something.

Make notes.

- Who are you going to speak about? _____
- What was this person's achievement? _____
- When did it happen? _____
- Why have you chosen this person rather than another great achiever? _____
- What do you know about this person's life? _____
- Describe in detail how this person made their achievement. _____
- How did people react to this event? _____
- What happened to this person after they made their achievement? _____

Using the notes you have made, speak to the class about the person you have chosen. If possible show pictures.

Writing

Planning your writing assignment

You have read a magazine article that gives you information about people's achievements.

You are now going to research and write about a famous 'first'.

You will need to use the library and the internet to find out about each of these people.

Charles Elwood Yeager

Maurice Garin

Nadia Comaneci

Anousheh Ansari

Choose one that interests you and write an information text about them.

The famous 'firsts'

Find out about each of the famous 'firsts' in the box above. Choose the one you are most interested in.

The famous 'first' I am writing about:

Main heading

Think of a few ideas for the title. You may think of something better as you go along.

Detailed information

Use the library and the internet to research your famous 'first'. Make detailed notes including place, time, dates, etc.

Opening paragraph

How are you going to begin your information text? You may want to write about other people who have tried this feat and failed. You may want to write about the early years of your famous 'first'. Make notes:

Sub-headings Look at your notes and group them together under sub-headings. Use as many as you need.

Past tenses All these famous 'firsts' happen in the past so you will use past tenses. When you have written your first draft, check your tenses.

Now you have researched your famous 'first', decided on the information in the opening paragraph; sorted your information under sub-headings you need to think about how you are going to set it out and what illustrations you are going to use.

Illustrations & layout Make a rough sketch of where your text and illustrations will go.

Write your first draft. Proofread it for mistakes.
Edit your first draft to improve paragraphs,
sentence structure and vocabulary choice.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

You're nearly at the end of the course. Check what you know carefully. Look back if you need to.

Reading

You have read an informative magazine article. It has a **main heading**, an **opening paragraph** and **sub-headings**.

Do you understand the function of each of these? ☐

CHECK! Look back at the Checklist on SB page 103 if you are not sure.

You have read *Famous firsts* several times. Can you read it with confidence? ☐

Do you have a good understanding of it? ☐

CHECK! If you think you need more reading practice, listen and follow the text then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 9 on page 140 of your workbook.

Do you know all these words? ☐

CHECK! If you need to, look up words in your dictionary.

Grammar

Gerunds and infinitives

Can you remember verbs which are followed by only a gerund or only the infinitive form? ☐

✓ Note two verbs that take only the gerund and two that take only the infinitive.

CHECK! If you need to revise it, look at the Grammar box on SB page 99.

Can you remember some verbs that take either the gerund or the infinitive? ☐

Do you understand how meanings of some verbs change depending on whether they are followed by the gerund or the infinitive? ☐

✓ Can you explain the difference in meaning between these sentences? I stopped listening. I stopped to listen.

CHECK! If you cannot say what the difference is, look at the Grammar box on SB page 99.

Grammar in use

dare and need

Do you know the different ways of using *dare* in the affirmative, interrogative and negative? ☐

CHECK! Read through the dialogue on SB page 101 if you need to.

Are you familiar with *need* in the affirmative, interrogative and negative? ☐

Do you understand the different meanings of sentences using *need* in different forms? ☐

✓ Read this sentence and say whether he left early or not: He need not have left early.

CHECK! If you are not clear about the answer, revise the Grammar box, SB page 101.

CHECK! To hear the language in context, listen again to the discussion, track 1.36.

Language practice

Punctuation

Have you understood the correct use of colons and semi-colons? ☐

✓ Write your own short sentences using the punctuation. Check them against the rules on SB page 100.

CHECK! If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

Language use

Are you confident about the different meanings for *get*? ☐

✓ Note three different meanings.

CHECK! If you couldn't do this quickly, revise the work on SB page 100.

Listening and speaking

Did you discuss your ideas about space? ☐

Have you prepared your presentation on a 'famous first'? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again using fewer notes.

CHECK! If you did it from notes, try it again with fewer notes.

Writing features

Are you confident that you understand all the features of informative writing? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 103.

Writing assignment

Have you completed your informative article? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

Did you pay attention to your weakest area in writing and try to improve it before you handed your work in? ☐

CHECK! When you have your marked work, target your next weakest area and concentrate on it in your next piece of writing.

10 Changes

Start-up Note your answers to SB pages 104–105 here.

Note your answers to the general questions about making changes here.

Reading A book or story with a character who made a change: _____

Vocabulary *in the depths of the countryside* _____

to come to terms with _____

cardboard cut-out _____

I kid you not _____

Grammar Most recently I have apologised for _____

I said _____

Language practice

Punctuation

Ten punctuation marks are:

Language use Parts of speech with the given prepositions are: _____

Grammar in use I would be looking forward to _____

_____ was in hospital for _____

Listening and speaking

Speaker 1 _____

Speaker 2: Wow! Really? That's amazing!

Tasha might have visited 1 _____

2 _____ 3 _____

Conversation focus

1 What is Lucie going to do? _____ Where? _____

2 What has Kurt brought? _____

3 What is Gustav going to do? _____

4 Who else will be there? _____

Writing It is easier to review a book that _____

because _____

Vocabulary

1 Word families: Hardy's main strength is *characterization*.

characterization = abstract noun

a Write the part of speech for each word in the family.

character _____ characteristic _____ characterizing _____

b Use each family word in a sentence of your own.

- 1 _____

- 2 _____

- 3 _____

2 Complete the chart.

Verb	Adjective	Abstract noun
to attend		
to create		
to disappear		
to frighten		
to suggest		

3 Find the synonyms in the reviews for these words.

- | | |
|---------------------|-------------------------------|
| 1 speed _____ | 2 best _____ |
| 3 very strong _____ | 4 costly _____ |
| 5 very quick _____ | 6 unpleasant experience _____ |

4 Circle the verbs that can also be used as nouns.

change follow face buzz adapt rely offer

5 Find the homophones of these words in the reviews.

- | | |
|--------------|---------------|
| 1 knew _____ | 2 know _____ |
| 3 buy _____ | 4 there _____ |
| 5 week _____ | 6 seen _____ |

6 Prefix: *sub*

The prefix *sub* means below, around or nearby. It can also mean something not as good.

Suburb: an area or town near a large city but away from its centre

Use your dictionary to solve these clues.

- 1 a tunnel that people can walk through to go under a busy road _____
- 2 the title of one section of a longer piece of writing _____
- 3 a ship that can travel on the surface and under water _____

Write which statements are true or false.

True False

- 1 *A New Life* is published by Truck Books.
- 2 Cara is moving from the country.
- 3 R. Hardy has never lived in London.
- 4 The reviewer thinks *A New Life* is Hardy's best novel.
- 5 *A New Life* is more expensive than *The Disappearance*.
- 6 Carl Johns' injury is serious.
- 7 He is in hospital in Paris.
- 8 *The Disappearance* is a picture book.



Correct the false statements.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Complete each sentence with an appropriate word from the box.

demand realistic recommended familiar venture

- 1 I have never done this before. It is my first _____ into horse riding.
- 2 He _____ I read the book.
- 3 The house was very _____ to me as I had been there many times before.
- 4 He spoke angrily and _____ I answer the question.
- 5 The stage set was badly painted and wasn't very _____

Complete the table.

Book Title	Author	Publisher	Price	Main character	Reviewer's opinion
<i>A New Life</i>					
<i>The Disappearance</i>					

1 Report the direct speech by completing the sentences.

Remember! You don't need to report every single word!

- 1 "If I were you, I'd study engineering, Debbie."

The teacher advised _____

- 2 "It wasn't us who broke the window!"

The boys denied _____

- 3 "Would you like some juice, Billy?"

Aunt Jane offered _____

- 4 "I'll tidy up my room. Really, I will."

Freddie promised _____

- 5 "By the way, I won't be at school tomorrow."

Lucy mentioned _____

- 6 "Please, help me, Harry. Please! Please!"

Jack begged _____

2 Report the sentences. Choose a reporting verb from the box.

insist remember suggest offer refuse advise

- 1 "Why don't we buy a new car?" Mum said.

- 2 Dad said, "If you want my advice, Mark, I think you should go to university."

- 3 The teacher said, "You must write a letter of apology, John, and I won't take no for an answer."

- 4 "How about a slice of cake, Susie?" asked Grandma.

- 5 "I won't wear that dress! I won't and you can't make me!" said Meg.

- 6 "Wait a minute!" said Charles. "It's coming back to me! I did see a strange man outside the bank."

3 Write what the direct speech might have been. Make it sound as natural as possible.

- 1 The boys promised not to argue.

- 2 The principal explained that unfortunately the school trip had been cancelled.

- 3 The teacher advised his students to work harder.

- 4 Tom offered his mother a hand with the shopping.

A Punctuation Punctuating a paragraph

Rewrite this paragraph from a history book with the correct punctuation.

the first battle took place in early may the emperors army 4,000 horses and 15,000 men was encamped close to the river they had expected two days rest before engaging with the enemy but without giving any warning a volley of shots rang out just after dawn on tuesday 4th it took them by surprise and began a day which was later described by a young captain henry armstrong it was a day of disaster and one we had hoped would never come

B Language use Constructions with prepositions

Match the verbs to the prepositions. Write the phrases.

decide laugh believe complain
listen approve apologise

for to of at
in about on

1 _____ 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____

Read these sentences. Match the phrases in bold to the definitions below.

1 I **agree to** your request 2 I will **ask for** it. 3 I **agree with** your opinion

4 Let's **ask about** this. 5 I **agree about** the dress

a share _____ b have the same view about _____ c allow _____

d request _____ e enquire about _____

Complete the sentences with the best phrase from the box.

angry with frightened of limited to sorry for
angry about frightened by limited by sorry about

1 We felt _____ the people whose house had burned down.

2 I'm _____ your broken leg. What bad luck!

3 The horses were _____ the loud explosion and broke loose.

4 I'll always be _____ spiders – I just can't stand them!

5 Dad was _____ Ben for breaking the window.

6 Mum was _____ her best vase being cracked.

7 The weight of luggage you can take is _____ 40kg.

8 His ability is _____ his poor health.

Replace the underlined words with preposition + noun and keep the same meaning.

1 You did that deliberately. _____

2 It's certain that he has escaped. _____

3 He's such a good man I'm sure he's completely innocent. _____

4 Henry is inclined to think that he's won the prize. _____

5 His odd behaviour means he is not trusted. _____

Grammar in use

1 Complete the sentences with *the* where necessary. If no article is required write *X*.

- 1 Larry's been involved in an accident. I'm afraid he's in _____ hospital.
- 2 A huge extension is being built at _____ hospital.
- 3 Jane works as a laboratory assistant at _____ university.
- 4 Robert is going to study ancient history at _____ university.
- 5 What do you plan to do when you leave _____ school?
- 6 The decorators left _____ school after painting only one of the classrooms.
- 7 Our teacher, Mrs Simms, is not at _____ school today.
- 8 The round-the-world sailor, Robin Knox-Johnston, was at _____ sea for 132 days.
- 9 In the summer we always stay at a little cottage by _____ sea.
- 10 Reporters went to _____ prison to interview the governor.
- 11 The members of the gang were convicted and sent to _____ prison for two years.
- 12 Jenny is not feeling at all well so she's staying in _____ bed today.
- 13 I'm so tired. It's time to go to _____ bed.
- 14 She told the children not to jump on _____ bed.
- 15 The students got to _____ class early.
- 16 Mike is an excellent student. He's top of _____ class.

2 Answer the questions with the words from the box.

university bed sea prison school hospital

- 1 Where do sailors go? _____
- 2 Where are very sick people looked after? _____
- 3 Where can students go after they leave school? _____
- 4 What might happen to people who break the law? _____
- 5 What is it best to do if you are very tired? _____
- 6 Where do children go to be educated? _____

3 Write sentences of your own to show the difference between the following:

- 1 art college _____
the art college _____
- 2 hospital _____
the hospital _____
- 3 primary school _____
the primary school _____
- 4 sea _____
the sea _____
- 5 bed _____
the bed _____

Functions of English

Complete the expressions of surprise and disbelief by forming words from the jumbled letters in brackets.

- You must be _____ (nikjog)
- You can't be _____ (osiruse)
- Good _____! (veshane)
- My _____! (songsode)
- You're _____ (digdink)
- That's _____! (diceriben)

You're pulling my leg!



Respond to the expressions of surprise by completing the words.

- A: I don't believe it! B: W _____ I f _____ to y _____?
- A: Are you serious? B: I'm d _____ is _____.
- A: No way! B: You'd b _____ b _____ it.
- A: You're pulling my leg. B: It's a _____ f _____.

Listening comprehension

Complete the dialogue with the words from the box.

pretty fantastic play interview hurry out away offered gallery theatre
place only cinema nervous bit bumped course managed then guess spot
done exhibition else into cup amazing chat tea couple coincidence

- Lucie: So how was your _____?
- Tasha: Well, it was _____ terrifying. I was really _____.
- Todd: But they _____ you a _____ on the _____.
- Tasha: Yes, they did. There and _____.
- Rudi: On the _____? Straight _____?
- Ramon: That's _____! Well _____!
- Lucie: What _____ did you do in London?
- Tasha: We went to the _____ a _____ of times and Mum _____ to get tickets to the _____. The _____ wasn't really my _____ of _____, though. We went to a _____ Picasso _____. And _____ what? We _____ into Monty James. He was going _____ the _____ as we were going _____.
- Ramon: What a _____!
- Tasha: We _____ had a quick _____. We were in a _____ of a _____.

Writing

Planning your writing assignment

You have read two book reviews that contain information and opinion.
You are now going to write a review of a book you have read recently.
You may have enjoyed the book or thought it was dreadful!

Information Complete the information you need.

Title: _____

Author: _____

Publisher: _____

Price (if known): _____

Your general opinion Decide before you write your review whether you liked or disliked the book. ☒

- liked ☐
- disliked ☐

Plot

Make brief notes about the plot of the book.

Remember, don't give away the ending!

Setting

Make brief notes on the setting(s) of the book.

Character(s) Think about how many characters you are going to write about. What information will you give about them?

Biographical details Include any information about the author you think will interest the reader / be relevant to the review.

Your opinion: aspects of the book Look back at your notes about plot, setting and character. As well as the factual details, can you include an opinion?

One of these aspects of the book may be: well / poorly written; the best / worst part of the book.

Your opinion: summary Make notes on the final paragraph of your review where you will summarise your opinion. Will you recommend the book? Why? Will you suggest it is not worth reading? Why?

Write your first draft. Proofread it for mistakes. Edit your first draft to improve paragraphs, sentence structure and vocabulary choice.

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Reading

You have read two book reviews that give **information** and **opinion**.

Do you understand what kind of information and opinion should be included in a book review? ☐

☒ **Think of five different areas of information that should be included in a book review.**

CHECK! If you are not clear about the information that should be included or if you are not sure what sort of opinion should be expressed, look at the Checklist on SB page 113.

You have read the reviews several times. Can you read them with confidence? ☐

Do you have a good understanding of them? ☐

CHECK! If you think you need more reading practice, listen and follow the text, then read it yourself at least once. Go back over any sections that you have not understood well.

Vocabulary

Look at the word list for Unit 10 on page 140 of your workbook.

Do you know all these words? ☐

CHECK! Use your dictionary to look up words you're not sure about.

Grammar

Reported speech: Varying reporting verbs and constructions

Can you remember the verbs that can be used to form this structure? ☐

☒ **Think of six verbs that can be used to report speech other than say, tell and ask.**

CHECK! If you need to revise the verbs, look at the Grammar box on SB page 109.

Grammar in use

Omission of articles

Do you know which words can be used without an article? ☐

Do you understand how this changes the meaning? ☐

☒ **Decide if an article is needed:**
Ben is a student. He is in college today.
Sue was tired so she lay down on bed.

CHECK! Read through the Grammar box on SB page 111 if you need to.

CHECK! To hear the language in a conversation, listen again to the discussion, track 1.40.

Language practice

Punctuation

Have you understood the correct use of punctuation in level 10? ☐

Are you confident of all the punctuation you have learned to use in *English World*? ☐

CHECK! If you still make mistakes or you are not sure, revise the rules and examples on SB page 110. Look at a variety of texts and study correct usage in different contexts.

Language use

Are you confident about constructions with prepositions? ☐

☒ **Think of the correct prepositions:**
rely — anxious — the impression

CHECK! If you made mistakes with the task, look back at SB page 110, list all the constructions and learn them. ☐

There are no rules for these so learn them by heart!

Listening and speaking

Are you confident about expressing surprise and disbelief? ☐

☒ **Think of four expressions.**

CHECK! Look again at the expressions on SB page 112 if you couldn't do this easily.

Have you talked in a group about what you hope to do when you leave school? ☐

CHECK! Hold a discussion with one or two friends for a few minutes. Remember to listen to your friends and react to what they are saying.

Writing features

Are you clear about what to include in a book review? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 113.

Writing assignment

Have you completed your book review? ☐

Did you compare it with the Checklist of features before you decided it was finished? ☐

CHECK! Take note of your mistakes and make sure you understand what the mistake was, then try to correct them.

Complete the sentences with verbs from the box. Use gerunds or infinitives.

eat run dance

- Do you remember _____ here when you were a small child?
- You must remember _____ and collect your projects today.
- Pete decided _____ was the best way to keep fit.
- We had _____ for the train because we were so late.
- They stopped _____ lunch at a restaurant.
- Anna was so ill that she stopped _____ for two days.

Write the questions using *dare* or *need* as regular verbs.

- _____? Yes, I dared to jump!
- _____? No, he doesn't need to pay.

Complete the answers using *dare* or *need* as modal verbs.

- Do I need to arrive early? No, _____
- Did they dare to escape? No, _____

Report the direct speech by completing the sentences.

- "I'm sorry for standing on your foot, Harry."
Ben apologised _____
- "I am unable to accept your excuse for late work, John."
The teacher refused _____
- "Would you like some orange juice, Aunt Sue?"
Anna offered _____

Report the sentences. Use a verb from the box.

insist on deny

- "It wasn't me who took the necklace," the prisoner said. _____
- "Let's go to the beach," said Anna. _____
- Fred said, "We have to leave right away, right now!" _____

Complete the sentences with *the* where necessary.

- "This criminal will be sent to _____ prison for a long time," the judge declared.
- The woman went to _____ prison to beg for her husband's release.
- A small boy was asleep in _____ bed by the window.
- You should stay in _____ bed when you are ill.
- Let's go down to _____ sea and jump in the waves.
- We could see the sailing boats far out at _____ sea.
- My parents met when they worked in _____ hospital.
- Harry was in _____ hospital for two weeks when he broke his leg.
- My little brother is starting _____ school next week.
- John found work as a porter at _____ university.

7 Punctuate these sentences with a colon or a semi-colon.

- 1 I have only one opinion of this book____ it is an astounding achievement.
- 2 In my view this writer is talented____ he is also well-informed.
- 3 The good points about this book are many____ the entertaining characters____ the dramatic plot____ the vividly described settings____ the extremely surprising ending.

8 Write a verb from the box to replace *get* in each sentence.

fetch make become go buy fit obtain take

- 1 What are you getting mum for her birthday? _____
- 2 Did you get good results in your exams? _____
- 3 Andy got ill during the holiday and had to get the plane home. _____, _____
- 4 Could you get me a cup of tea, please? _____
- 5 Dad has gone to the station to get Aunt Nina. _____
- 6 Can you get this in your bag? _____
- 7 We can get to the airport by taxi. _____

9 Punctuate this paragraph.

The story begins with a mystery____ the sudden disappearance of a famous scientist____ Within the first few chapters____ which get the story off to a thrilling start____ it becomes clear that he is being held against his will____ The ace detective____ Harry Stone____ finds this short message scratched onto the desk in the lab____ SOS Mars project____ Once again____ Harry is faced with mystifying questions____ What is the Mars project____ Who has captured the scientist and why____ Another great Harry Stone adventure____

10 Complete the sentences with a verb from the box and the correct preposition.

decide approve listen ask

You can _____ a new book and I will _____ your reasons.
When I have _____ my answer I will tell you if I _____ your request.

11 Complete the sentences with an adjective and the correct preposition.

- 1 The teacher was _____ the damaged books.
- 2 Dad was _____ the man who crashed into his car.
- 3 The man was obviously very poor and everyone felt _____ him.
- 4 I'm _____ the theft of your handbag. What bad luck.

12 Complete the sentences with the correct preposition.

His odd behaviour put him _____ suspicion. In my view, his innocence is _____ doubt. I have no idea why some people are _____ the impression that he should not be considered completely _____ suspicion.

13 Complete these sentences with words beginning *sub-*.

- 1 The city centre became too crowded so we moved to a _____.
- 2 _____ are used for underwater exploration.
- 3 This road junction is dangerous so let's cross by the _____.

English World

Skills and Reference Section

Study skills 1

Editing – Here's how it's done!

Here is the first draft of a piece of writing that has been edited. Read and discuss why the second version is an improvement.

Are School Festivals a good or bad idea?

Many schools have festivals or performance days. Students can contribute. They can organize or perform. Organisers have to make sure everyone gets to do something. I've performed at my school festival. I liked performing. I got a lot of experience. I would do it again. I think festivals are a good thing.

Festivals are a good thing. Festivals give students a chance to show what they can do. Students can sing or dance. Students can show their art work. Students can read their writing. Festivals can be a bad thing.

The bad thing about festivals is that some students can't join in. They are no good at nothing. They feel left out. I'm sure they could help with the costumes or something like that. Everyone should do something.

Many schools have festivals or performance days to which students can contribute either by organizing or performing.

In my view, festivals are an excellent idea. Having taken part in my own school's festival, I believe it was a valuable experience. I liked performing and would do it again. Festivals give students the opportunity to show their talent. They can sing, dance, display their artwork or read from their own writing.

Some people would say that school festivals are a bad idea. Their main argument being, that some students are not talented in this way and feel left out. I would argue that everyone can contribute. Even if students do not feel able to perform, there are many other things they could do – publicity, refreshments, costumes etc. Organisers have to make sure that everyone can contribute in some way.

Have a go at editing!

Here is a piece of writing for you to edit.

A newspaper report is wrote in a certain way. It has to have a headline. It has to have a by-line. It has to have an opening paragraph.

A newspaper report should have some speech in it. The speech can be direct speech. It can be reported speech. The opening paragraph tells the reader what it's all about. A good newspaper report is organized and has information.

A newspaper report should tell you what, where, when, who. It should be wrote in past tenses. What people say should be quoted or reported.

A newspaper report should have lots of facts. It can have opinions. The reporter might have an opinion. Some of the facts can be statistics. Photos help. They should have some writing underneath them. The writing says what the photo is. This writing is called a caption.

Checklist

Use this checklist to help you edit your first drafts.

TEXT	1	Introductory paragraph	
		Is it clear what you are writing about?	
		Is it interesting?	
	2	Paragraphs	
		Does each paragraph contain one main idea?	
	3	Conclusion	
		Is it an interesting summary?	

SENTENCES	Have you used:		
		• different types of sentences?	
		• conjunctions?	
		• clauses?	
		• past and present participles?	

WORDS	Have you:		
		• used interesting words?	
		• used precise words?	
		• avoided over-used words?	
		• avoided repetition?	

PROOFREADING	Have you checked:		
		• spelling?	
		• punctuation?	
		• grammar?	

FINAL COPY	Have you read through your final copy to ensure you cannot make any more improvements?		
-------------------	--	--	--

Life skills 1

Writing a CV

Use this page for notes and the opposite page for writing your CV.

Personal details

This is name / address / telephone number (both landline and mobile) / email address.

You can put your age but the law now states that you do not have to.

Education and qualifications

These are the schools you have attended with dates / any exams you have passed with grades.

Begin with the school you attend now and work backwards.

Work experience

If you have done part time or voluntary work, list it here with dates. Give a brief description of your responsibilities.

Begin with the work you are doing now and work backwards. If you have no work experience, leave this out of your CV.

Interests

List your interests giving a brief description of your involvement.

Skills

List any skills – apart from exam passes – that you have.

CURRICULUM VITAE

PERSONAL DETAILS

EDUCATION AND QUALIFICATIONS

WORK EXPERIENCE

INTERESTS

SKILLS

Study skills 2

Dictionary overview

For all the activities on these pages, think carefully about the form of the word you will look up.

Use your dictionary to answer these.

1 Find the plurals of:

- a salmon _____ b goose _____ c remedy _____

2 Complete the table:

Adjective	Comparative	Superlative
friendly		
lively		
curly		
oily		

3 Find the present continuous of:

- 1 to fuel _____ 2 to eavesdrop _____
3 to marvel _____ 4 to stir _____

4 Find the irregular past tense of:

- 1 to dream _____ 2 to shake _____
3 to forget _____ 4 to tear _____

5 Write the adverbs from these adjectives.

- 1 brisk _____ 2 extravagant _____
3 ruthless _____ 4 absent-minded _____

6 Read the words in the box.

just interview iron inverse

There are two possible answers for number 1.

Which word can be:

- 1 a noun and a verb? _____ 2 a verb and an adjective? _____
3 a noun and an adjective? _____ 4 an adverb and an adjective? _____

7 Find the Word family box for *explain*. Complete the sentences with the correct family word.

- 1 The _____ (adj) text helps me to understand it.
2 The teacher demanded an _____ (n).
3 You left the house early. It is _____ (adj) how you missed the bus.
4 It is a mystery which remains _____ (adj).
5 I _____ (adv) wrote all the wrong answers!

8 Correct the mistakes in these sentences by using the information in the grammar boxes for the underlined words.

1 Someone had left a luggage in the taxi.

2 My parents live in the Georgia.

3 She put a scarf above her hair.

4 He gave me some useful advices.

5 It was an agreement among the two of us.

9 Look up the word walk. Use the Build Your Vocabulary box to improve this piece of writing by changing the underlined words.

The headmaster walked energetically _____ into his study. Tom walked slowly _____ because he was nervous. Adam was relaxed and just walked _____ in. Sam walked very quietly _____, hoping no one would notice him. The others walked tiredly _____ behind him and Robin tripped and walked _____ in last.



10 Look up the underlined words and find the phrases. Use each one in a sentence of your own.

- 1 make believe _____
- 2 in relation to _____
- 3 have nothing to lose _____
- 4 until further notice _____
- 5 let off steam _____

11 Write the correct preposition for each phrasal verb. The word in brackets tells you what to look up in your dictionary to find the phrasal verb.

- 1 She was so upset, I really felt _____ her. (feel)
- 2 There was a crash so the traffic was held _____. (hold)
- 3 Have you ever heard _____ *The River Boys*? (hear)
- 4 The twins are so alike I can't tell them _____. (tell)
- 5 You know you can rely _____ me. (rely)

Life skills 2

Writing a personal statement

Use this page for notes and the opposite page for writing your personal statement.

- You write a personal statement when you are applying for something specific.

Have a look at this advert.

Bay City School Festival

After the success of our first festival, we want to make this an annual event!

We are looking for enthusiastic people to join the organizing committee.

You need to:

- * have an interest in the arts;
- * be well-organised;
- * be able to work in a team;
- * have new ideas / skills for the festival.

If this is the sort of thing that you would like to do, we want to hear from you now.

Write a personal statement to join the festival organizing committee

OR

Think about something you might apply for, e.g.
a college course
a career you would like
a part time job

What are you applying for? _____

Make notes on:

1. How you will show a real interest in what you are applying for. Think about a strong opening statement.

2. Any experiences that would help you.

3. Any skills you have that are suited to what you are applying for.

Write your personal statement.



Read your statement aloud.

Is it informative, impressive and concise?

Would you be interested in this person?

Don't forget to proofread! Mistakes make a bad impression!

Study skills 3

Exam strategies

Being familiar with what the exam paper looks like and what it asks you to do is very important.

- Get to know the exam paper.

Look carefully at a past paper in English Language and answer the questions.

1 How many papers are there? _____

2 What are the names of the papers? _____

Paper

3 How much time do you get for each one? _____

Time

4 In which paper(s) do you get a choice of questions?

Now you know what you have to do in the exam, you can plan your revision.

- Revision

Make a list of the parts of the exam you are:

a most confident about _____

b most worried about _____

Will you spend more time revising a or b? Why?

Make a revision timetable.

Write a list of the areas you need to revise.

Draw a table of days you have available.

Write the areas into the timetable, e.g.

Do this well before your exam!

Day 1 [date]	Day 2 [date]	Day 3 [date]	Day 4 [date]	Day 5 [date]
multiple choice	past tenses	formal letter	plurals	reported speech
silent letters	discursive writing	informal letter	direct speech	conditionals

All your planning and revision will be wasted if you do not read the exam paper very carefully!

● **Reading the exam paper**

Tick the statements that give good advice.

- | | |
|--|-------------------------------------|
| 1 Read the first question and answer it. | <input type="checkbox"/> |
| 2 Read all the questions before you begin writing. | <input type="checkbox"/> |
| 3 If you have a choice of questions, do the ones you are not very good at. | <input type="checkbox"/> |
| 4 If you have a choice of questions, do the ones you are best at. | <input type="checkbox"/> |
| 5 Always begin with the question you can do best. | <input type="checkbox"/> |
| 6 Always begin with your weakest question. | <input type="checkbox"/> |
| 7 Spend most time on the questions with the fewest marks. | <input type="checkbox"/> |
| 8 Spend most time on the questions with the most marks. | <input type="checkbox"/> |
| 9 Underline key words and phrases in the questions. | <input checked="" type="checkbox"/> |
| 10 Never write on your question paper. | <input type="checkbox"/> |
| 11 Write up to the very last minute. | <input type="checkbox"/> |
| 12 Leave the exam room when you have finished. | <input checked="" type="checkbox"/> |
| 13 Use any time at the end for checking your answers. | <input type="checkbox"/> |
| 14 If you don't answer all of the questions, don't worry. | <input type="checkbox"/> |
| 15 If you haven't time to answer all the questions in full, make notes to show how you would have answered them. | <input type="checkbox"/> |
| 16 Don't worry about writing neatly. | <input type="checkbox"/> |
| 17 Make sure your answers are legible. | <input type="checkbox"/> |

Students often make silly mistakes because they panic. Discuss the mistakes these students have made.

Question 1: Circle the correct answer.

green blue yellow red

Question 2: Write about your favourite place to go on holiday.

We went to New York on holiday I hated it ...

Question 3: Write a letter to a friend about your family.

Sorry, didn't have time to do this!

Question 4: Young children should not be allowed to have mobile phones. Do you agree or disagree?

I disagree with this statement for several reasons ...

Grammar reference

Present simple See English World 8 Units 1 and 4

- We use the present simple for things that happen regularly. *We go to the seaside every summer. Joe watches TV every day.*
- There are some verbs which are normally only used in the simple form. *I know that man.*
e.g. like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think (have an opinion), have (possession)
- We can use the present simple for fixed and certain events in the future.
 - Statements about the calendar: *Today is Monday so tomorrow is Tuesday.*
 - Events which cannot change: *When is the next full moon?*
 - Planned, fixed events: *What time is the football match?*
 - With verbs such as arrive, come, leave, start, etc, when referring to plans, programmes or schedules:
Our train leaves in ten minutes.

Affirmative	I/You/We/They + verb He/She/It + verb + s (or es)	They take exams once a year. John plays football every day. Sara goes to school by bus.
Negative	I/You/We/They + do not + verb He/She/It + does not + verb	I do not like cold weather. It does not snow in August.
Interrogative	Do + I/you/we/they + verb + ? Does + he/she/it + verb + ?	Do you speak French? Does she live in London?
Short answers	Yes, I/you/we/they + do. No, I/you/we/they + don't. Yes, he/she/it + does. No, he/she/it + doesn't.	Yes, we do. No, they don't. Yes, he does. No, it doesn't.

Present continuous See Unit 4 page 45 and English World 8 Unit 1

- We use the present continuous for things that are happening now.
At the moment Sam is watching his favourite TV programme. The students are writing their essays now.
 - We can use the present continuous for future events which are the result of plans or arrangements in the present.
We're having pizza for dinner tonight. My cousins are coming to stay next weekend. Harry is taking his exams next week.
 - We can use the present continuous with **always** to talk about habitual actions that happen frequently:
They are always taking holidays abroad. = They often take holidays abroad.
She is always flying to Paris to go shopping. = She often flies to Paris to go shopping.
- Used in this way, the present continuous + always can show annoyance or criticism:
He's always talking. I wish he'd be quiet. Why is it always raining in England?

Affirmative	I am + verb + ing. You/We/They are + verb + ing. He/She/It is + verb + ing.	I am studying at the moment. They are sleeping now. Look! It is raining.
Negative	I am not + verb + ing. You/We/They are not + verb + ing. He/She/It is not + verb + ing.	I am not listening. We are not sleeping. He is not watching TV.
Interrogative	Am I + verb + ing + ? Are you/we/they + verb + ing + ? Is he/she/it + verb + ing + ?	Am I dreaming? Are they sleeping? Is Joe coming?
Short answers	Yes, I am. Yes, you/we/they + are. Yes, we are. Yes, he/she/it + is. Yes, he is.	No, I'm not. No, you/we/they + aren't. No, you're/we're/they're + not. No, we aren't. No, we're not. No, he/she/it + isn't. No, he's/she's/it's + not. No, he isn't. No, he's not.

Past simple See English World 8 Unit 1

- We use the past simple for actions which were completed in the past.
Philippe entered the square. When Philippe saw the man, he became suspicious.

Affirmative	I/You/He/She/It/We/They + verb + ed (regular verbs) + past simple (irregular verbs)	Jill passed her exams We went to the mall.
Negative	I/You/He/She/It/We/They + did not + verb.	I did not buy a new camera.
Interrogative	Did + I/you/he/she/it/we/they + verb + ?	Did you enjoy the film?
Short answers	Yes, I/you/he/she/it/we/they + did. Yes, she did. No, I/you/he/she/it/we/they + didn't. No, they didn't.	

Past continuous See English World 8 Unit 1

We use the past continuous for actions which continued for some time in the past.

The man was taking photos.

Affirmative	I/He/She/It + was + verb + ing. You/We/They + verb + ing.	The child was crying. The boys were shouting.
Negative	I/He/She/It + was not + verb + ing. You/We/They + were not + verb + ing.	The man was not smiling. The girls were not singing.
Interrogative	Was + I/he/she/it + verb + ing + ? Were + you/we/they + verb + ing + ?	Was she laughing? Were you sleeping?
Short answers	Yes, I/he/she/it + was. Yes, she was. Yes, you/we/they + were. Yes, we were.	No, I/he/she/it + wasn't. No, he wasn't. No, you/we/they + weren't. No, they weren't.

Past simple and past continuous See English World 8 Unit 6 and English World 7 Unit 2

You can use both tenses in one sentence when a short, sudden action interrupts a longer, continuing action. Use *while* or *when*.

While Joe was watching TV, the telephone rang. Joe was watching TV when the telephone rang.

Used to See English World 7 Unit 2

We use *used to* for actions which:

- happened regularly in the past but not now. *Joe used to walk to school but now he goes by bus.*
- continued for some time in the past but not now. *Joe used to like football but now he prefers basketball.*

Affirmative	I/You/He/She/It/We/They + used to + verb	He used to have a fast car.
Negative	I/You/He/She/It/We/They + did not + use to + verb	She did not use to study hard.
Interrogative	Did + I/you/he/she/it/we/they + use to + verb + ?	Did they use to live in London?
Short answers	Yes, I/you/he/she/it/we/they + did. Yes, I did.	No, I/you/he/she/it/we/they + didn't. No, we didn't.

Would See English World 9 Unit 10

We can use *would* + verb for actions which happened regularly in the past.

During the summer we used to camp on the beach. During the summer we would camp on the beach.

My brothers went fishing every day. My brothers would go fishing every day.

I often slept under the stars. I would often sleep under the stars.

In speech we often use the short form of *would*.

Very often we'd light a fire. My father loved music. He'd always play the guitar and sing.

Affirmative	I/You/He/She/It/We/They + would + verb	My father would play his guitar.
Negative	I/You/He/She/It/We/They + would + not + verb	My mother would not sing.
Interrogative	Would + I/you/he/she/it/we/they + verb + ?	Would the fire burn brightly?
Short answers	Yes, I/You/He/She/It/We/They + would. Yes, he would.	No, I/You/He/She/It/We/They + wouldn't. No, we wouldn't.

Future simple See English World 8 Unit 1

We use *will* + verb for actions which will happen in the future.

The concert will take place on Saturday.

Affirmative	I/You/He/She/It/We/They + will + verb	The shops will open in an hour.
Negative	I/You/He/She/It/We/They + will not + verb	The train will not arrive on time.
Interrogative	Will + I/you/he/she/it/we/they + verb + ?	Will you pass your exams?
Short answers	Yes, I/you/he/she/it/we/they + will. Yes, it will.	No, I/you/he/she/it/we/they + won't. No, she won't.

Be going to See English World 8 Unit 1

We use **be going to** + verb:

- 1 when talking about plans and intentions. *John is going to be a doctor.*
- 2 when a situation in the present means that an action is sure to happen in the future. *Look at those black clouds! It's going to rain.*

Affirmative	I am + going to + verb You/We/They are + going to + verb He/She/It is + going to + verb	I am going to miss the train. We are going to watch TV. Jane is going to buy a new dress.
Negative	I am not + going to + verb You/We/They are not + going to + verb He/She/It is not + going to + verb	I am not going to watch the match. They are not going to play tennis. It is not going to snow.
Interrogative	Am I + going to + verb + ? Are you/we/they + going to + verb + ? Is he/she/it + going to + verb + ?	Am I going to be scared? Are you going to read this book? Is Sam going to pass his exams?
Short answers	Yes, I am. Yes, you/we/they are. Yes, you are. Yes, he/she/it is. Yes, he is.	No, I'm not. No, we/you/they aren't No, we're/you're/they're not. No, you aren't. No, you're not. No, he/she/it isn't. No, he's/she's/it's not. No, he isn't. No, he's not.

Future continuous See English World 8 Unit 11

We use the future continuous:

- 1 to talk about events which will be in progress at a particular time in the future. *Next year my sister will be studying at university.*
- 2 to talk about things that we expect to happen in the normal course of events. *I'll be seeing Jack at school tomorrow.*
- 3 to ask for information in a polite way. *Will you be coming to the party this evening?*
- 4 to predict or guess about something that we believe is happening now. *You had such a long walk. I expect you'll be feeling tired.*

In all the examples above, **will be** + present participle can be replaced by **going to be** + present participle.

This time tomorrow I'll be flying to Paris. This time tomorrow I'm going to be flying to Paris.

Affirmative	I/You/He/She/It/We/They + will + be + present participle	They will be leaving at six o'clock.
Negative	I/You/He/She/It/We/They + will + not + be + present participle	She will not be taking the exam.
Interrogative	Will + I/you/he/she/it + be + present participle + ?	Will you be going to Spain?
Short answers	Yes, I/You/He/She/It/We/They will. Yes, we will.	No, I/You/He/She/It/We/They won't. No, he won't.

Future perfect simple See English World 9 Unit 6

We use the future perfect simple when we are talking or writing about an action which will be completed before another action or a time in the future.

By the time you read this letter, I will have left the country. By next summer, they will have finished building their house.

We also use this tense when we are thinking about a continuous action before a time or event in the future.

By next July, I will have known my best friend for ten years. When he retires, Mr Johns will have taught at this school for thirty-five years.

You can often use **be going to** instead of **will**.

When he retires, Mr Johns is going to have taught at this school for thirty-five years.

When using the future perfect simple, always use the present tense in time clauses.

By the time he gets home, he will have visited twenty countries.

Affirmative	I/You/He/She/It/We/They + will + have + past participle	By 5 o'clock they will have left.
Negative	I/You/He/She/It/We/They + will + not + have + past participle	He will not have passed his exam.
Interrogative	Will + I/you/he/she/it/we/they + have + past participle	Will she have arrived home by now?
Short answers	Yes, I/you/he/she/it/we/they will. Yes, we will.	No, I/you/he/she/it/we/they won't. No, he won't.

Future perfect continuous See Unit 4 page 43

Present perfect simple See English World 8 Unit 1

We use the present perfect simple:

- for actions that have happened during a period of time leading up to the present. Exactly when the actions happened is unknown or unimportant. *Miranda and Jason have tried many sports.*
- when an action happened in the past and we can see the result of that action now. *Someone has broken the window.*
- for states or actions which started in the past and still continue now.
 - Use *since* + a definite time. *My uncle has lived in Paris since 2005.*
 - Use *for* + a period of time. *Sally has been ill for two weeks.*
- with *just* for actions which happened a very short time ago. *Harry has just gone to school.*
- with *yet* in questions and negative sentences. *Have you finished your homework yet? I haven't written my composition yet.*
- for actions that happened at an indefinite time in the past. *My uncle has been to China.*
- with *ever* and *never*. *Have you ever seen a tiger? She hasn't ever been abroad. She has never been abroad.*

Affirmative	I/You/We/They + have + past participle He/She/It + has + past participle	I have been to Spain. He has played in the team.
Negative	I/You/We/They + have not + past participle He/She/It + has not + past participle	They have not finished their work. It has not rained for months.
Interrogative	Have I/you/we/they + past participle + ? Has he/she/it + past participle + ?	Have you eaten your lunch? Has the plane landed yet?
Short answers	Yes, I/you/we/they have. Yes, we have. Yes, he/she/it has. Yes, he has.	No, I/you/we/they haven't. No, they haven't. No, he/she/it hasn't. No, she hasn't.

Present perfect continuous See English World 8 Unit 1

We use the present perfect continuous:

- when an action started in the past and is still continuing now. *Lisa has been talking on the phone for hours.*
- We often use a time phrase to show how long the action has been continuing. ... *since 3 o'clock.* ... *for a long time.*
- when the result of a past action is visible now and that action continued for some time. *Meg's eyes are red. I think she's been crying.*

Affirmative	I/You/We/They + have + been + verb + ing He/She/It + has + been + verb + ing	They have been playing tennis. It has been raining.
Negative	I/You/We/They + have + not + been + verb + ing He/She/It + has + not + been + verb + ing	I have not been studying. Joe has not been swimming.
Interrogative	Have + I/you/we/they + been + verb + ing + ? Has + he/she/it + been + verb + ing + ?	Have you been sleeping? Has she been crying?
Short answers	Yes, I/you/we/they have. Yes, we have. Yes, he/she/it has. Yes, he has.	No, I/you/we/they haven't. No, they haven't. No, he/she/it hasn't. No, she hasn't.

Past perfect simple See English World 8 Unit 3

We use the past perfect simple for an action which happened before another action in the past.

- She put on her silver necklace. Her mother had given it to her on her eighteenth birthday.*
Jack lost the mobile which he had bought only two days before.
After Harry had revised for two hours, he took a break.

Affirmative	I/You/He/She/It/We/They + had + past participle	She had played basketball before.
Negative	I/You/He/She/It/We/They + had not + past participle	He had not finished his work.
Interrogative	Had I/you/he/she/it/we/they + past participle + ?	Had they eaten all the sandwiches?
Short answers	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.	Yes, we had. No, they hadn't.

Past perfect continuous See English World 8 Unit 3

We use the past perfect continuous:

- 1 when an earlier past action continued for some time.

When I met Joe, he had been living in Paris for two years.

- 2 when an earlier past action had been happening around a certain point in the past.

Lucy tried to remember the previous day's events. At one o'clock she had been having lunch with her mother. At three o'clock she had been watching TV.

Affirmative	I/You/He/She/It/We/They + had + been + verb + ing	They had been playing tennis.
Negative	I/You/He/She/It/We/They + had + not + been + verb + ing	I had not been studying.
Interrogative	Had + I/you/he/she/it/we/they + been + verb + ing + ?	Had she been crying?
Short answers	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.	Yes, he had. No, we hadn't.

Modal verbs See English World 7 Unit 8 and English World 9 Unit 3

Meanings of the modal verbs (may, might, can, could, should, ought to, must):

may:	possibility	<i>It may rain this afternoon.</i>
	permission (polite)	<i>May I bring a friend to the party?</i>
might:	possibility	<i>We might go to America next year.</i>
can:	ability	<i>Jane can sing beautifully.</i>
	permission	<i>You can stay up to watch the film.</i>
could:	ability (in the past)	<i>He could speak French fluently when he was a boy.</i>
	permission (polite)	<i>Could I borrow your dictionary, please?</i>
	possibility	<i>It could rain tomorrow.</i>
should:	obligation	<i>You should clean those dirty shoes.</i>
ought to:	obligation	<i>John ought to work harder.</i>
must:	obligation	<i>We must always be polite.</i>
	necessity	<i>You must get to the airport by 10 o'clock.</i>

Affirmative	subject + modal verb + infinitive without to (except ought to) <i>It might rain.</i> <i>He can speak Chinese.</i> <i>You ought to leave.</i>
Negative	subject + modal verb + not + infinitive without to (except ought to) <i>She could not swim.</i> <i>We may not like the film.</i> <i>He ought not to shout.</i>
Interrogative	modal verb + subject + infinitive without to (except ought to) + ? <i>Must we take a test?</i> <i>Should I buy that book?</i> <i>Ought you to do that?</i>
Short answers	Yes, + subject + modal verb No, + subject + modal verb + not (short form) <i>Yes, we can.</i> <i>No, they mustn't.</i>
Passive	subject + modal verb + passive infinitive without to (except ought to) <i>A bridge should be built.</i> <i>The questions must be answered.</i> <i>The treasure cannot be found.</i> <i>That tree ought to be cut down.</i>

Meanings of modal verbs + passive infinitive (have + past participle):

I can't find my key. I must have left it at home. (I believe I left it at home.)

You ought to / should have locked the door. (You had an obligation to lock the door but you didn't.)

The exam was really hard. I can't have passed it. (It is impossible that I have passed it.)

You were at the meeting. You could have said something. (It was possible to say something but you didn't.)

I can't find John. He may / might have gone home. (It is possible that he has gone home.)

What? The boat sank? They might have drowned! (Drowning was a possibility but they didn't drown.)

Have to and Must See English World 7 Unit 12

In affirmative sentences **have to** and **must** have the same meaning:

You have to work hard. You must work hard. (It is necessary to work hard. You have an obligation to work hard.)

In questions **have to** and **must** have the same meaning:

Do you have to go? Must you go?

In negative sentences **have to** and **must** have different meanings:

You do not have to leave now. (It is not necessary to leave now.)

You must not leave now. (You are forbidden to leave now.)

Dare and Need See Unit 9 page 101

Be able to See English World 9 Unit 5

Be able to expresses ability.

Present	She is able to drive. (can is more common: She can drive.)
Past	I was able to swim when I was four. (could has the same meaning: I could swim when I was four.)
Future	He will be able to speak fluently soon.
Present perfect	I haven't been able to sleep.
Past perfect	They had been able to escape.
Conditional	If we had a car, we would be able to drive to school.
Conditional perfect	If you hadn't overslept, you would have been able to catch the train.
Infinitive constructions	He hopes to be able to study law.
Gerund constructions	I enjoy being able to travel.
Modal constructions	They should be able to survive. He must have been able to buy it.

Was/were able to also describe an achievement in the past, something that was successfully completed:

The violent storm was terrifying but eventually the ship was able to reach the safety of the harbour.

(Here it means the same as *managed to* or *succeeded in*.)

Phrasal verbs See English World 9 Units 2 and 8, and Grammar extra in English World 7 and 8

Formation: verb + one or two prepositions or adverbs.

Phrasal verbs are especially used in informal language.

Phrasal verbs are **transitive** or **intransitive**.

Transitive phrasal verbs always have an object: *I'm looking forward to the holidays.*

Intransitive phrasal verbs do not have an object: *Jane said goodbye and hung up.*

Some phrasal verbs can be transitive and intransitive: *Ben fell over a rock on the path. Ben fell over.*

Phrasal verbs are **separable** or **inseparable**.

With **separable phrasal verbs** we can separate the verb and the preposition with the object or object pronoun.

The student filled in the form. The student filled the form in. The student filled it in.

With **inseparable phrasal verbs** we cannot separate the verb and the preposition with the object or object pronoun.

She looked after the children. She looked after them.

Question tags See English World 9 Unit 1, English World 8 Unit 11 and English World 7 Unit 9

We often use question tags in conversation. We use them:

- when we expect the listener to agree with a statement.
- when we are unsure if the listener will agree with a statement.

When the sentence is negative, the question tag is affirmative. *The shops aren't open, are they?*

When the sentence is affirmative, the question tag is negative. *The lady is selling honey, isn't she?*

We use auxiliary verbs + pronouns in question tags:

The boys were playing basketball, weren't they?

She doesn't enjoy sports, does she?

Your grandparents live at the seaside, don't they?

You visited them last summer, didn't you?

The weather will be hot tomorrow, won't it?

John has lost his phone, hasn't he?

Maria wasn't playing with them, was she?

She prefers books and music, doesn't she?

They don't come to the city very often, do they?

You didn't stay very long, did you?

It won't rain, will it?

The students haven't finished their exam yet, have they?

We use modal verbs in question tags:

We must hurry, mustn't we? Joe can't swim, can he?

Sally ought to work harder, oughtn't she? You shouldn't do that, should you? It might snow, mightn't it?

Notice the question tags with pronouns everyone, no one, someone, anyone (everybody, nobody, somebody, anybody).

Everyone knows Ben, don't they? Someone is coming, aren't they?

Nobody saw him, did they? Anyone can do that, can't they?

Echo questions See Unit 7 page 79

Echo tags See Unit 8 page 89

Auxiliary verbs

1 To show agreement See English World 8 Unit 6

Agreeing with **affirmative** statements:

- A: I am hungry. B: So am I. / So is Fred. / So are they.
 A: I like sport. B: So do I. / So does he. / So do they.
 A: They went home. B: So did I. / So did she. / So did he.
 A: I'll walk. B: So will I. / So will Meg. / So will we.
 A: He's finished. B: So have I. / So has she. / So have they.
 A: Joe can swim. B: So can I. / So can Lily. / So can you.

Agreeing with **negative** statements:

- A: Ben isn't well. B: Nor am I. / Neither are you.
 A: I don't like winter. B: Neither do I. / Nor does Meg.
 A: Joe didn't sleep. B: Nor did we. / Neither did Bill.
 A: They won't help. B: Neither will Sue. / Nor will I.
 A: I haven't seen it. B: Nor has Lucy. / Neither have I.
 A: Jack mustn't go. B: Neither must you. / Nor must Pat.

2 For emphasis See Unit 1 page 13

3 To contradict a previous negative statement See Unit 1 page 13

4 To avoid repetition of a verb See Unit 1 page 13

Passive See English World 9 Units 1, 7 and 8, English World 8 Units 9 and 12 and English World 7 Unit 9

1 We use the passive when:

- we do not know who does the action. *Dad's car was stolen.*
- we do not care who does the action. *The painting will be sold.*
- we know who does the action but we do not want to say. *A window has been broken.*

2 We also use the passive when the person or thing that does the action is important or significant.

The competition was won by a student from our school. The town has been damaged by a violent storm.

Present simple	subject + am/is/are + past participle	<i>Rice is grown in India.</i>
Present continuous	subject + am/is/are + being + past participle	<i>The votes are being counted.</i>
Past simple	subject + was/were + past participle	<i>Trees were blown down by the storm.</i>
Past continuous	subject + was/were + being + past participle	<i>Preparations for the party were being made.</i>
Future	subject + will + be + past participle	<i>New houses will be built on this land.</i>
Present perfect	subject + have/has + been + past participle	<i>The tree has been cut down.</i>
Past perfect	subject + had + been + past participle	<i>The vase had been broken.</i>
Future perfect	subject + will + have + been + past participle	<i>By 4 o'clock the votes will have been counted.</i>
Modal verbs	subject + modal + be + past participle	<i>The rules must be obeyed. No exceptions can be made.</i>

To change an active sentence into a passive sentence, the object of the active sentence becomes the subject.

Active: *Someone has eaten the cake.* Passive: *The cake has been eaten.*

The indirect object of an active sentence can also become the subject of the passive sentence.

Active: *Her wealthy uncle gave her a present.* Passive: *She was given a present by her wealthy uncle.*

Conditional clauses See English World 9 Unit 4, English World 8 Unit 10 and English World 7 Units 7, 8 and 12

1 In zero conditional sentences we use the present tense in both clauses when we are talking about general truths and scientific facts. *If temperatures drop below zero, water freezes.*

2 In first conditional sentences we are thinking about the future. Use the future tense in the main clause. Use the present tense in the if clause. *We will go to the beach tomorrow if the weather is fine.*

Unless means if not. If Joe doesn't work harder, he will fail. Unless Joe works harder, he will fail.

3 In second conditional sentences we are talking about the present time.

I haven't got a lot of money. If I had a lot of money, I would travel round the world.

Use the past tense after if. Use *would* + verb in the main clause.

In the main clause *would be able to* can be replaced by *could*.

If he went to China, he would be able to learn Chinese. If he went to China, he could learn Chinese.

4 In third conditional sentences we are thinking about a situation in the past.

Joe went to Paris. He saw the Eiffel Tower. If he had not gone to Paris, he would not have seen the Eiffel Tower.

Use the past perfect in the if clause. Use *would have* + past participle in the main clause. (also *could have done*, *might have done*, etc)

5 In all conditional sentences either the if clause or the main clause can appear first.

If I had seen Sally, I would have spoken to her. I would have spoken to Sally if I had seen her.

If the if clause comes first, remember to put a comma after it.

Constructions with wish See English World 8 Unit 10

- 1 When we are thinking about a future situation, we use *wish* + *would* + verb.
It's my birthday next month. I wish my parents would buy me a guitar.
- 2 When we are talking about the present, we use *wish* + past tense.
Joe can't swim. He wishes he could swim. It's cloudy. I wish the sun was shining.
- 3 When we are talking about the past, we use *wish* + past perfect.
I didn't see that film. I wish I had seen it.

Causatives See English World 9 Unit 10

In **causative constructions**, the subject of the sentence does not perform the action. The subject causes the action to happen. We use *have* or *got* + past participle.

- Jane had her photo taken.* (Jane is the subject but she did not take the photo herself. A photographer did.)
Danny got his hair cut. (Danny is the subject but he did not cut his hair himself. A hairdresser did.)

Time clauses See English World 8 Unit 6

Talking about the present

For actions which happen regularly, use a present tense in both clauses.

- As soon as I wake up, I switch on the radio. I always have breakfast before I leave for school.*
I talk to my mother while I eat. (... while I am eating.) We don't go into school until the bell rings. (... has rung.)

Talking about the future

- 1 When you use a future tense in the main clause, use a present tense in the time clause.
I'll phone you as soon as I arrive. He won't have any money until he finds a job. (... has found a job.)
Jane will say goodbye before she leaves. When Sam leaves school, he will go to university.
- 2 When you use an imperative in the main clause, use a present tense in the time clause.
Take off your shoes before you come in! Don't start writing until you have permission.

Talking about the past

- 1 For regular actions in the past use the past simple in both clauses.
While Madhur studied, her mother sat knitting.
- 2 For two actions happening at the same time use the past continuous in both clauses.
Yesterday while Ann was sleeping, her mother was preparing a surprise.
- 3 For a long action interrupted by a sudden action, use the past continuous and the past simple.
While Madhur was studying, a honey-seller came to the house.
- 4 When one action finishes before another happens, use the past perfect and the past simple.
After she had eaten the pudding, she went to her room.
Madhur's mother was not happy until her daughter had eaten the cakes.
(The past simple is also possible in these time clauses.)
- 5 When one action is quickly followed by another, use the past simple in both clauses.
When she told the cook the story, he laughed. As soon as she got home, she had something to eat.
She ate the almond cakes before she left for school.

Participle clauses See English World 9 Unit 3

With participle clauses we use fewer words to express an idea:

- When he arrived at the station, James bought a ticket to London.*
Arriving at the station, James bought a ticket to London.

We use the present participle when two actions are happening at the same time:

- Smiling cheerfully, Simon greeted his guests.*

When one action is completed before the next starts, we can use *having* + past participle:

- Having finished her homework, Jane went to bed.*

Passive sentences can also be expressed in fewer words by using participle clauses:

- The boat was damaged by the storm and sank. Damaged by the storm, the boat sank.*
OR Having been damaged by the storm, the boat sank.

Notice how prepositions (*when*, *while*, *before*, *after*, *on*, *instead of*, *without*, *by*) can be used in participle clauses:

- Before going to bed, he turned off the lights. On arriving at the airport, we checked in our luggage.*

Notice how in all the examples above both clauses have the same subject.

Concessive clauses See Unit 3 page 33

Relative clauses See English World 9 Units 4 and 6 and English World 7 Unit 11

In relative clauses you can use *which*, *who*, *whom*, *whose*, *that*, *where* and *when*.

which, *that* and *whose* refer to things or animals.

The film which I saw was great. This is the fish that I caught. Turkey, whose capital city I knew well, was to be our destination. who, that, whose and whom refer to people.

That's the boy who found the ring. The man that bought the house is Greek.

We met two girls, both of whom were French. I saw a man whose face was familiar. where refers to a place and when refers to a time.

This is the town where I was born. August is the month when we go on holiday.

Defining relative clauses give information which is necessary to understand the meaning of a sentence.

*There's a book on the chair and a book on the desk. Which one do you want? I want the book which is on the desk. You can start these clauses with *who*, *which*, *that*, *whose*, *where* and *when*. Do not use commas with these clauses.*

Non-defining relative clauses give extra information which is not necessary to understand the meaning of a sentence. If you remove the clause, the sentence will still make sense.

I have one old book. This book, which was written in 1875, was given to me by my grandfather.

You can start these clauses with *who*, *which*, *whose*, *where* and *when* (but not *that*.)

A non-defining relative clause is always separated from the rest of the sentence by commas or a comma and a full stop.

In some non-defining relative clauses, we use *whom* (for people) and *which* (for things or animals).

She has two sons, both of whom are at university. He collects stamps, many of which are very valuable.

Other similar phrases include: *all of*, *any of*, *(a) few of*, *each of*, *either of*, *most of*, *much of*, *none of*, *one/two/three of*.

Reported statements See English World 9 Units 5 and 9 and English World 8 Units 4 and 5

1 When the reporting verb is in the present tense (e.g. *says*), the verbs in the original direct speech do not change tense.

"I have attached some photos." Carrie says that she has attached some photos.

2 When the reporting verb is in the past (*He said that ...*, *She told me that ...*, *A man shouted that ...*) the verbs which were in the direct speech often change.

Present tenses become past tenses:

"The watch is expensive." He said that the watch was expensive.

"The dog is barking." He said that the dog was barking.

"The boys walk to school." He said that the boys walked to school.

Present perfect or past tenses become past perfect:

"I have lost my mobile," said Sue. Sue said that she had lost her mobile.

"I took it to school," she said. She said that she had taken it to school.

will becomes would: "The exams will be hard." He said that the exams would be hard.

Some **modal verbs** change:

must becomes had to: "I must leave." He said that he had to leave.

can becomes could: "We can swim." They said that they could swim.

may becomes might: "He may travel to London." She said that he might travel to London.

should, ought to and might do not change.

3 Other words can change, too.

Pronouns and possessive adjectives:

"I can't swim," said George. George said that he couldn't swim.

"I can't understand you, Tom," said Meg. Meg told Tom that she couldn't understand him.

"My aunt sends me presents," said Meg. Meg said that her aunt sent her presents.

"The cat is ours," said the girls. The girls said that the cat was theirs.

"It's my cat," said the boy. The boy said that it was his cat.

this and these change to **that** and **those**:

He said, "I like this shirt but not these jeans." He said that he liked that shirt but not those jeans.

here becomes **there**:

"We want to live here in London," they said. They said that they wanted to live there in London.

Adverbs of time:

She said, "Today is the best day of my life." She said that that day was the best day of her life.

tomorrow → the following day, the next day last year → the year before, the previous year

yesterday → the day before, the previous day two months ago → two months before, two months earlier

next week → the following week, the week after now → then

These adverbs do not change when statements are reported on the same day:

"It's my birthday today," she said.

She said it was her birthday today.

Always think of the meaning of the sentences and you won't go wrong!

- 4 You can use many other verbs such as *tell, whisper, shout, promise, insist, explain, admit.*

Tom told his sister that he was feeling exhausted.

He explained that he had been playing basketball for five hours.

- 5 You can include or omit that in reported statements.

Annie promised that she would help her mother. Annie promised she would help her mother.

Reported commands See English World 8 Unit 4

- 1 When we report affirmative commands, we use *tell* + indirect object + infinitive.

"Sit down!" said the teacher. The teacher told the students to sit down.

- 2 When we report negative commands, we use *tell* + indirect object + *not* + infinitive.

"Don't make a noise!" said the teacher. The teacher told the students not to make a noise.

- 3 You can use other verbs such as *order, instruct, command, ask, beg*, depending on the situation.

"Please, sit down!" said the teacher. The teacher asked the students to sit down.

Reported questions See English World 9 Units 2 and 5 and English World 8 Unit 7

- 1 You can use *if* or *whether*.

"Is the phone working?" He wants to know if / whether the phone is working.

"Do adults use text messaging?" They are asking if / whether adults use text messaging.

- 2 You can use a question word (*what, who, why, how, etc.*).

"When are the exams?" Susie asked when the exams were.

"Where do you live, Joe?" Billy asked Joe where he lived.

Remember!

- If the reporting verb is in the present tense, we don't change the tense of the verb in the direct speech. (See 1 above.)
- If the reporting verb is in the past tense, we often change the tense of the verb in the direct speech. (See 2 above.)
- To see how tenses change see *Reported statements 2* on page 134.
- Sometimes you need to change other words, too. (See *Reported statements 3* on pages 134 and 135.)
- There are no question marks in reported questions.
- **Be very careful about word order!**

Passive reporting verbs See Unit 8 page 87

Varying reporting verbs and constructions See Unit 10 page 109

Verbs + infinitive or gerund See Unit 7 page 77, Unit 9 page 99 and English World 7 Unit 6

Some verbs are followed by the infinitive.

Sally is planning to do a design course.

need, want, plan, help, decide, manage + infinitive

Some verbs are followed by the gerund.

She doesn't mind working hard.

like, hate, enjoy, mind, look forward to, be good/bad at, be interested in + gerund

Verbs of perception + infinitive or present participle See English World 8 Unit 2

After verbs of perception (*see, hear, feel, smell, etc.*):

- 1 use the infinitive (without *to*) for short, sudden or completed actions. *She heard the balloon burst. I saw you drop your money.*

- 2 use the present participle for longer, continuing actions. *He could feel the water rising. Can you smell something burning?*

Expressing purpose or intention See English World 8 Unit 3

There are several ways to express the idea of purpose or intention.

- 1 *so* + clause: *Give me your number so I can phone you.*
- 2 *so that* + clause: *Take a book so that you can read on the train.*
- 3 *to* + infinitive: *He went to Paris to learn French.*
- 4 *in order to* + infinitive: *She went to the river in order to see the giraffe.*

Articles See Units 5 page 57, Unit 6 page 65, Unit 10 page 111 and English World 7 Unit 6

- 1 When we talk about something for the first time, we use *a* or *an*. When we mention it again, we use *the*.

He saw a horse and a cow. The horse was black. The cow was white.

- 2 We use *the* when we know there is only one of something.

George knocked on the door.

- 3 With plural nouns and uncountable nouns we use no article when we are speaking in general. When we are speaking about something specific, we use *the*.
I like strawberries but the strawberries that I bought aren't sweet. We can't live without water. The water in our river is polluted.
- 4 Geographical names. **See Unit 5 page 57**
- 5 Place names in towns and cities. **See Unit 6 page 65**
- 6 We can omit articles before these words:
hospital, school, university, college, class, prison, bed, sea. **See Unit 10 page 111**

Pronouns **See English World 9 Unit 7 and English World 8 Unit 7**

- 1 Subject pronouns: *I, you, he, she, it, we, you, they*
She likes sailing. We enjoy swimming. They like football.
- 2 Direct and indirect object pronouns have the same form. *me, you, him, her, it, us, you, them*
 Direct object pronouns:
I saw him. He saw me. We saw them.
 Indirect object pronouns: *He gave the flowers to her. He gave her the flowers.*
He gave them to her. He gave her them.
- 3 Possessive pronouns: *mine, yours, his, hers, ours, yours, theirs*
"Is this your coat?" "Yes, it's mine." "Are these Jenny's books?" "Yes, they're hers."
- 4 Reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*
 • We use them when the direct object (or indirect object) is the same person as the subject.
John hurt himself. She asked herself a question. You must look after yourselves.
 • We use them to give extra emphasis to a pronoun or noun.
I cut my hair myself. The boys made the cake themselves.
 The reflexive pronoun can appear immediately after the noun or pronoun it is emphasising.
I myself don't agree with you. We caught sight of the pyramid itself

Possessive adjectives **See English World 9 Unit 7 and English World 8 Unit 7**

my, your, his, her, its, our, your, their
My friends invited me to their house. A horse was in the field with its foal.

Comparative adjectives **See English World 7 Unit 5**

- 1 When you compare two items, if they are the same, use *as ... as*.
Lily is as tall as her brother.
- 2 When you compare two items, if they are different, use *-er than* or *more ... than*.
Ben is older than his sister. Anna is more intelligent than Ben.
 Use *-er than* with
 – one-syllable adjectives, e.g. *big, small*
 – some two-syllable adjectives, e.g. *noisy, busy, quiet*
 Use *more ... than* with
 – some two-syllable adjectives, e.g. *peaceful, harmless*
 – adjectives with three or more syllables, e.g. *dangerous, complicated, interesting*

Superlative adjectives **See English World 7 Unit 5**

Superlative adjectives have two forms.

- 1 the adjective + *est*: *January is the coldest month.*
 Use the adjective + *est* with
 – one-syllable adjectives, e.g. *hot, tall*
 – some two-syllable adjectives, e.g. *heavy, lazy, clever*
- 2 the *most* + adjective: *This is the most delicious cake.*
 Use the *most* + adjective with
 – some two-syllable adjectives, e.g. *polite, handsome*
 – adjectives with three syllables or more, e.g. *beautiful, astonishing*
- 3 Don't forget the irregular adjectives: *good, better, the best bad, worse, the worst*

Figurative language: similes **See Unit 2 page 23**

The order of adjectives before nouns **See English World 9 Unit 9 and English World 8 Unit 2**

When we put adjectives in front of a noun, they appear in this order:

opinion + size + age + shape + colour + origin + material + purpose

A beautiful, blue sky. (opinion, colour) A huge, gold statue. (size, material)

An ancient, Egyptian pyramid. (age, origin) A large, circular fishing net. (size, shape, purpose)

Adjectives before a noun are separated by commas: *an unusual, tiny, gold ring*

When adjectives are from the same group, insert *and*: *a big, red and white flag*

Adjectives + prepositions See English World 8 Unit 9

There are no rules! Just learn them and practise them! Here are a few examples ...

London is famous for its parks. Joe is ashamed of his behaviour. I'm worried about the exams.
Ellie is very keen on sport. Laura is interested in films. I've always been bad at maths.

Adverbs of degree See English World 8 Unit 12

1 You can use adverbs of degree with adjectives.

In summer the weather is very hot. This book is quite interesting. That film is extremely exciting.

2 You can also use them with adverbs.

He plays the guitar fairly well. She speaks rather quietly. The choir sings really beautifully.

3 Some adverbs of degree are stronger than others.

From weak to strong:

fairly → quite / rather → very → really → extremely

More adverbs of degree:

a bit / a little, pretty, so, incredibly, unbelievably, terribly, awfully, unusually, absolutely, surprisingly, particularly

Some, any, much, many, a little, a few, a lot of See English World 7 Unit 7

With countable nouns we use some, any, many, a few.

There are some cars in the street. There aren't any lorries. There are so many people! There are only a few children.

With uncountable nouns we use some, any, much, a little.

There is some water in the jug. There isn't any juice. How much food have we got? We've got a little meat.

We use lots of and a lot of with countable and uncountable nouns.

There are lots of shops. OR There are a lot of shops. There is lots of time. OR There is a lot of time.

We usually use any in questions. Have you got any money?

We always use any in negative sentences. I haven't got any pets.

Few, fewer, the fewest and little, less, the least See English World 8 Unit 5

We use few, fewer and the fewest with countable nouns.

There are few students studying Chinese. Ann studies fewer subjects than her brother.

Our team scored the fewest points in the quiz.

We use little, less and the least with uncountable and abstract nouns.

John shows little interest in going to university. Meg spends less money than her sister. July is often the month with the least rain.

few = not many

a few = some

little = not much

a little = some

Exclamations See English World 8 Unit 8

1 How, What a / an, What

- How + adjective / adverb: How beautiful! How beautifully they sing!
- What a / an + countable noun: What a great day! What an exciting race!
- What + plural noun: What charming children! What fast cars!
- What + uncountable noun: What delicious food! What terrible news!
- What + abstract noun: What elegance! What intolerable heat!

2 so, such a / an, such

- so + adjective / adverb: The music is so loud! He speaks so loudly!
- such a / an + countable noun: He's such a nice man! It's such an interesting book!
- such + plural noun: They're such hard-working students!
- such + uncountable noun: This is such tasteless soup!
- such + abstract noun: I have never seen such appalling behaviour!

3 You can use so, such a / an and such in result clauses.

The picture was so beautiful that he had to buy it. We drove so fast that we soon arrived home.

It was such a good film that I saw it three times. They are such heavy bags that I can't carry them.

There's such deep snow that we can't leave the house. She's shown such kindness that I'll never forget her.

You can omit that in all the sentences above: She's shown such kindness I'll never forget her.

Either ... or / Neither ... nor See English World 8 Unit 12

You can use these to express a choice between two items.

Affirmative: *Either Ross or Laura will make the phone call.* *Holly would like to learn either French or Spanish.*

Negative: *Neither Jack nor Holly came to the meeting.* *The boys' behaviour is neither clever nor funny.*

Inversion

- 1 Inversion of subject and verb **for dramatic effect.** See Unit 1 page 11
- 2 Inversion of subject and verb when reporting direct speech. See Unit 1 page 11
- 3 Inversion of subject and verb **in conditional sentences.** See Unit 2 page 21
- 4 Inversion in formal language **after certain words and phrases.** See Unit 5 page 55

Prepositional phrases See Unit 3 page 35

Repetition of comparative adjectives, adverbs, verbs and nouns See Unit 6 page 67

Word list

What is in the list:

- The list for each unit contains words from the reading text that may be new or which you have not seen often before. Other words may be quite familiar.
- The words are listed in the order in which they appear in the text.
- The class of each word as used in the reading text is given. Many words in the list can be used as other word classes but these are not given here.

How to use this word list:

Vocabulary check

- 1 Go through the words in the list. If you read a word that you don't recognise and don't remember seeing before, look it up.

if it's in the list, you have seen it before, so check it!

Vocabulary practice

- 1 Look at a unit list. Decide which words can be used as other word classes without any change.

Note the other word class(es) for each word. Check in your dictionary.

e.g. Unit 1 **highlight** (noun) – can also be a verb:

*Paris was the **highlight** of our holiday in France.*

*In your CV, try to **highlight** your achievements.*

Thinking up sentences can help you work out which words belong in other word classes.

- 2 Look at a unit list. Practise changing words so that they can be used in another word class.
e.g. Unit 1 **enthrall** (verb) – **enthralling** (adjective)
- 3 Practise creating word families. Check in your dictionary.
e.g. Unit 1 **inspiration** *inspire inspired inspiring inspirational inspiringly uninspired uninspiring*
- 4 Practise identifying words with one or more meanings other than the one in the text.
e.g. Unit 1 **range** (noun) –
1) a group of mountains – *the Himalayan **range***
2) different things of the same general type – *We sell a **range** of shoes.*
3) all the numbers, ages, etc. that are included – *This book is for the 15 to 17 age **range**.*

Spelling

Learn the words in each list. Work with a partner and test each other.

Unit 1

exceed v
open-air adj
cram v
expand v
flavour n
highlight n
sequence n
reaction n
judge v
range v
artefact n
enthrall v
cancellation n
flamboyant adj
best-selling adj
pull out v
on location n
exclusive adj
novel n
inspiration n
step in v
praise n
elderly adj
delightful adj
exquisite adj

Unit 2

treasure trove n
contribution n
enhance v
cutting n
form n
behalf n
conservation n
base n
field trip n
live up to v
efficient adj
sponsor v
sensational adj
generosity n
clip n
assume v
scatter v
fistful n
passion n
pyrotechnics n
devote v
intrigued adj
scintillating adj
phenomenal adj

amateur adj
calligrapher n

Unit 3

motion n
curriculum n
propose v
analyse v
critically adv
fundamental adj
establish v
gain v
originality n
innovation n
economist n
executive n
conceive v
scheme n
practitioner n
apply v
urge v
oppose v
accommodate v
ambitious adj
core adj
squander v
effectively adv
leisure n

mental adj
capacity n
appreciation n
appreciate v
aptitude n
non-verbal adj
excel v
imitators n
genuinely adj
failure n
adequately adv
affordable adj
priority n
facility n
critic n
focus n

Unit 4

competitive adj
aware adj
secure adj
oversupply n
graduate n
painstaking adj
instant adj

discomfort n
small-scale adj
degree n
combine v
database n
analysis n
academic adj
circuit n
supervisor n
finds n
specialist n
impact n
short-term adj
licence n
remote adj
graphics n
era n
inspire v
torrential adj
plague v
absorbing adj
emerge v
intact adj
brooch n
humble adj
prehistoric adj
involve v
temple n

Unit 5

rapidly adv
abandon v
insanity n
expedition n
lay up v
companion n
nightmare n
endure v
frostbite n
meticulous adj
ensure v
permanent adj
bear v
tribute n
bag v
pitiful adj
publish v
genius n
despite adv
illiterate adj
immodest adj
quote v
backer n

fraud n
liar n
boast v
cork n
twirl v
rotor n
angle v
gasoline n
poverty n
starvation n
deny v
fellow adj

Unit 6

freelance adj
lecturer n
condense v
album n
abundance n
underestimate v
combination n
venue n
spontaneity n
connection n
dedicated adj
atmosphere n
tangible adj
exhilarating adj
enthralled adj
ecstatic adj
discerning adj
frankly adv
amplification n
manufacture v
literally adv
hit adj
vanguard n
heighten v

Unit 7

creak n
scatter v
previous adj
hazardous adj
moor n
constant adj
pursuit n
treacherous adj
document n
unobserved adj
rid v
slightest adj

thump v
muffled adj
stumble v
isolated adj
deserted adj
semi-derelect adj
cave in v
dilapidated adj
intact adj
peck v
sneak v
scornful adj
authoritative adj
sarcasm n
humour n
commotion n
struggle n
intent n
hustle v
reassuring adj
screech n
scrabble v
yelp v
howl v
customary adj
stout n
wield v
snarl v
squeal v
bulky adj
option n
haul v
lurch v
ignition n
gawp v

Unit 8

fiancee n
spirit n
generosity n
theory n
hopeless adj
doctorate n
assortment n
prospective adj
daughter-in-law n
asset n
underway adj
scour v
combination n
spruce up v
accordingly adv

set off v (show up)
corporate adj
commission v
firm n
firm adj
neuroscientist n
astrophysicist n
apace adv
raise v (bring up)
mood n
bound adj
poised adj
tongue-tied adj
prospect n
awning n
summerhouse n
hubbub n
eagerly adv
clash v
dubious adj
spell n
troop v
sagely adv
clap n (thunderclap)
stay put v
sag v
paddling pool n
dash v
stranded adj
turn out v
assumption n

Unit 9

score n
dedication n
sacrifice n
fraught adj
solo adv
award n
trophy n
single-handed adv
circumnavigate v
embark v
sophisticated adj
frontier n
inaugural adj
boundary n
harness v
ordeal n
hotelier n
aviator n
encounter v

skim v
estimated adj
cockpit n
feat n
approximately adv
summit n
pitch v
engulf v
despite adv

Unit 10

suburb n
vibrant adj
urban adj
rural adj
characterisation n
trepidation n
appreciation n
sensitively adv
navigate v
empathise v
uproot v
recommend v
violent adj
rapid adj
fruitless adj
conjure up v
identify with v
ordeal n
blurb n
venture n

Conversational words and phrases

Absolutely (not)!

actually

a couple of

All right

All set?

Any ideas?

Better late than never!

be up to

By all means

By the way

Calm down!

Can you give (lend) me a hand?

Certainly not!

Cheer up!

Come on!

Congratulations!

cup of tea

Definitely!

Don't panic!

Don't speak too soon!

Don't worry!

Do you have a moment?

Fancy ...!

First things first

for anything

For goodness sake!

Go ahead.

Good heavens!

Good idea!

Good luck!

Good thinking!

Good work!

Guess what!

guys

Hang on a sec!

Help yourself!

Here goes ...

Here you are.

Honestly!

How / What about you?

How come?

How on earth ...?

How's it going?

Hurry up!

I bet

I can't stand / bear it!

I can't wait!

A: The trip to London was fantastic, wasn't it? B: Absolutely! I loved it. (Absolutely not! It was terrible!)

A: Have you ever been to Italy? B: Well, actually, I went there last summer.

I've got a couple of questions to ask you.

A: Shall we go shopping tomorrow afternoon? B: All right. I'll meet you at three.

It's time to leave. All set? Are you ready?

We ought to get a birthday present for Grandma. Any ideas?

A: Sorry I missed the start of the meeting. B: Well, better late than never!

A: What have you been up to this afternoon? B: I've been helping Mum in the garden.

A: Can we ask you a few questions? B: By all means. What do you want to know?

Our train leaves at six. By the way, where's the station?

Why are you shouting? Calm down!

Can you give me a hand with this heavy box?

A: Mum, can I have a pony for my birthday? B: Certainly not! A pony's much too expensive.

You look sad. Cheer up!

Come on! We're going to miss the bus if you don't hurry up.

A: I won a gold medal at the swimming competition. B: Congratulations!

I normally love jazz but this band just wasn't my cup of tea.

A: Are you going to Molly's party? B: Definitely! She always has fantastic parties.

I know you're worried but don't panic! Everything will be OK.

A: I'm sure we'll get to the airport in time. B: Don't speak too soon! We're not there yet.

A: I'm dreading my science exam. B: Don't worry! You'll be fine.

I need to talk to you. Do you have a moment?

Fancy breaking his leg like that! What terrible bad luck!

A: I don't know what to say. B: First things first. Did you have a good time?

A: Are you going to the school concert? B: Of course! I wouldn't miss it for anything.

For goodness sake! Stop making such a noise!

A: Can I borrow your dictionary? B: Sure. Go ahead.

There's an elephant in the garden? Good heavens! How extraordinary!

A: Let's buy Mum some earrings for her birthday. B: Good idea!

You've got an exam today, haven't you? Good luck!

A: If we go by car, we'll get to the match on time. B: Good thinking! I'll ask Dad to drive us there.

A: I've persuaded Mum and Dad to let us have a party. B: Good work!

Guess what! The president is visiting our town next week!

Hi, guys! What's up?

Hang on a sec! You're walking too fast! (sec = second)

A: Can I borrow your dictionary? B: Sure. Help yourself!

I've never done a bungee jump before. It's terrifying! Here goes ... Aghhhh!

A: Can I borrow your dictionary, please? B: Sure. Here you are.

Have you lost your phone again? Honestly! You are careless.

I'm looking forward to the holidays. How about you?

He says he's French but he can't speak a single word. How come?

How on earth did he pass the exam? He didn't revise at all.

Hi, Ben! How's it going?

We're going to be late! Hurry up!

A: I'm going to Paris next weekend. B: Really? I bet you can't wait!

The noise is unbearable. I can't stand / bear it any longer!

Only two weeks till the holidays. I can't wait!

I get it.
 I just don't get it
 I guess
 I'm afraid
 I'm afraid so / not.
 I'm deadly serious.
 I'm kicking myself

 I'm (not) really into ...
 in mind
 in the way
 I think so. (I don't think so.)
 It's not the end of the world.
 It's no trouble (at all).
 keep my (your, etc) fingers crossed
 Leave it with me.
 Let me / Let's see ...
 Let's go / Let's get going.
 loads of
 Lucky you / him / her, etc!
 masses of
 My goodness!
 my kind of thing
 Never mind.
 No chance!
 No idea.
 No luck
 No problem.
 Not at all.
 no trouble
 No way!
 Of course (not)!
 Off you go!
 Oh, dear.
 Only joking!
 Only just!
 on the spot
 ... or what?
 out of this world
 Poor you / him / her, etc!
 pretty
 Quiet, please!
 Right.
 right?
 right now
 See you later!
 Shut up!

Why are you grinning? Oh, I get it! You passed your exam!
 So why is Dad so angry? I just don't get it.
 A: How's your presentation coming on? B: It's OK, I guess, but I need to do some more work on it.
 I'm afraid I can't come to your party on Saturday. Sorry!
 A: Is Sally feeling ill? B: I'm afraid so.
 A: Are you joking? B: No, I'm deadly serious.
 I've done such a stupid thing. I'm kicking myself.
 He knows he should've revised for the exam. He's kicking himself now.
 I like films but I'm not really into horror films. Too scary!
 A: Let's do something different this weekend. B: OK. What have you got in mind?
 I can't see the TV. John's in the way.
 A: Are you going to Sally's birthday party? B: Yes, I think so.
 You've only broken a glass. It's not the end of the world.
 A: Thank you so much for helping me. B: It's no trouble.
 I hope we win first prize. I'm keeping my fingers crossed.
 It's a big problem. Leave it with me and I'll see what I can do.
 A: My pen's not working. Have you got a spare one? B: Let me see ... Yes, here you are!
 We're late. Let's go. / Let's get going.
 A: This shop's fantastic! B: Yes, there are loads of beautiful things to buy.
 You're going on a trip to New York? Lucky you!
 I can't go to the party. I've got masses of homework to do.
 My goodness! Whatever's the matter?
 A: Do you like skiing? B: No. Winter sports aren't my kind of thing.
 A: I've left my textbook at home. B: Never mind. You can share mine.
 A: Will our team win? B: No chance! The other team's much better.
 A: Why are they called The Blue Mountains? B: No idea. They don't look blue, do they?
 A: Did you get the CD you wanted? B: No luck, I'm afraid. The shop had sold out.
 A: Can you help me? B: Sure. No problem.
 A: Thanks for your help. B: Not at all.
 He plays so well he'll get into the team, no trouble.
 A: I actually spoke to the president himself. B: No way! That's amazing!
 A: It's Mum's birthday next week. Shall we get her a present? B: Of course!
 Are you ready to start your presentation? OK, off you go!
 A: I got a terrible mark in my maths exam. B: Oh, dear. Can you take it again?
 What horrible trainers you're wearing! Only joking! They're really nice.
 A: Did you catch the train? B: Only just! We very nearly missed it!
 They offered him the job on the spot.
 Look at that sports car! Fantastic or what?
 The restaurant was really cheap but the food was out of this world.
 You've broken your leg? Oh, poor you!
 I saw that film last week. It was pretty amazing!
 Quiet, please! You must stop talking now.
 A: We'd better hurry. B: Right. Let's go!
 A: We've got a maths test tomorrow, right? B: Yes, tomorrow morning.
 We've got to leave right now.
 A: Bye! B: Bye! See you later!
 Can't you stop talking? Shut up!

So what?
 Stop making (Don't make) such a fuss!
 stuff
 Sure.
 Take it easy.
 Thank goodness (for that)!
 That's about it.
 That's (quite) all right.
 That's a plus.
 That's awesome!
 that's for sure
 That's right.
 That's too bad.
 There's no harm done.
 though
 to be honest
 Told you so!
 too good to be true
 totally awesome
 to tell the truth
 Wait a minute!
 wait and see
 Well done!
 What a mess!
 What a nightmare!
 What a nuisance!
 What a pity / shame!
 What a relief!
 What do you fancy ...?
 What else?
 Whatever's the matter?
 What of it?
 What on earth ...?
 What's the matter?
 What's the point?
 What's up?
 What time do you call this?
 Who knows?
 You can say that again.
 You'll see.
 You made it!
 You mean ...
 You're (You've got to be) joking / kidding!
 You're pulling my leg.
 You're telling me!

A: I haven't finished my English homework. B: So what? You can do it tomorrow.
 Your shoes look fine and your dress isn't awful at all. Stop making such a fuss!
 I don't really like ballet and all that artistic stuff.
 A: Can I borrow your pen? B: Sure. Here you are.
 A: I've lost my mobile. Where is it? WHERE IS IT? B: Take it easy. It must be here somewhere.
 A: The climbers have been rescued from the mountain. B: Thank goodness!
 A: What languages do you speak? B: I speak French and German but that's about it.
 A: Thank you for a lovely party. B: That's quite all right. I'm glad you enjoyed it.
 The characters in the story were very believable. That's a plus in my opinion.
 You won first prize? Wow! That's awesome!
 He's a brilliant swimmer, that's for sure.
 A: Are you from Spain? B: Yes, that's right.
 A: I can't go on the school trip. B: That's too bad.
 A: I'm so sorry! B: Please, don't apologise. There's no harm done.
 A: Do you ever go to the theatre? B: No, I don't. I go to the cinema though.
 A: What did you think of the exam? B: To be honest, I found it really difficult.
 A: You were right. There's no school tomorrow. B: Told you so!
 A diamond necklace at such a low price? It's too good to be true.
 It's fantastic! It's totally awesome!
 A: Did you enjoy the film? B: To tell the truth, I hated it.
 That's a nice jacket you're wearing. Wait a minute! It's my jacket!
 A: What's going to happen? B: I don't know. We'll just have to wait and see.
 A: I got 98 per cent in my exam. B: That's great! Well done!
 Jack hasn't tidied his room for weeks. What a mess!
 We had to wait at the airport for 48 hours. What a nightmare!
 I've just missed the bus. What a nuisance!
 You've lost your favourite necklace? What a pity!
 Nobody was hurt in the accident? What a relief!
 What do you fancy doing at the weekend?
 So you're studying English and French. What else?
 Are you crying? Whatever's the matter?
 A: I didn't get a ticket for the concert. B: What of it? You don't like pop music anyway.
 Look at that boy. What on earth is he doing?
 You look miserable. What's the matter?
 A: We should warn everybody. B: What's the point? The danger's passed.
 You look angry. What's up?
 What time do you call this? You're late!
 Will Holly become a famous fashion designer? Who knows?
 A: I know you're angry about the result. B: You can say that again ...
 It'll be a great trip. You'll see.
 You got here in time! You made it!
 A: We're going to Australia. B: You mean, you're going to live there?
 A: I've just seen an elephant in the garden. B: You're joking / kidding!
 I don't believe you. You're pulling my leg.
 A: That was a lucky escape. B: You're telling me!

Irregular verb list

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bet	bet	bet	make	made	made
bind	bound	bound	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt*	burnt*	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
draw	drew	drawn	shoot	shot	shot
dream	dreamt*	dreamt*	show	showed	shown*
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	smelt	smelt*	smelt*
find	found	found	speak	spoke	spoken
fling	flung	flung	speed	sped	sped
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt*	spilt*
freeze	froze	frozen	spin	spun	spun
give	gave	given	split	split	split
get	got	got	speak	spread	spread
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	stick	stuck	stuck
have	had	had	strike	struck	struck
hear	heard	heard	swim	swam	swum
hide	hid	hidden	swing	swung	swung
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
kneel	kneelt*	kneelt*	tell	told	told
know	knew	known	think	thought	thought
lay	laid	laid	throw	threw	thrown
lead	led	led	understand	understood	understood
lean	leant*	leant*	wake	woke	woken
leap	leapt*	leapt*	wear	wore	worn
learn	learnt*	learnt*	weave	wove	woven
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

Verbs marked* also have regular forms: burn, burned, burned; dream, dreamed, dreamed; learn, learned, learned, etc.