

English World

Workbook

9

B1+



MACMILLAN

Mary Bowen, Liz Hocking & Wendy Wren

Modern House
Sale

English World

Workbook

Jan 10

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B1+


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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: 978-0-230-03262-0

Text © Mary Bowen, Liz Hocking, Wendy Wren 2013

Design and illustration © Macmillan Publishers Limited 2013

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First published 2013

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Concept design by Anna Stasinska

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

Illustrated by Martin Bustamante (Advocate) pp5, 83, 85, Kay Dixey (Graham-Cameron Illustration) pp72, 74, 106, Niall Harding (Beehive) pp29, 38, 51, 75, 107, Kate Rochester (Pickled Ink) pp53, 82, 87, 95, 98, Mark Ruffle pp8, 9, 10, 16, 19, 65, 108, 123.

Cover design by Oliver Design Ltd.

Cover photographs by Rex Features/Upperhall Ltd/Robert Harding, Rex Features/Burger/Phanie, STOCKBYTE.

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

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Printed and bound in Malaysia

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

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1 An international school

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

What do you think it would be like to study in an international school? Write some notes. _____

Why would or wouldn't you enjoy studying in one? Note your ideas. _____

Reading Note as many places as you can think of where advertisements appear. _____

How much time in one day do you spend looking at advertisements? _____

Note those you take most notice of. Where are they and what do they advertise? _____

Vocabulary Label the pictures with these phrases: carbon emission carbon sink greenhouse gas effect



Grammar Note two school rules that you must obey. _____

Word focus

Dictionary work The purpose of headwords is _____

Spelling There are _____ sounds for **ou**.

Prefixes *untie* means _____ *retie* means _____

Grammar in use Write one question with a tag for the answer Yes and one for the answer No.

Listening and speaking The product most frequently advertised on TV is _____

Conversation focus  Listen again and answer the questions.

- 1 What has Kurt got to do for his project? _____
- 2 What two sports does Liam do? _____
- 3 What three things are they going to talk about at the student council meeting? _____

Writing My very persuasive advertisement was from _____

My not very persuasive advertisement was from _____

Vocabulary

Write the nouns from these verbs. Check in your dictionary or in the advertisement.

- | | | |
|---------------------------------|--------------------------------|------------------------------|
| 1 conserve <u>Conservation</u> | 2 preserve <u>preservation</u> | 3 donate <u>donation</u> |
| 4 emit <u>emission</u> | 5 populate <u>population</u> | 6 combine <u>Combination</u> |
| 7 deforest <u>deforestation</u> | 8 destroy <u>destruction</u> | |

Complete the sentences with words from the box.

shelter species depend economic absorb current

- This new factory will help the economic growth of the town.
- Please write your current address on the form.
- Making notes while you read can help you to absorb the new information.
- We can always depend on Dad to sort out our computer problems.
- When the storm broke, we found shelter in the cave.
- A lynx is a species of the cat family.

Read and answer.

- The prefix *bio-* means 'life'. Tick the correct definition for *biodiversity*.

a the way that all the plants and animals of a <u>region</u> live together	☐
b the total number of all the living plants and animals in a <u>particular</u> area	☐
c the <u>variety</u> of different types of plant and animal life in a particular region	☒
- If *bio* means 'life', what do you think *diversity* means? Variety

The prefixes *con-* and *com-* sometimes mean 'together'. You already know some words with these prefixes that have this meaning. Read the sentences and complete the words.

- A word that joins two main clauses together is a conjunction.
- Two or more people speaking together are having a conversation.
- An event when many people meet together for discussion is a conference.
- A piece of writing that brings ideas together is a composition.
- A noun that is made of two other nouns put together is a compound noun.

Match the words in the box to the synonyms below.

- | | | | | | | | | |
|----------------------------|--------------------------|----------------------------|---------|--------|---------|--------|---------|----------|
| depend | give | crucial | current | change | destroy | global | support | conserve |
| 1 preserve <u>Conserve</u> | 2 damage <u>destroy</u> | 3 sustain <u>support</u> | | | | | | |
| 4 donate <u>give</u> | 5 rely <u>depend</u> | 6 essential <u>crucial</u> | | | | | | |
| 7 worldwide <u>global</u> | 8 present <u>current</u> | 9 affect <u>change</u> | | | | | | |

affect v: to change something often in a negative way

Ben's exam results were affected by his serious illness.

effect n: a change that is produced in one person or thing by another

The music had an immediate effect and everyone started to smile and clap.

effect v: to make something happen

The new rules effected a noticeable improvement in the students' behaviour.

effective adj: working well and producing the result that was intended.

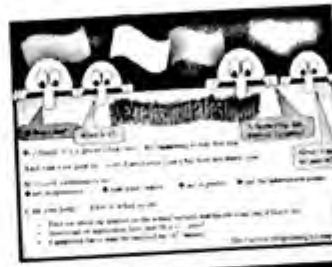
The new teacher was most effective and everyone began to study hard.

Don't get confused between these words

Reading comprehension

Re-read the advertisements on pages 8 and 9 of your Student's Book. Then complete the exercises.

- Which advertisement ...
- gives a lot of facts and figures? بنية - مظهر
 - uses a سما brand symbol? 3
 - uses speech bubbles? 2
 - uses repetition? 1
 - asks for volunteers? مترجم وهر
 - includes prices? 3
 - doesn't give a website address? 1
 - includes a اقتباس quotation from a government minister? 2
 - has the fewest words? 3
 - has the most words? 2



Write the name of the organisation that posted each advertisement.

- 1 the festival organising group 2 the Carlton shoe Company 3 International Forests

Read the statements. Write T (true), F (false) or NS (not stated).

- The festival is happening in the school grounds. NS
- You can join in the festival if you've got a big nose and funny eyes. F
- If you want to volunteer, you have to fill in an application form. T
- Aether Carlton trainers are made by the Carlton Shoe Company. F
- Ben Hill has won medals at the Olympics. NS
- deforestation is Greenhouse gas emissions are the main cause of deforestation. F
- Forests absorb carbon and help to control the climate. T
- Each year, a forest area about as big as England is replanted. F
- Two thirds of the world's land species live in forests. T
- The Environment minister of the Philippines gave a long speech. NS

Correct the false statements in Exercise 4.

- 2
- 4
- 6
- 8

List the nouns next to the correct categories.

- forest resources: food, biodiversity, water, shelter
- school festival: visitors, information points, programmes guides
- sport trainers: Carlton, Ben Hill, Aether, athlete

Grammar

✓ Make these sentences passive.

- 1 People might cut down the trees. The trees might be cut down.
- 2 Someone may sell the land. The land may be sold.
- 3 We should preserve the forests. The forests should be preserved
- 4 Can we save the planet? Can the planet be saved?
- 5 We cannot leave it to chance. It can't be left to chance
- 6 We ought to do something immediately. Something ought to be done immediately
- 7 People must take the problem seriously. The problem must be taken seriously
- 8 We ought not to forget the creatures of the rainforests. The creatures of rainforests ought not to be forgotten

✓ Make these sentences passive. Use by + phrase.

- 1 A wealthy businessman should buy the land.
The land should be bought by a wealthy businessman.

Remember! When we want to stress the person who (or the thing which) does the action, we use by + the person (or thing).

- 2 An experienced person ought to drive the car.
The car ought to be driven by an experienced person
- 3 Next year a professor from Paris might teach French.
Next year French might be taught by a professor from Paris
- 4 The school principal must make the final decision.
The final decision must be made by the school principal.
- 5 Can both girls and boys wear these clothes?
Can these clothes be worn by both girls and boys?
- 6 A flood could sweep away the houses.
The houses could be swept away by a flood.
- 7 Very young children should not see this film.
This film should not be seen by very young children
- 8 Either an adult or a child may win the competition.
The Competition may be won by either an adult or a child.

✎ Use your own ideas to answer the questions. Use the passive and the verbs in brackets.

- 1 What improvements would you like to be made to your town?
(should) _____
(must) _____
- 2 What changes would you like to be made in your school?
(ought to) _____
(could) _____

Word focus

1

A Dictionary work: headwords

Imagine that all these words were on one page of a dictionary.

- The dictionary page is in two columns.
- The headword in the box at the top of the first column is the first word on the page.
- The headword in the box at the top of the second column is the last word on the page.

Use all of the words and complete the dictionary page.

festival food
 form fill
 fantastic forest
 future find
 for fun
 football flood
 funny from

<u>Fantastic</u>	<u>future</u>
<u>fantastic</u>	<u>for</u>
<u>festival</u>	<u>forest</u>
<u>fill</u>	<u>form</u>
<u>find</u>	<u>from</u>
<u>flood</u>	<u>fun</u>
<u>food</u>	<u>funny</u>
<u>football</u>	<u>future</u>

B Spelling: words with ou /ʌ/; /u:/; /aʊ/

Write the words under the correct heading.

trouble ounce ou sounding /ʌ/ <u>trouble</u> <u>roughly</u> <u>cousin</u>	around route acoustic ou sounding /u:/ <u>you</u> <u>through</u> <u>route</u> <u>acoustic</u>	encounter roughly astounding ou sounding /aʊ/ <u>around</u> <u>encounter</u> <u>about</u> <u>astounding</u> <u>ounce</u>
--	--	--



C Word groups

The word *hectare* is a term used for an amount of land. Look at the advertisements again on pages 8 and 9 of your Student's Book.

What is the term used for:

- 1 the price of the trainers?
- 2 the population of the Earth?
- 3 the amount of destroyed rainforest?
- 4 the amount of the Earth's terrestrial biodiversity in the rainforest?
- 5 the amount of the world's land species that live in the rainforest?

dollars
billion
million
percentage
fraction

D Prefixes: changing meaning

Use these pairs of words in sentences of your own.

- 1 disappear / reappear _____
- 2 dependent / independent _____

Grammar in use

✓ Add question tags to these sentences.

- 1 Rudi arrived late, didn't he?
- 2 Todd comes from the USA, doesn't he?
- 3 The festival won't take place in August, will it?
- 4 They ought to discuss the programme, oughtn't they?
- 5 You don't like classical music, do you?
- 6 I'm studying harder, aren't I?
- 7 She mustn't make any mistakes, must she?
- 8 We've never been to Greece, have we?
- 9 The weather's hot in July, isn't it?
- 10 Mum wouldn't like this film, would she?

Remember!

When the sentence is affirmative, the question tag is negative.

When the sentence is negative, the question tag is affirmative.

✓ Add question tags to these sentences.

- 1 Everybody here speaks English, don't they?
- 2 Someone was knocking on the door, weren't they?
- 3 No one enjoys having arguments, do they?
- 4 Anyone could learn to dance, can't they?
- 5 Everybody enjoyed the party, didn't they?
- 6 Nobody has replied to our email, have they?

Be careful!

In these sentences we need to use **they** in the question tags.

✎ Complete the dialogue with the words and phrases from the box.

هيف - حبس held up everyone No idea never Sure something loads ahead Absolutely not
in mind Kids get started late guys make What about

Lucie: Where is everybody?

Ramon: No idea

Todd: Well, we've got loads to discuss so let's get started!

Rudi: Hi, guys! Sorry I'm late. I got held up.

Tasha: Better late than never, Rudi.

Ramon: Can I make a suggestion?

Todd: Sure. Go ahead.

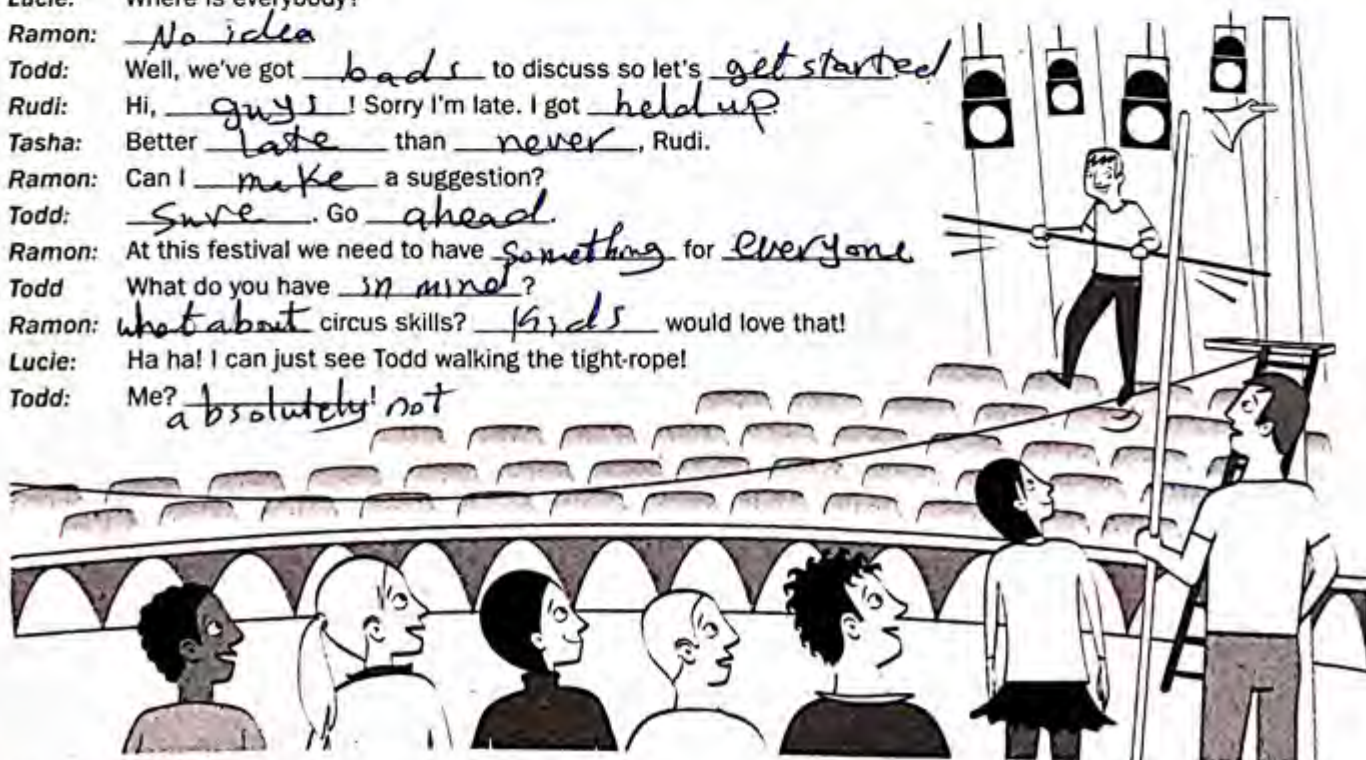
Ramon: At this festival we need to have something for everyone.

Todd: What do you have in mind?

Ramon: What about circus skills? Kids would love that!

Lucie: Ha ha! I can just see Todd walking the tight-rope!

Todd: Me? absolutely not!



Listening and speaking

1

Listening comprehension

- 1** You heard all these words and phrases in the advertisements on page 14 of your Student's Book. Make sure you understand them.

tasty low in gleamed sparkles home from home spacious flavours
up-to-date Inside Information have your say all-expenses-paid newsagent's

- 2** Complete the sentences with the words from the box above.

- Shall I tell you a secret? I've got some inside information on the results of the exams.
- This chewing gum is very tasty. It comes in five tropical flavours.
- The sea sparkles in the sunlight.
- We love staying at this comfortable hotel. It's a real home from home.
- What do you think of the new school uniform? Come to the meeting and have your say.
- Dad polished the car until it gleamed.
- Joe bought a magazine at the newsagent's, entered a competition and won an all-expenses-paid trip to New York!
- Jane is very fashionable. Her clothes are always up-to-date.
- The house seemed small from the outside but in fact the rooms were very spacious.
- This food is very healthy. It's low in fat and salt.

Individual speaking

- 1** Make notes.

- Think about the advertisements that we see every day. Where do we see them?

- Do you like or dislike advertising? Is there a) too much b) too little c) the right amount?

- Think of a TV advertisement which you like.

What is it for? _____

Why do you like it? Is it funny? / clever? / beautiful? / something else? _____

Describe the advertisement: Who is in it? _____

What happens? _____

Are there any other features which you like? _____

- Think of a TV advertisement which you dislike.

What is it for? _____

Why don't you like it? Is it stupid? / boring? / annoying? / something else? _____

Who is in it? _____

What happens? _____

Are there any other features which you dislike? _____

- 2** Write sentences about the topic if you wish. Alternatively, just use your notes when you give your presentation.

- 3** Think of a way to start and end your presentation.

- 4** Talk to the class about advertisements.

Writing

Planning your writing assignment

Create your own advertisement to persuade teenagers to buy a new magazine about fashion, music or sport.

Purpose What is the product you are advertising?

Audience What is your target audience?

Beginning How will you begin the advert? Use one of these suggestions or use your own ideas.

Begin with a question

- Tired of the magazine you've been reading for ages?
- Want something different to read?

Begin with alliteration

- Must-have magazine
- Fun fashion for you!
- Making modern music matter!
- Sparkling sport

So, you know what you are advertising; you know who your audience is; and you know how your advert begins. Now think about the language you are going to use.

Language

You want people to buy the magazine so the language you use must be persuasive. It's no good saying your magazine is 'alright' or 'OK'.

Use some of these persuasive words and phrases in your advert and include some of your own ideas.

new and exciting
for the real fan
keeps you right up to date

everyone's reading it
biggest and best
the only magazine
packed with

Repetition

It is often useful to repeat key words and phrases in your advert.

You have to think what is special about it. What do you want people to remember?

Here are some words and phrases you might repeat. Use one or two of these or your own ideas.

fantastic
up-to-date

informative
good value

best for
a good read

Information

Information that readers will want to know about a new magazine:

How much is it? _____

When does it come out? _____

Where can they buy it? _____

Quotes

Use an imaginary celebrity or an imaginary quote!

Who would be suitable for your magazine?

What would they say?

**Layout /
Appearance**

Now you know what your advertisement is going to say, it's time to think about how it is going to look.

Think about colour / illustration / font type and size.

Make a rough layout of your advertisement here.

- Write your first draft.
- Proofread it for spelling, grammar and punctuation mistakes.
- Make a neat final copy.

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.

Be honest! It helps - honestly!

Reading

You have read three advertisements.

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

Do you understand what these terms mean? ☐

CHECK! If you're not sure about purpose and audience, look at the Writing checklist on SB page 15.

You have read the three advertisements several times. Can you read all of them with confidence? ☐

CHECK! If you think you need more practice, read the advertisements to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 1 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.

Are you completely sure?

Grammar

Passive modal verbs

Can you remember how to form this structure? ☐

CHECK! If you need to revise it, look at the first half of the Remember box on SB page 11.

Can you think of the three situations when the passive voice is used and the agent is not mentioned? ☐

Do you know when the agent is mentioned on purpose? ☐

CHECK! If you cannot think of all of these, look at the second half of the Remember box on SB page 11.

Question tags

Do you know when to use question tags in conversation? ☐

Do you know how they are formed? ☐

CHECK! If you need to revise them look at the Remember box on SB page 13.

Do you know how questions tags sound in conversation? ☐

CHECK! To hear the correct tone, listen again to the discussion in the library, track 1.01.

Word focus

Dictionary work

Do you understand what headwords are and how to use them? ☐

CHECK! Look at the headwords on two dictionary pages. Make sure you understand the information from SB page 12.

Spelling

Do you know many different sounds for **ou** you practised? ☐

Write down a word for each sound within 20 seconds. ☐

CHECK! Revise the words on SB page 12 if you were slow at this task.

Prefixes

You already know several prefixes.

Can you find the negative prefixes in this list: re- un- dis- pre- in- com- im- con- sur- ☐

CHECK! Make sure you understand the words with prefixes on SB page 12.

Test yourself on spelling different words with the three sounds.

Listening and speaking

Did you understand all the phrases in the advertisements? ☐

CHECK! Look at the phrases on SB page 14 again. Write what they mean.

Have you prepared your presentation on advertising? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again. When you have given your presentation, try it again using notes. If you did it from notes, try it again with fewer notes.

Writing features

What sort of language does an advertisement use? ☐

Can you think of one adjective to describe it? ☐

Can you list three features you could include in an advertisement? ☐

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

Writing assignment

Have you completed your advertisement for the magazine? ☐

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

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.

2 Music

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

Pop in pop music means _____

What instrument do you play or what would you like to play? _____

Live music I have seen being performed was _____

I listen most to _____ because _____

Reading Note whether you think most young people would agree with Gustav or not, and why. _____

Note two other forms of writing that could be discursive. _____

Vocabulary Note the meanings of the phrasal verbs from the email.

catch on _____ drop out _____

Grammar Report the question: "Does the next train go to London?" asked Anna.

Word focus

Dictionary work

ruler: 1 _____ 2 _____

club: 1 _____ 2 _____

band: 1 _____ 2 _____

Spelling

u_e: _____ oo: _____ ew: _____ ou: _____ ue: _____

Grammar in use A transitive verb has _____

Listening and speaking Note three topics you have strong opinions about. _____

Note your opinions about music you like / don't like. _____

Conversation focus  Listen again and answer the questions.

1 What is Gustav printing on the photocopier? _____

2 What kind of group has Giorgio joined? _____

3 What kind of band would Florence like to hear? _____

Writing attitude means _____

Is the committee going to organise the festival well? _____ Give reasons for your answer. _____

Vocabulary

✓ Match the words in the box to the synonyms below.

correctly completely extraordinarily truthfully
infamously necessarily evidently especially possibly

You already know most of the words in the box.

- 1 outstandingly extraordinarily 2 essentially necessarily
3 absolutely completely 4 exceptionally especially
5 justifiably correctly 6 potentially possibly
7 obviously evidently 8 frankly truthfully
notoriously infamously

Famous means: well-known for doing something good

The opposite of famous is not **infamous**.

Infamous and **notorious** are synonyms.

They mean: well-known for doing something bad.

Bluebeard was an infamous pirate who captured many ships.

The opposite of **famous** is **unknown**.

The king chose an unknown artist to paint his portrait.

Don't get confused between these words!



Complete the sentences with words from the box.

range merit reputation risk quartet dependability standard average

- 1 These cars have a reputation for dependability because they rarely go wrong.
2 The competition attracted a wide range of poems and the standard was very high.
3 Ben had an average of 85% in English and his teacher said his essay had a lot of merit.
4 If you don't like classical music there's a risk you won't like this quartet.

Write the words from the box in alphabetical order. Then check their meanings.

conduct appreciate suffer base drop out appeal catch on attract emphasise
appeal appreciate attract base catch on conduct drop out
emphasise suffer

Match the words in the box to the correct meanings below.

- appropriate superior talented desirable unreliable discerning
1 desirable worth having or doing 2 appropriate suitable for a particular purpose
3 superior better than something else 4 discerning able to recognise good quality
5 unreliable cannot be depended on 6 talented very good at something

Stolen words

English has taken these words from French:

genre: a particular type of film, writing or art

repertoire: all the musical pieces or plays within a particular type of music or play.



Write the word class of the boxed words in each exercise you have completed.

Exercise 1 adverb Exercise 2 noun Exercise 3 verb Exercise 4 adj.

Reading comprehension

2

Read the statements and check Gustav's email on pages 18 and 19 of your Student's Book. Decide which kind of music each one refers to. Write *classical* or *pop*.

- 1 It will attract a larger, younger audience. Pop
- 2 It will attract people who understand and appreciate other art forms. classical
- 3 It is superior to any other kind of music. classical
- 4 It has no staying power. Pop
- 5 It will be presented as being a desirable part of the programme. Pop
- 6 It is more fun. Pop
- 7 It is essential for all school students as part of their general education. classical
- 8 It contains outstandingly talented musicians. classical

Underline the correct answer.

- 1 The classical music repertoire includes a wide variety of operas / orchestras / audiences.
- 2 The audience for classical music will appropriate / approximate / appreciate other art forms.
- 3 Gustav's uncle can bring his orchestra to the school / to London / to the festival.
- 4 Gustav has attached some reviews / photos / recordings from the Berlin festival.
- 5 You can hear pop music on radio and TV / everywhere / in a lot of places.
- 6 Gustav is the assistant composer / conductor / controller of the school orchestra.

Read the statements. Write T (true), F (false) or NS (not stated).

- 1 Gustav heard a pop star being interviewed on the radio.
- 2 The school caretaker never had trouble with pop concerts at other schools.
- 3 The school does not have any spaces for an audience of 4,000.
- 4 Gustav's uncle's orchestra comes from Berlin.
- 5 The photos were taken at the Berlin Festival.
- 6 The school caretaker locks the school buildings after pop concerts.
- 7 More than 75% of students in the school play an orchestral instrument.
- 8 Gustav has sent a letter by email to the festival committee.

NS
T
T
F
T
NS
F
T

Complete Gustav's opinions.

- 1 The school has a reputation for excellence.
- 2 Classical music is superior to any other type of music.
- 3 The field of classical music contains outstandingly talented musicians.
- 4 Pop music has little staying power.
- 5 Pop music is more fun but this is not an advantage.
- 6 An over-excited audience is something we want to avoid.
- 7 Celebrities often show off and look terrible.
- 8 Pop stars and their fans have little musical education or expertise.

Grammar

Be careful with word order!

Report the questions. Don't change the tenses.

- "When will the festival be held?" Someone is asking when the festival will be held
- "Does Rudi like classical music?" Gustav wonders if Rudi likes classical music
- "Did Gustav write a letter?" We want to know did Gustav write a letter
- "What are the students discussing?" I wonder what the students are discussing
- "Where is the meeting being held?" Lucie is asking where the meeting is being held
- "Tasha, have you seen Rudi?" Todd wants to know if Tasha has seen Rudi

Report the questions. Change the tenses.

- "How much are the tickets?" Some people wanted to know how much the tickets were
- "Will the tickets be expensive?" They asked if the tickets would be expensive
- "Where does Todd come from?" A student asked where Todd came from
- "Has the programme been decided?" Gustav wondered if the programme had been decided
- "When did Gustav send his email?" Lucie asked when Gustav had sent his email
- "When is the festival taking place?" Gustav's uncle asked when the festival was taking place

Report the questions. Make any necessary changes.

Remember! Pronouns and possessive adjectives can change, too!

- "Have you ever had trouble with pop concerts?"
Gustav asked the school caretaker if he had ever had trouble with pop concerts
- "Will you be able to bring your orchestra to the festival?"
Gustav asked his uncle if he would be able to bring his orchestra to the festival
- "Did you bring your laptop, Lucie?"
Todd asked Lucie if she had brought her laptop
- "When are you buying your tickets?"
Ramon asked his friends when they were going to buying their tickets
- "Why don't you answer me?"
Gustav asked Tasha why she didn't answer him
- "What can you tell us about your pop group?"
We asked the boys what they could tell us about their pop group

A Dictionary work: words with two or more meanings (1)

Look back at the two definitions of *festival* in the Student's Book page 22. Use each definition in a sentence of your own.

Sentence for definition 1: _____

Sentence for definition 2: _____

Look up the verb *perform* in your dictionary.

Which of the three definitions matches the use of *perform* in the email?

definition: 2. To do something in front of an audience to entertain them.

Write a sentence for each of the other two definitions of *perform*.

Sentence 1: _____

Sentence 2: _____

B Spelling: words with the long /u/ sound /u:/

All these words make the /u:/ sound with *ou* / *ue* / *ew*. Write the word for each definition.

- | | |
|---|--|
| 1 opposite of old <u>new</u> | 2 to stick things together <u>glue</u> |
| 3 to injure someone <u>wound</u> | 4 a colour <u>blue</u> |
| 5 the son of your brother or sister <u>nephew</u> | 6 wait in a line <u>queue</u> |

Use these /u:/ words in sentences of your own.

schedule _____

include _____

C Word groups

Put these words and phrases under the correct heading as they are used in the email.

orchestra quartets guitars musicians celebrities
repertoire concerts star drums art forms

Classical music

orchestra
quartets
musicians
repertoire
art forms

Pop music

Guitars
celebrities
concerts
star
drums



D Prefixes: inter-

Choose the correct word from the brackets to complete each sentence.

1 The reporter was going to _____ an important musician.

فترة استراحة (interlude / interview) interview

2 There was a short _____ in the concert.

مقطع (intercept / interlude) interlude

3 I bought a new _____ game for my computer.

متفاعل (interactive / interject) interactive

4 An _____ was needed as we couldn't agree about the sort of music we should have in the festival.

وسيلة (intercept / intermediary) intermediary

Grammar in use

- Read the sentences and decide whether the underlined phrasal verbs are T (transitive) or I (intransitive).**
- an object no object
غير متعلق غير متعلق
- During the first committee meeting Ramon brought up the idea of teaching circus skills. T
 - That noisy child is just showing off. I
 - It was five in the morning when we set off. I
 - The students were all good singers but Danny stood out from the rest. I
 - Lucy is a talented artist. She takes after her father. T
 - The woman brought her children up to be honest and hard-working. T
 - The car broke down before they reached their destination. I
 - The explorers came across an ancient temple. T
 - My uncle is really good at making up jokes. T
 - The plane touched down in a clearing in the jungle. I

- Complete the sentences with the transitive phrasal verbs from the box. Be sure to use the correct tense.**
- look after do without take up hand over break into come from turn into get on
- This ugly caterpillar will soon turn into a beautiful butterfly.
 - Can you look after our cat while we're on holiday?
 - James is very friendly. He gets on with everybody.
 - I love my laptop. I can't do without it.
 - Thieves broke into the bank and stole a lot of money.
 - That mobile isn't yours. Hand it over immediately!
 - Andrew's father comes from Japan.
 - Jane took up horse-riding last year.

- Complete the sentences with the intransitive phrasal verbs from the box. Be sure to use the correct tense.**
- shut up speak up break out turn up wake up hang up take off look out
- It was six o'clock when the plane finally took off.
 - The meeting started at one but Rudi turned up late.
 - Look out! The tree is going to fall.
 - It's very rude to shout "shut up!" at an older person.
 - Last year a terrible illness broke out in the city.
 - I find it impossible to wake up early without an alarm clock.
 - I was talking to my cousin on the phone when suddenly he hung up.
 - The teacher asked Amy to speak up because her voice was so quiet.

Listening and speaking

2

Functions of English

Write the sentences correctly.

1 am classical Mozart I composer. concerned, is as the As greatest far

As far as I am concerned, Mozart is the greatest classical

2 fans most are strongly that pop I well-behaved. believe

I strongly believe that most pop fans are well-behaved

3 not pop my are To unreliable. musicians always mind

To my mind pop musicians aren't always unreliable

4 have music? you any traditional Do thoughts about

Do you have any thoughts about traditional music?

5 we absolutely am that can the I committee's trust decision. sure

I'm absolutely sure that we can trust the committee's decision

6 ask a festival If will success. be me, huge you the

If you ask me, the festival will be a huge success.

Listening comprehension

Ramon and Lucie are talking about the music programme for the festival.

Complete the dialogue using the words and phrases from the box.

my mind my thing concert perform at least ^{definitely} ~~doubt~~ luck idea
programme fan orchestra ^{or} folk any thoughts afraid bad my opinion
Hang on keen nationalities band success honest Poor think

Ramon: So, what's the music programme looking like?

Lucie: Not bad. The River Boys are definitely playing.

Ramon: Poor Gustav! He's so ^{cross} about the pop concert!

Lucie: Well, the ^{chamber} orchestra is coming so at least he's happy about that.

Ramon: What do you think of them?

Lucie: To my mind, they're excellent.

Ramon: Great. What about a jazz band? Any luck with that?

Lucie: There's a jazz group in the town. They seem keen on playing.

Ramon: Are they any good?

Lucie: No idea. To be honest, jazz isn't really my thing.

Ramon: I'm not a fan either, I'm afraid.

Lucie: Are we going to include folk music? Do you have any thoughts about that?

Ramon: Well, in my opinion we must include it. Everyone likes traditional music.

Lucie: Hang on a minute! I've got a brilliant idea! We have so many nationalities in the school. We can ask students to perform music from their countries.

Ramon: Brilliant! This festival is going to be a huge success! I have no doubt whatsoever!

Writing

Planning your writing assignment

Write a discursive essay on:

Some people think that pupils should be involved in decisions about their school and should have a say in how

things are run. Other people think that pupils are too young to take part in such important decisions.

What can you say for and against pupils being involved in the running of their school?

What will your conclusion be?

Subject

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

Do you think students should be: ☒

• involved in the running of the school? ☐

• not involved in running the school? ☐

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 by thinking about the side of the argument you support. You should have at least three good arguments why your attitude is the right one.

one argument = one paragraph

1st argument

2nd argument

3rd argument

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 _____ _____	1 _____ _____
2 _____ _____	2 _____ _____
3 _____ _____	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 should use.

Persuasive language

If you think that students ought to be involved in running the school, you could use *positive* persuasive language such as:

mature / responsible / excellent training for later life / fresh ideas

What other words and phrases could you use?

If you think that students should not be involved in running the school, you could use *negative* persuasive language such as:

immature / inexperienced / silly decisions / ridiculous ideas

What other words and phrases could you use?

Facts

Facts that would support your attitude, e.g.

- a school where students are successfully / unsuccessfully involved
- the percentage of students who would be willing to take on the responsibility

Write your first draft, proofread and make a neat copy.

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.

Give yourself time to complete this page properly.

Reading

You have read Gustav's email. It is written as a **discursive** essay. Do you understand what this form of essay sets out to do? ☐

CHECK! If you're not sure, look at the Writing features box at the top of SB page 25.

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

CHECK! If you think you need more practice, read the email to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 2 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 questions Can you remember how to report questions? ☐

Are you confident about tense changes when the reporting verb is in the past tense? ☐

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

Can you think of the words and question words that introduce reported questions? ☐

CHECK! If you cannot think of all of these, look at the Remember box on SB page 21.

Transitive and intransitive phrasal verbs

Do you know the difference between a transitive and an intransitive verb? ☐

CHECK! If you need to, look at the Remember box on SB page 23.

Can you think of two intransitive and two transitive phrasal verbs and write them down within twenty seconds? ☐

CHECK! If you could not complete the task or were slow, look at the phrasal verbs on SB page 23 and listen to the committee discussing Gustav's email again (track 1.09).

Word focus

Dictionary work Do you know how the different meanings are shown in a dictionary entry for a word with more than one meaning? ☐

CHECK! Scan a dictionary page. Practise reading definition for a word with more than one meaning for the same part of speech.

Spelling Do you know the five spelling patterns for the /u:/ sound? ☐

Can you write them down with an example word for each one in 30 seconds? ☐

CHECK! Revise the words on SB page 22 if you were slow at this task.

Word groups Can you think of three positive and three negative adjectives? ☐

CHECK! If you can't, look at the words on SB page 22 or look through your dictionary.

Listening and speaking

Can you remember expressions for asking for and giving an opinion? ☐

Write down three expressions for giving an opinion; three for giving a strong opinion and three for asking for an opinion. ☐

CHECK! If this took you a long time, or you couldn't complete the task, read the boxed phrases on SB page 2.

Group conversation Have you discussed your opinions on different topics? ☐

CHECK! Discuss any topic with a friend. Check you can ask for and give an opinion, and that you know what to say if you don't have an opinion. Look through the boxes on SB page 24 again if you need to.

Practise speaking with a partner whenever you can.

Writing features

Do you know how a discursive essay begins and ends? ☐
Do you know if a discursive essay looks at one side of the argument or both sides? ☐

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

Writing assignment

Have you completed your discursive essay? ☐
Did you compare it with the Checklist of features before you decided it contained all the correct features? ☐

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.

Complete all the tasks. They're here to help you!

Revision 1 (Units 1 and 2)

2

Make these sentences passive. Use a by phrase in two of them.

- 1 People should see forests as a vital resource.

Forests ⁸⁹ should be seen as a vital resource.

- 2 We must take steps to protect the rainforests.

Steps must be taken to protect the rainforests.

- 3 We ought not to cut down so many trees.

So many trees ought not to be cut down.

- 4 Just one or two people cannot make a difference.

A difference can't be made by just one or

- 5 Could stronger laws protect the forests?

Could the forests be protected by ^{two people.} stronger laws?

- 6 We might achieve a successful outcome.

A successful outcome might be achieved.

Complete the sentences with question tags.

- 1 Kids like circuses, don't they?

- 2 They'd love to learn circus skills, wouldn't they?

- 3 Not everyone enjoys ballet, do they?

- 4 He sings well, doesn't he?

- 5 We must include dancing, mustn't we?

- 6 They didn't agree, did they?

- 7 The festival will be great, won't it?

- 8 Nobody is listening, are they?

- 9 Gustav's angry, isn't he?

- 10 He's made a complaint, hasn't he?

Report the following questions.

- 1 "Do you know The River Boys' music?" Lucie asked Ramon.

Lucie asked Ramon if he knew The River Boys' music.

- 2 "What is the committee discussing?" Gustav wondered.

Gustav wondered what the committee was discussing.

- 3 Gustav asked Tasha and Todd, "What did you speak about at the meeting?"

Gustav asked Tasha and Todd what they had spoken

- 4 "When will the festival take place?" some students wanted to know.

Some students wanted to know when the festival would

- 5 "Has a date been decided?" they asked.

They asked if a date had been decided.

- 6 Somebody asked, "Why was Gustav complaining?"

Somebody asked why Gustav had been complaining.

Complete the sentences with the phrasal verbs from the box. Be careful to use the correct tense. Decide if each phrasal verb is transitive or intransitive. Write T or I.

look after do without grow up turn up find out catch on

- I don't believe his story. I intend to find out the truth. T
- It was a clever invention but it never caught on. I
- She invited twenty guests but only ten turned up. I
- Jane is a great help to her father. He can't do without her. T
- We looked after my uncle's dog while he was on holiday. T
- Harry's grandmother grew up in Australia. I

Write the nouns from these verbs.

- populate population
- emit emission
- combine combination
- conserve conservation
- donate donation
- destroy destruction

Match the words in the box to their synonyms below.

- | | | | | | |
|------------|------------|---------------|-----------------|-----------------|----------|
| evidently | completely | truthfully | necessarily | extraordinarily | possibly |
| frankly | truthfully | essentially | necessarity | | |
| obviously | evidently | potentially | possibly | | |
| absolutely | completely | outstandingly | extraordinarily | | |

Complete the sentences with the words from the box.

average current reputation risk shelter standard depend species

- The forest provides shelter for many species of animals and birds.
- It has rained less than average so there is a high risk of forest fires.
- This school has an excellent reputation. The students' work is of a very high standard.
- We depend on the TV news to inform us about current events.

Match the words in the box to their synonyms below.

- | | | | | | |
|-----------|---------|-----------|----------|--------|---------|
| infamous | crucial | give | global | affect | support |
| donate | give | sustain | support | | |
| worldwide | global | notorious | infamous | | |
| essential | crucial | change | affect | | |

Match the adjectives in the box to their correct meanings.

appropriate superior desirable unreliable discerning talented

- cannot be depended on unreliable
- very good at something talented
- able to recognise quality discerning
- worth having or doing desirable
- better than something else superior
- suitable for a particular purpose appropriate

3 It's a mystery ...

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

Note what must already have happened before these stories begin.

Rebecca: _____

Stormbreaker: _____

Note the strange facts in the opening sentences of these books.

The Lord of the Rings: _____

1984: _____

The kind of story beginning I prefer is _____

The most memorable beginning I recall is _____

Reading Note the usual order for a plot: _____

A writer might begin a story in the middle of the plot because _____

Vocabulary Note the meanings of the phrases: to be sure to _____

What's the use? _____ pretty sure _____

Grammar The present and past participles are: lose _____; _____ make _____;

_____ suspect _____; _____ drive _____; _____

Word focus

Dictionary work walk v _____ walk n _____

smoke v _____ smoke n _____

ring v _____ ring n _____

Spelling a_e: _____ ai: _____ ay: _____

Prefixes bi- means _____

Grammar in use recruit means _____

Why would the organisers recruit volunteers? _____

Note three things you could have done to improve your last essay _____

Listening and speaking responsible for means _____

Favourite organising tasks: _____

Conversation focus  Listen again and underline the phrases you hear. Check you understand them.

1 Romeo and Julia Romeo and Juliet 2 an exceptional writer an exception or writer

3 massed choirs mast choirs 4 drum solo drum so low

5 multi-media show late night show 6 choral backing group choirs back in group

7 stage scenery stage set

Writing Two more features of story writing are _____

Note reasons for creating an unusual and mysterious opening _____

Vocabulary

Look at the underlined word in each sentence. Write what part of speech each word is.

- There was a forest fire. noun
- The soldier did not fire his gun. verb
- Smoke rose from the fire. verb
- Wild roses grew along the lane. plural noun
- The telephone was dead. noun
- I couldn't telephone anyone. verb
- I am afraid of the dark. noun
- The truck was a dark brown colour. adjective
- I am writing in my composition book. verb
- The writing on the envelope was difficult to read. noun

Match the words in the box to the synonyms below.

- sick explain wrong discovered ended distressed
- mistaken wrong
 - upset distressed
 - ill sick
 - finished ended
 - realised discovered
 - clear up explain

Read each word carefully. Use each one in your own sentence.

- through _____
- though _____
- thought _____

Complete each sentence with a word from the box. Use each word only once.

- anywhere anymore anything something someone sometimes
- I heard footsteps. someone was coming.
 - He couldn't find his book anywhere.
 - I've got something in my eye and it hurts.
 - I used to enjoy burgers, but I don't anymore.
 - Is there anything I can do for you?
 - She usually did her homework at six o'clock, but sometimes she did it later.

Complete the chart with the correct form.

Adjective	Comparative	Superlative
<u>near</u>	<u>nearer</u>	<u>nearest</u>
<u>thin</u>	<u>thinner</u>	<u>thinnest</u>
<u>small</u>	<u>smaller</u>	<u>smallest</u>
<u>straight</u>	<u>straighter</u>	<u>straightest</u>
<u>close</u>	<u>closer</u>	<u>closest</u>

Choose the correct word from the brackets to complete each sentence.

- The sound of the car's horn frightened the birds. (ridge / horn)
- I looked through the binoculars and I could see the fire. (binoculars / beacons)
- There were trees growing on top of the ridge. (ridge / binoculars)
- The beacon warned us that the road was flooded. (ridge / beacon)
- I blinked in the strong sunlight. (prayed / blinked)

Reading comprehension

3

Underline the correct ending.

- 1 The narrator saw ...
a a cloud ☒ smoke c fire.
- 2 The narrator saw it in ...
a the morning ☒ the late afternoon c at lunch time.
- 3 Each time the narrator saw it, it was ...
a in the same place b farther away ☒ nearer.
- 4 David was the narrator's ...
☒ cousin b father c brother.
- 5 Burden Hill was ...
a fifteen miles away b twenty five miles away ☒ six miles away.
- 6 In Ogdentown, Father ...
a cried ☒ rang the bell c got excited.
- 7 The narrator got the composition book from a store belonging to ...
a the Peters ☒ the Kleins c the Johnsons.
- 8 The narrator wrote in the composition book because ...
a she liked writing b she saw the smoke ☒ she was forgetting things.



Number these sentences in the order that the events they express are mentioned in the text.

- | | |
|---|---|
| ☒ 2 The narrator looked through the binoculars. | ☒ 5 Father, David and Joseph went to Ogdentown. |
| ☒ 3 The war ended. | ☒ 1 The narrator saw smoke. |
| ☒ 6 The smoke reached the crossroads. | ☒ 4 The telephones went dead. |

Explain the difference between the smoke the narrator saw "last year" and the smoke the narrator sees at the beginning of the extract.

Match these words from the text with the correct definition.

- | | | | | | |
|-----------------------|---|--------------------------|-----------|--------------|----------|
| 1 column | 2 narrow | 3 serious | 4 blinked | 5 discovered | 6 remind |
| very thin <u>2</u> | something that rises up in a straight line <u>1</u> | went on and off <u>4</u> | | | |
| not laughing <u>3</u> | to help someone to remember something <u>6</u> | realised <u>5</u> | | | |

Your views.

How do you think the story will continue? Will the person lighting the fire "follow the highway"?
If he does, will the narrator ever find anyone else that is left alive?
Will he go to "the top of the ridge"? If he does, what will happen when they meet?

Grammar

Complete the sentences using the correct form of the verbs from the box.

receive teach sink study write look leave eat

- 1 Looking through her binoculars, Anne saw smoke.
- 2 Before leaving the house, Joe checked that he had his keys.
- 3 Having eaten all the crops, the birds flew off.
- 4 Having been taught to ride as a boy, John mounted the horse confidently.
- 5 While studying for her science exam, Sally fell asleep.
- 6 Sunk by a storm in 1794, the ship remained undiscovered until last year.
- 7 On receiving first prize, Jane gasped with delight.
- 8 Written by a new, young author, this novel is superb.

Change the sentences so that they start with participle clauses.

- 1 ~~While they were~~ travelling in the desert, they came across an abandoned village.

- 2 Because he wanted to impress his new boss, Sam got to work early.

- 3 The children were brought up in the country, ~~so~~ they found city life confusing.

- 4 As soon as they entered the house, they noticed a strange smell.

- 5 This picture ~~was~~ painted by a chimpanzee. It is astonishing.

- 6 He ~~didn't listen~~ to his father's advice. ~~Instead~~, he bought the car.

- 7 Before they left the city, the tourists bought postcards and souvenirs.

- 8 The mountaineers ~~were~~ exhausted by the climb, ~~but they~~ finally reached the summit.

Complete the sentences with your own participle clauses.

Don't forget the comma!

- 1 _____ you must take off your shoes.
- 2 _____ she didn't want to see it again.
- 3 _____ the boys got lost in the forest.
- 4 _____ the statue has been returned to the museum.
- 5 _____ you will be sure to pass your exam.
- 6 _____ the teacher congratulated her student.

Word focus

3

A Dictionary work: words with two or more meanings (2)

Use your dictionary and fill in the missing parts of this entry.

Word	Part of speech	Definition
smudge ¹	noun	a small untidy mark made by a substance such as dirt or ink
smudge ²	verb	if you smudge something such as ink or if it smudges, you make it spread in an untidy way by touching it.

a) Find these words in the extract and write what part of speech each is used as.

b) Use your dictionary and write the other part of speech each word can be.

Word	Part of speech	Other part of speech
dark	adjective	noun
bump	noun	verb
cry	verb	noun
store	noun	verb

Choose one of the words from Exercise 2 and write two sentences to show you understand how it is used as two different parts of speech.

- _____
- _____

B Spelling: words with the long a sound /eɪ/

All these words in the extract make the /eɪ/ sound with ai or ay. Write each word from its definition.

- one more time: again
- without bends or curves: straight
- 24 hours: day
- not strong or clear: faint
- main road: highway
- give reasons for: explain
- most important: mainly
- not at home: away

C Word groups

Read through the extract again and make a list of at least six words to do with the natural environment and six words that are the names of man-made things.

natural smoke cloud sky forest woods birds
man-made binoculars truck telephones lights house car

D Prefixes: bi-; tele-

Use a dictionary to find the meanings of biannual and biennial.

Use each word in a sentence of your own.

biannual happening twice every year.

biennial happening every two years.

Use a dictionary to find the meanings of telegraph and telegram.

Use each word in a sentence of your own.

telegraph an old fashioned method of communicating by sending

telegram a message that you send by telegraph

Grammar in use

Complete the sentences using the words in brackets.

- The pavements are very wet. It must have rained during the night. (must, rain)
- What was that? I think I may have misheard what the teacher said. (may, mishear)
- The team could have won the match but they didn't try hard enough. (could, win)
- How did he break the glass? He ought to have been more careful. (ought to, be)
- They were stupid not to shut the gate. The sheep might have got out. (might, get out)
- James overslept. He should not have gone to bed so late. (should not, go)
- I can't find my mobile. I think I might have left it on the bus. (might, leave)
- The boys are lost. They can't have followed my instructions. (can't, follow)

Write questions for the answers.

- What should she have taken? She should have taken an umbrella.
- When could they have arrived? They could have arrived earlier.
- What must she have thought? She must have thought the man was famous.
- Ought we to have apologised? Yes, we ought to have apologised.
- Might she have misunderstood? Yes, she might have misunderstood.
- Should he have delayed his trip? Yes, he should have delayed his trip.

Make these sentences negative. Add not.

- She may have read the book. She may not have read the book
- They ought to have shouted. They ought not to have shouted
- He could have scored six goals. He could not have scored six goals
- They might have felt ill. They might not have felt ill
- We should have arrived early. We should not have arrived early
- You ought to have watched that film. You ought not to have watched that film.

Read and write an appropriate sentence. Use the modal verb in brackets and a perfect infinitive.

- John just left. He didn't say anything. (could) He could have been angry.
- Sally hasn't arrived yet. (may) She may have missed the train.
- This poor dog is so hungry. (can't) It can't have been fed.
- Thank goodness you checked the car's brakes. (might) We might have had an accident.
- The flowers are dying. (ought to) I ought to water them.
- The exam was really easy. (must) We must have passed.
- Jim got a poor mark for his composition. (should) He should have written more.
- That diamond necklace isn't in the shop window. (might) It might have been stolen.

Listening comprehension

Complete the sentences with the words from the box.

firm recruit put down meeting programme volunteers
agenda refreshments application organise

- 1 Can we start the meeting? What's on the agenda?
- 2 We need to recruit lots of helpers. Who wants to organise that?
Any volunteers?
- 3 We need application forms for the helpers.
- 4 Apart from tea and coffee, what sort of refreshment should we provide?
- 5 Tasha's uncle has a printing firm. He'll print the tickets.
- 6 Todd put down Rudi to organise the Art programme.

Complete the sentences with the correct prepositions.

- 1 Todd is very good at IT so he will be responsible for the website.
- 2 They need to come up with a good design for the posters.
- 3 Marit is brilliant at design.
- 4 Ramon is interested in literature.
- 5 Everyone who wants to help must fill in a form.

Individual speaking

You are going to talk about an event which you helped to organise.

Make notes.

- 1 What was the event? _____
When and where did it take place? _____
- 2 Were other people involved in organising it? Who? _____
Was it easy or difficult to organise this event? _____
What did you have to do? _____
- 3 Describe the event. _____
How many people came to the event? Who were they? _____
What was the highlight of the event? _____
Was the event a success? Did anything go wrong? _____
Did the people who came to the event enjoy themselves? How do you know? _____
- 4 Would you like to do something like that again? Why? / Why not? _____

Write sentences about the topic if you wish.

Alternatively, just use your notes when you give your presentation.

Talk to the class about how you helped to organise this event.

Writing

Planning your writing assignment

You are now going to write your own mysterious story opening in three paragraphs. Use present, past and future tenses. Write in the 1st person.

Choose one of these as the first sentence of your story:

I am excited. I am worried. I am unhappy.

Plot / Tenses

Which of the three opening sentences have you chosen?

It's easier to plan your story in the order things happened and then change the order so you get your mysterious opening.

Notes A

- Write brief notes on what has happened to make you feel this way. As the writer of the story, you need to know this but you won't tell readers straightaway.

Use the past tense. This will be the second paragraph of your story.

(You can mention other characters in these notes.)

Notes B

- Write brief notes on what you are doing now and how you are feeling.

You know why you are feeling excited / unhappy / worried but your readers do not, so don't give too much away. Use the present tense. This will be the first paragraph of your story and will begin with the opening line you have chosen. *(You can mention the setting in these notes.)*

Notes C

- Write brief notes on what you think might happen in the future. By this stage of the story reader will know why you are excited / worried / unhappy, so you don't have to be mysterious. Think about what is going to happen and what you are going to do. Use the future tense. This will be the third paragraph of your story.

Characters

Who are the characters in your story beside yourself? (Try to have at least two.) Do you know all the characters? Remember in *Z for Zachariah*, the narrator did not know one of the characters. Make brief notes on the characters and what you want readers to know about them.

Character 1 _____

Which paragraph(s) does this character appear in? _____

Character 2 _____

Which paragraph(s) does this character appear in? _____

Setting

When you made brief notes on the plot, you probably had some idea of where your story was set. You are not going to describe it in detail – just give the reader some clues. e.g.

Detail	Clues
The house was by a river. It was winter and there was snow on the ground.	There was always the sound of water where I grew up. I shivered. I couldn't remember a time when it wasn't cold.

Think about your setting in detail. Then use those details to give the reader clues

Detail	Clues
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

You have worked out what happens (the plot), who is in the story (the characters), and where the story takes place (the setting), so you can now arrange the paragraphs to give you the mysterious opening to your story.

Structure

- 1st paragraph:**
- Begin with your chosen sentence: *I am excited. / I am worried. / I am unhappy.*
 - This is about what is happening and where you are **now**.
 - Use Notes B.
- 2nd paragraph:**
- This is about what has happened **before** that has made you excited / worried / unhappy.
 - Use Notes A.
- 3rd paragraph:**
- This is about what might happen and what you decide to do **in the future**.
 - Use Notes C.

Write your first draft, proofread and make a neat copy.

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.

Don't just tick everything
Think about the questions

Reading

You have read the unusual opening to a story.
The story begins in the middle of the plot.
Are you clear about the usual order for a plot?
Do you understand why an author might start a story in the middle?

CHECK! Read the features of story openings at the top of SB page 37.

You have read the story opening several times.
Can you read it with confidence?

CHECK! If you think you need more practice, read it to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 3 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

Participle clauses Can you remember how to form these clauses?

CHECK! If you need to revise participles, look at the Remember box on SB page 33.

Do you know why participle clauses are used?
Do you understand how participle clauses can express the timing and order of events and actions?

CHECK! If you cannot answer the questions confidently, read through the Remember box on SB page 33 again carefully.

Modal verbs + perfect infinitive Do you know what the perfect infinitive is?

CHECK! If you don't, look again at the Remember box on SB page 35.

Do you understand the different situations that modal verbs + perfect infinitive express?

CHECK! If you're not sure, read about the different modal verbs and their meanings in the Remember box on SB page 35.

Word focus

Dictionary work Do you know how to check for the correct meaning of a word that has two or more meanings as different parts of speech?

CHECK! Scan through your dictionary and find a word that appears as two parts of speech or more. Read the different meanings.

Spelling Do you know the three spelling patterns for the /ex/ sound?

Can you write them down with an example for each one in twenty seconds?

CHECK! Revise the words on SB page 34 if you were slow at this task.

Prefixes Do you know what the prefix bi- means?

Can you write four words beginning with the prefix bi- in twenty seconds?

CHECK! Read the words in Exercise 1 on SB page 34 again if you were slow at these tasks or couldn't complete them.

Listening and speaking

Did you complete the chart and discuss how organised the students are?

CHECK! Make sure your chart is complete and that you know who is responsible for organising each section.

Compare your chart
with a friend's and
check it is correct.

Have you prepared your presentation on organising an 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 notes. If you did it from notes, try it again with fewer notes.

Writing features

Are you completely familiar with all the features of a story?

Can you explain what each one of them means?

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

Writing assignment

Have you completed your story opening?

Did you make sure you had included the necessary features before you decided it was finished?

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.

Start-up

Note your answers to SB pages 38–39 here.

A documentary is _____.

Note what one TV documentary you have seen was about _____.

Note the kind of documentary that interests you most and say why _____.

Note a documentary that impressed you and the reasons why _____.

Reading A preview is _____.

You read or watch it **before** / **after** you read or watch something.

A review is _____.

It is written by _____. It is written **before** / **after** something has been shown.

Vocabulary Note the meanings of the phrases:

as a whole _____ well-being _____ life-threatening _____

Grammar The extra information is _____.

Word focus

Dictionary work There are _____ meanings for *run* as a verb. There are _____ meanings for *run* as a noun, making a total of _____ meanings altogether.

Spelling o_e: _____ ow: _____ oa: _____ ou: _____

Suffixes -ology: _____ -ist: _____

Grammar in use zero conditional _____

1st conditional _____

2nd conditional _____

Listening and speaking I often agree with _____

and disagree with _____

Note four types of TV programme: _____

Conversation focus  Listen again and write T (true) of F (false) for each statement.

The film club showed *West Side Story*. _____ They didn't have enough chairs. _____

Liam isn't interested in current affairs. _____ The documentary about oil was one-sided. _____

Liam may become an explorer. _____ Gustav wants a film about Mozart at the festival. _____

Writing evaluate v. means _____

praise v. means _____

criticise v. means _____

Note what you should do while watching the programme you will review: _____

Vocabulary

Underline the correct definition for each of these expressions as they are used in the review.

- | | | |
|----------------------|--|--|
| 1 super-stay-on | <u>stays on a long time</u> | stays on a short time |
| 2 longer-lasting | <u>lasting a longer time than something else</u> | lasting a shorter time than something else |
| 3 straight to camera | looking away from the camera | <u>looking at the camera</u> |
| 4 equal to | different to | <u>the same as</u> |
| 5 up-to-the-minute | <u>very modern</u> | very old |

Complete the sentences with the abstract noun from the verb in brackets. Use a dictionary to help you.

- | | |
|---|-----------|
| 1 I lost my mobile phone and had to get a <u>replacement</u> . | (replace) |
| 2 I could afford a new CD as there was a <u>reduction</u> in the price. | (reduce) |
| 3 The <u>refinement</u> of the water made it pure and safe to drink. | (refine) |
| 4 The <u>relation</u> between the two football teams was very friendly. | (relate) |
| 5 My <u>response</u> to the question was that I didn't know. | (respond) |



Complete the sentences with an adjective from the box. Use a dictionary to help you.

- crucial eminent high-tech balanced disturbing
- I find watching horror films very disturbing.
 - The eminent professor was a very important person.
 - The programme presented both sides of the argument so was very balanced.
 - The high-tech equipment in the laboratory was the most up-to-date that was available.
 - The crucial part of the festival is the opening. We've got to get it right.

Write these verbs in alphabetical order. Then check their meanings.

- involve regulate endure affect share relate
concentrate convince prevent bully
- | | | | |
|-----------------|------------------|----------------------|-------------------|
| 1 <u>affect</u> | 2 <u>bully</u> | 3 <u>Concentrate</u> | 4 <u>Convince</u> |
| 5 <u>endure</u> | 6 <u>involve</u> | 7 <u>relate</u> | 8 <u>regulate</u> |
| | | | 9 <u>share</u> |

Match each word in the box to the correct definition. Use a dictionary to help you.

- drug stress ivory code cancer wallaby
- | | | | |
|-------------------------------------|---------------|-----------------------------------|----------------|
| 1 a type of illness | <u>Cancer</u> | 2 something a doctor gives you | <u>drug</u> |
| 3 what elephants' tusks are made of | <u>Ivory</u> | 4 an animal like a small kangaroo | <u>Wallaby</u> |
| 5 a set of rules | <u>Code</u> | 6 a worried or nervous feeling | <u>Stress</u> |

Choose three of the words from Exercise 5 and use them in sentences of your own.

- _____
- _____
- _____

Reading comprehension

4

Read the statements. Write T (true) or F (false) for each statement.

- 1 Sharing the Planet can be seen at 9.30 on the ^{Screening} Animal Channel.
- 2 Professor Collins is a zoologist.
- 3 He found ivory hunters in Australia. *Africa*
- 4 People won't break the law to protect animals.
- 5 Animals are used to develop new types of make-up.

f
t
f
f
T

Correct the false statements in Exercise 1.

Replace the underlined words with a phrase from the box.

given a voice did not hold water went over my head

- 1 His arguments against having pop music in the festival were untrue.

didn't hold water

- 2 Everyone was allowed to speak at the meeting.

given a voice

- 3 I found that the programme about nuclear power was difficult to understand.

went over my head

There are 8 paragraphs in the review. In which paragraph can you find:

- 1 The reviewer's opinion of Professor Collins?
- 2 The reasons why people are opposed to animal experiments?
- 3 The part of the documentary that made the reviewer uncomfortable?
- 4 What the documentary set out to do?
- 5 The reviewer's opinion of the documentary?

paragraph 3

6
5
2
8

Your views.

You obviously didn't see the documentary *Animals in Science* but you have read the review.

Does the review:

- make you sorry you missed the programme?
- persuade you to watch the rest of the series?

Explain your reasons.

Grammar

Be careful about punctuation!

1 Join the sentences by forming non-defining relative clauses. Use *who*, *which*, *where* or *when*.

- 1 The documentary was filmed in Manchester. Manchester is in the north of England.

The documentary was filmed in Manchester, which is in the north of England.

- 2 The programme was presented by Stan Collins. He is a professor of zoology.

The programme was presented by Stan Collins, who is a professor of zoology.

- 3 The programme was made last year. At that time animal testing was in the news.

The programme was made last year, when animal testing was in the news.

- 4 The documentary was filmed in Manchester. There are several high-tech laboratories there.

The documentary was filmed in Manchester, where there are several high-tech laboratories.

- 5 The programme deals with animal testing. Some people consider this wrong.

The programme deals with animal testing, which some people consider wrong.

2 Join the sentences by forming non-defining relative clauses.

Place each relative clause inside the first sentence. Use *who*, *which*, *where* or *when*.

- 1 Amanda Jones was interviewed for the programme. Amanda works as a research scientist.

Amanda Jones, who works as a research scientist, was interviewed for the programme.

- 2 In 1975 Stan Collins was already passionate about animal rights. He started studying in that year.

When he started studying, Stan Collins was already passionate about animal rights.

- 3 *Animals in Science* was shown late in the evening. It looked at animal testing.

Animals in Science, which looked at animal testing, was shown late in the evening.

- 4 Manchester is an important city. The programme was filmed there. in the evening

Manchester, where the programme was filmed, is an important city.

- 5 Jane Morgan felt it was an excellent documentary. She reviewed it for *The Times* newspaper.

Jane Morgan, who reviewed it for *The Times* newspaper, felt it was an excellent documentary.

3 Join the sentences by forming non-defining relative clauses. Use *whom* or *which*.

- 1 The college has many foreign students. Most of them speak excellent English.

The college has many foreign students, most of whom speak excellent English.

- 2 The scientists performed three experiments. Two of the experiments were successful.

The scientists performed three experiments, two of which were successful.

- 3 Lucy has two brothers. Both of them are studying medicine.

Lucy has two brothers, both of whom are studying medicine.

- 4 These students passed their exams. All of them worked extremely hard.

These students, all of whom worked extremely hard, passed their exams.

- 5 The animals were released into the wild. All of them had been reared in captivity.

The animals, all of which had been reared in captivity, were released into the wild.

Word focus

4

A Dictionary work: words with two or more meanings (3)

Use each of these words in sentences of your own.

- 1 world (noun) _____
- 2 world (adjective) _____
- 3 experiment (noun) _____
- 4 experiment (verb) _____
- 5 human (noun) _____
- 6 human (adjective) _____

B Spelling: words with the long o sound /əʊ/

Write the simple past tense of each verb.

- | | | |
|----------------------|----------------------|-----------------------|
| 1 break <u>broke</u> | 2 speak <u>spoke</u> | 3 wake <u>woke</u> |
| 4 steal <u>stole</u> | 5 write <u>wrote</u> | 6 choose <u>chose</u> |

Write the simple present tense of each verb.

- | | | |
|----------------------|--------------------|--------------------|
| 1 threw <u>throw</u> | 2 blew <u>blow</u> | 3 knew <u>know</u> |
|----------------------|--------------------|--------------------|

Use each of these /əʊ/ words in sentences of your own to show you clearly understand the difference in meaning.

- 1 mown _____
- 2 moan _____
- 3 grown _____
- 4 groan _____

C Suffixes: -ology; -ologist

Use a dictionary to match the correct definition to each word in the box.

neurology pharmacology pathology psychology meteorology

- | | |
|---|--------------|
| 1 the scientific study of the weather | meteorology |
| 2 the study of the nervous system in the body | neurology |
| 3 the study of the causes of disease | pathology |
| 4 the study of medicines and drugs | pharmacology |
| 5 the study of the human mind | psychology |

Answer the questions with the correct word from the box.

pathologist meteorologist neurologist pharmacologist psychologist

In Exercise 1, who studies:

- | | |
|--------------------------|----------------|
| 1 the weather? | meteorologist |
| 2 the nervous system? | neurologist |
| 3 the causes of disease? | pathologist |
| 4 medicines and drugs? | pharmacologist |
| 5 the human mind? | psychologist |

Grammar in use

Make third conditional sentences using the verbs in brackets.

- 1 Tasha would not have taken the job on if she had known how much work was involved. (take, know)
- 2 If Lucy had spoken to her teacher, he would have given her some good advice. (speak, give)
- 3 If Sam had not forgot his camera, he would have been able to take lots of photos. (forget, be)
- 4 We would have gone to the beach if it had not rained. (go, rain)
- 5 Molly would have bought a new dress if she had had enough money. (buy, have)
- 6 If the car had broken not broken down, we would have driven to the coast. (break, drive)
- 7 The team would have won the match if they had trained harder. (win, train)
- 8 If Ben had paid attention, he would not have made so many mistakes. (pay, make)

Use your own ideas to finish these third conditional sentences.

- 1 If John had had enough money, _____
- 2 If the exam had been easier, _____
- 3 Sally would have gone to the party if _____
- 4 If I had known it was going to rain, _____
- 5 The accident would not have happened if _____
- 6 John's father would have been very angry if _____

Read the following short texts. Write a third conditional sentence appropriate to each one. There is usually more than one possible answer.

- 1 Paul was very disappointed because he was not able to go on his school trip to London. Because of this, he didn't have a ride on the London Eye.
If Paul had gone on the trip to London, he would have had a ride on the London Eye.

- 2 When he was a young man, my grandfather was ill and had to go to hospital. It was there that he met my grandmother, who was working at the hospital as a nurse.

If my grandfather hadn't been ill, he wouldn't have met my grandmother.

- 3 When the boat hit rocks during the night, it smashed into pieces. Joe, who could not swim, clung to a piece of wood. In the morning he was spotted by some fishermen, who pulled him out of the water.

If Joe hadn't clung to a piece of wood, he wouldn't have been rescued.

- 4 One summer James broke his leg while he was playing football. As a result he had to spend all the summer holiday at home, resting. He read lots of books including one about Ancient Egypt, which his aunt had given to him. James became fascinated by the subject and decided to study ancient history. He is now a professor of Egyptology at the University of London.

If James hadn't broken his leg while he was playing football, he wouldn't have found out about ancient Egypt.

Listening and speaking

4

Functions of English

Write the sentences correctly.

1 you. but agree sorry I with I'm can't

I'm sorry but I can't agree with you.

2 disagree I saying. with afraid what I'm you're

I'm afraid I disagree with what you're saying.

3 with agree I you just have totally said. everything

I totally agree with everything you have just said.

4 have point was the a You say when informative. you that film good

You have a good point when you say that the film was informative.

5 couldn't with agree expressed. the I opinions being more

I couldn't agree more with the opinions being expressed

6 up point. with I to you a agree

I agree with you up to a point.

Listening comprehension

Ashley Green is talking on the phone to a friend in England.

Complete the dialogue with the words from the box.

home	thing	training	honest	hard	Absolutely	another	believe
friends	way	pulling	problem	opportunity	speak	classes	tell
a week	leg	truth	true	kicking	disaster	stressed	pretty

Phil: Hey, Ash! How's it going?

Ashley: Well, to be honest, I'm feeling quite stressed.

Phil: Why's that?

Ashley: Oh, I don't know. It's just one thing after another.

Phil: How's the training going?

Ashley: It's really hard. Six days a week.

Phil: That's a lot.

Ashley: Absolutely!

Phil: Have you made any friends yet?

Ashley: No, not one.

Phil: I don't believe you! You're pulling my leg!

Ashley: It's true! The problem is I don't speak the language.

Phil: Well, you should have gone to classes before you left.

Ashley: I know. To tell the truth, I'm kicking myself that I didn't.

Phil: You sound pretty miserable. If it's such a disaster, perhaps you should come home.

Ashley: No way! This is a fantastic opportunity.

Writing

Planning your writing assignment

You are now going to write a review of a television documentary you are going to watch.

You need to make the reader understand:

- what the documentary is about.
- your opinion of it.

Read these pages before you watch the documentary so you know what to make notes about.

Title

What is the title of the documentary?

What other information will you give under the title?

Opening paragraph

This paragraph can be quite short. It just tells the reader what the programme was about. Make notes on the information for the opening paragraph.

Purpose

Many documentaries just give viewers information. Some try to persuade viewers to have a particular opinion. Some present both sides of an issue and let viewers make up their own minds. What is the purpose of your documentary?

You probably need to watch the whole programme before you make notes here.

Presentation How is the documentary presented? Is there one person (or more) who you see on the screen? Are they experts, celebrities? Is there just a voice?

Reviewer's knowledge

Write notes on how much you know about the subject of the documentary.

Do this before you watch it.

Content

In the opening paragraph, a review states briefly what the programme was about. As you write your review you need to give the reader more information.

What did the viewer 'see' on the screen? Were there different parts to the documentary?

Reviewer's opinion

The main point of a review is the reviewer's opinion. What did you think of the documentary? What parts were particularly good / not so good? How did you feel about the way it was presented? Would you recommend it to viewers if it is repeated? Make notes on your opinion.

Use your notes to write a review of your chosen documentary.

Remember, you can praise parts that were well done and criticize parts that could have been better!

Write your first draft, proofread and make a neat copy.

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.

If you're not confident, don't tick. Look back.

Reading

You have read a **review** and a **preview** of a TV programme. Are you sure which is written before the programme and which is written after?

CHECK! If you're not sure, look back at SB pages 40 and 41.

Do you understand what the task of the reviewer is?

CHECK! Look at the box at the top of SB page 47 if you can't think of the correct verb that begins with *e* to express what the reviewer does.

You have read the preview and the review several times. Can you read them with confidence?

CHECK! If you think you need more practice, read them to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 4 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.

Ask a friend or a family member to test you on vocabulary.

Grammar

Non-defining relative clauses Do you know what these clauses do in a sentence?

Can you remember how to form these clauses?

CHECK! If you're not sure, look at the first part of the Remember box on SB page 43.

Do you know when to use *whom* and *which* in some non-defining relative clauses?

Do you know how a non-defining relative clause is separated from the rest of the sentence?

CHECK! If you cannot think of all of these, look at the second half of the Remember box on SB page 43.

Third conditional Do you know when to use the third conditional?

Do you understand the structure of the third conditional?

CHECK! Read through the Remember box on SB page 45 if you need to.

Are you sure of the short forms of the third conditional?

CHECK! To hear the short forms, listen again to Rudi and Tasha's discussion, track 1.17.

Listening again to the dialogues will help fluency, too.

Word focus

Dictionary work Do you understand what the word boxes in the dictionary are for and how they help you?

CHECK! Find some word boxes in your dictionary. Read the meanings and then read the detailed definitions.

Spelling Do you know the four spelling patterns for the /əʊ/ sound?

Write each one with an example word within 20 seconds.

CHECK! Revise the words on SB page 44 if you were slow at this task.

Suffixes Do you know what the suffix *-ology* means? Can you write down two words ending *-ology* in ten seconds? Do you know what an *archaeologist* does?

CHECK! Revise the words on SB page 44 if you need to.

Listening and speaking

Can you remember expressions for agreeing and disagreeing?

Write down three expressions for agreeing; three for disagreeing and one for partly agreeing.

CHECK! If this took you a long time, or you couldn't complete the task, read the boxed phrases in Exercise 1 on SB page 46.

Write down three expressions for strong agreement and three for strong disagreement.

CHECK! If this took you a long time, or you couldn't complete the task, read the boxed phrases in Exercise 2 on SB page 46.

Group conversation Have you discussed your opinions on different topics and then agreed or disagreed?

CHECK! Discuss any topic with a friend. Check you can ask for and give an opinion, and agree or disagree appropriately. Look through the boxes on SB page 46 again if you need to.

Writing features

Do you understand all the writing features of a review?

Do you understand how to include them in a review?

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

Writing assignment

Have you completed your review?

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

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.

Revision 2 (Units 3 and 4)

4

Exercise 1 Complete the sentences by making participle clauses. Use the verbs from the box.

find tell hand arrive see steal

- 1 Seeing smoke rising from the trees, Ann suddenly felt afraid.
- 2 Before handing in his work, Joe checked it for mistakes.
- 3 Having found the location of the theatre on the map, they hurried towards it.
- 4 Stolen ten years ago, the painting has never been recovered.
- 5 Having been told about the lost city, the explorers were determined to find it.
- 6 On arriving at school, Tasha went straight to the library.

Exercise 2 Complete the sentences with the verbs from the box. Use the perfect infinitive.

make understand do be leave win

- 1 I can't find my dictionary. I think I must have left it at home.
- 2 How did the accident happen? He ought not to have been so careless.
- 3 The exam was difficult. She might have made lots of mistakes.
- 4 We had no choice. What more could we have done?
- 5 The team played well. They should have won the match.
- 6 Why isn't John answering? He can't have understood the question.

Exercise 3 Combine the sentences by forming non-defining relative clauses. Use who, whom, which, where or when.

- 1 We watched *Animals in Science*, ~~it~~ which was a documentary about animal testing.
- 2 Professor Stan Collins introduced the programme. He is an eminent zoologist. Programme
who is an eminent zoologist introduced to the
- 3 The film showed animal experiments. Some of ~~them~~ which were difficult to watch.
- 4 The professor interviewed young people. Many of ~~them~~ whom were concerned about animal testing.
- 5 In 1987, not many people were concerned about this. Professor Collins started teaching then.
when professor Collins started teaching not many people
- 6 There have been some protests in Manchester. The film was made ~~there~~ where were concerned about this.

Exercise 4 Complete the third conditional sentences with the verbs in brackets.

- 1 If she had taken a taxi, she would have got there on time. (take, get)
- 2 I would have bought that book if I had seen it in the shop. (buy, see)
- 3 He could have spoken to his teacher if he had been worried about the exam. (speak, be)
- 4 If they had had more time, they would have come to see you. (have, come)

5 Look at the underlined words in each sentence. Write what part of speech each word is. Choose from noun, verb or adjective.

- 1 The museum is on the left. noun
- 2 He left school in 2010. verb
- 3 The sun rose at five o'clock. verb
- 4 She picked a beautiful red rose. noun
- 5 What are you writing? verb
- 6 I can't read your writing. noun

6 Complete the sentences with words from the box.

sometimes someone anything anymore something anywhere

- 1 Jane doesn't go to this school anymore.
- 2 There's something strange about this photo.
- 3 Look at the door. Someone has unlocked it.
- 4 I can't find my mobile anywhere.
- 5 Our teacher is usually kind but sometimes she gets angry.
- 6 Is there anything more delicious than strawberries and cream?

7 Write the verbs from which these abstract nouns were formed.

- 1 relation relate
- 2 reduction reduce
- 3 response respond
- 4 replacement replace
- 5 information inform
- 6 impression impress

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

ill finished important clear up upset disturbing realised mistaken necessary

- 1 wrong mistaken
- 2 distressed upset
- 3 ended finished
- 4 explain clear up
- 5 sick ill
- 6 discovered realised
- 7 upsetting disturbing
- 8 crucial necessary
- 9 eminent important

9 Complete the sentences with the words and phrases from the box.

equal to high-tech stress ivory endure convince

- 1 It is illegal to hunt elephants for their ivory.
- 2 The scientist tried to convince us that the experiments were essential.
- 3 The experiments took place in high-tech labs.
- 4 Wild animals in captivity frequently suffer from stress.
- 5 Animals should not be allowed to endure pain or suffering.
- 6 Many people believe that an animal's right to life is equal to a human's.

5 There's a problem

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

Write notes about who you talk to when you have a problem. Try to answer all the questions on page 50.

Reading *issue* also means _____.

Vocabulary *no trouble* means _____.

(not) supposed to (have something) means _____.

in the making means _____.

Grammar Note your age when you were able to read a whole book by yourself. _____

Word focus

Dictionary work Note why example phrases and sentences are in a dictionary.

Note if they are helpful and why / why not.

Spelling ee: _____ ea: _____ ie: _____ ei: _____

Suffixes An abstract noun is a word that names _____.

Grammar in use Note ideas for the art and literature programme. _____

Write six modal verbs: _____

Listening and speaking Note what a sculptor does. _____

Write three materials a sculptor might use. _____

Conversation focus  Listen again and write the name of the person who ...

- | | |
|--|---|
| 1 will help with refreshments _____ | 2 will meet and greet people _____ |
| 3 will audition for the talent evening _____ | 4 is on the committee _____ |
| 5 advises the committee _____ | 6 gets advice from mum and dad _____ |
| 7 is a good listener _____ | 8 talks over problems with Lucie. _____ |

Writing Note the meanings of these terms:

scene	_____
stage directions	_____
action	_____
lines	_____
script	_____
layout	_____

Vocabulary

Match the meanings of the phrases to the sentences. Then answer the questions.

supposed to (do/be something) 1 expected to 2 thought to 3 intended to

- a Mountain air is supposed to be good for your health but I'm not sure it's true. 2
 b The law against throwing rubbish into the river is supposed to stop it becoming polluted. 3
 c We are supposed to wear our uniform to school and we get into trouble if we don't. 1
 d Which meaning was used in the play? Meaning used in the play. 1

no trouble 4 no fuss or punishment 5 no problem or difficulty 6 no effort

- e When Mum thanked the mechanic for fixing the car, he said, "No trouble, Mrs Hill." 5
 f I can see that you took no trouble at all over this homework as it's full of mistakes. 6
 g The boys broke two windows during football practice and they were surprised that there was no trouble about it afterwards. 4
 h Which meaning was used in the play? Meaning used in the play 5

Underline the correct meaning of *no pain, no gain*.

- 1 You won't win anything if you're too injured to compete.
 2 You won't make progress without a lot of effort.
 3 You'll do well if you don't tire yourself out by working too hard.

Circle the verbs that were used in the play to express movement.

deserve jog finalise shove glare cheat shrug
overbalance locate slap stuff shatter pause devastate

Write the verbs from the box in two groups. Put words with similar meanings together.

shatter push devastate shove stuff damage

shatter - devastate - damage push - shove stuff

Circle the verbs that can also be a noun.

cheat gain jog shove glare stuff shatter deserve pause

Complete the sentences with the words from the box.

shame locker clumsy packet cafeteria career
 talented outstanding shocked deceitful مخدع

- 1 Anna bought a packet of sweets and put them in her locker.
 2 Ben is an outstanding scientist who is very talented and I expect him to have a very successful career.
 3 Everyone looked shocked when the mayor said he had stolen the money and he knew he had been deceitful but he felt only shame for what he had done.
 4 The waitress in the cafeteria was very clumsy and dropped a tray of plates.

Reading comprehension

5

Answer the questions. Use short answers wherever possible.

- Why ought Paul get a place in the national team? because he has done a fantastic time.
- Why did Steven bring in the CD and notes for the science project? so that Paul could finish his project
- Who found the last piece of information that they needed? Nina
- How did Paul's bag fall onto the floor? Steven put the file on it and it overbalanced
- Why did Paul want to pick up his things himself? because he didn't want Steven to see the packet
- What did Paul want Steven to keep quiet about? the packet
- Why didn't Steven say anything to Joe straight away? it felt like snitching
- What will happen to Paul if the other students report him? He will lose his place in the school team

Read the statements. Write T (true) F (false) or NS (not stated).

- When the play begins, Steven is putting things away into his sports bag.
- Paul has just done a fast time in a running race.
- Steven ought to get a place in the national team.
- The group science project is very important.
- Paul knocked his bag onto the floor and some things fell out of it.
- Steven was shocked at Paul asking if he wanted to be second best or be a champion.
- Steven, Joe, Nina, Amy and Katie have met especially to discuss the problem with Paul.
- Amy and Nina have the same view about Paul.
- Joe thinks they should tell Mr Hall about what Paul has done.
- Paul was going to be given the cup for outstanding achievement.

T
NS
F
NS
F
T
T
T
F
T

Underline the correct ending.

- Paul is good enough ...
a to be a national champion ☒ b to be in the national team.
- Steven has brought in the file of notes ...
a for the science project ☒ b for Paul to finish.
- Paul's bag fell onto the floor ...
☒ a by accident b on purpose.
- Paul puts things into his bag quickly because ...
a he's in a hurry ☒ b he doesn't want Steven to see what is in his bag.
- Paul didn't want Steven to say anything to Joe ...
☒ a about the packet b about their conversation.
- Nina thinks what Paul has done is something that should be ...
☒ a discussed b kept secret.
- Joe is worried that reporting Paul will end his chances of being ...
a in the school team ☒ b the national champion.
- They're planning to meet Mr Hall ...
a to tell him about Paul ☒ b to finalise the Sports day programme.



Grammar

Complete the sentences with the correct form of be able to.

- 1 John hurt his leg so he was not able to take part in yesterday's match.
- 2 I've got nothing to do so I am able to help you.
- 3 I know you are busy but have you been able to write that composition yet?
- 4 The test won't be hard. The students will be able to pass it without any difficulty.
- 5 If Rosie goes to Paris, she ~~could~~ will be able to visit her aunt.
- 6 Last night's storm was so violent that we were not able to sleep.
- 7 The man seems to be in shock. Is he able to speak?
- 8 I really enjoy being able to stroll along the beach in the summer.
- 9 If only I had my mobile, I would be able to contact my parents.
- 10 There's a terrible traffic jam. We might not be able to catch our flight.
- 11 If Jane had not lost that necklace, she would have been able to wear it to the party.
- 12 Why did James lose the race? He should have been able to win easily.

Read these sentences. If it is possible to replace was / were able to with could, tick the box.

- 1 When Simon was only seven, he was able to speak fluent Spanish. ☒
- 2 Jane worked very hard and was able to pass her exam first time. ☐
- 3 Freddie wanted a pet but his father said that he wasn't able to have one. ☒
- 4 We had cheap seats at the theatre and weren't able to see the stage very well. ☒
- 5 The men lost their way in the forest but luckily they were able to reach the camp by nightfall. ☐
- 6 From our hotel balcony we were able to see the sea. ☒

Use your own ideas to finish these sentences. Use be able to.

- 1 When James was six years old, _____
- 2 One day I would love _____
- 3 If we go on a trip to London, _____
- 4 I'm really looking forward to _____
- 5 If Lucy hadn't spent all her money, _____
- 6 Why did Paul fail the exam? He should _____

Answer these questions using your own ideas.

- 1 What were young people not able to do one hundred years ago? Think of three things.
One hundred years ago

- 2 What are you able to do now that you could not do when you were a child? Think of three things.

- 3 What will people be able to do in the future that they cannot do now? Think of three things.

A Dictionary work: example phrases and sentences

Below are five example sentences to explain the meaning of the words in the box in context. Choose the correct word to complete each example sentence.

afternoon truth choice damage project

- 1 We can do a project about something that really interests us.
- 2 What are you doing this afternoon?
- 3 There are two films I want to see so I have to make a choice.
- 4 The damage to that big window will be very expensive to repair.
- 5 He knows the truth about what happened, but he won't tell.

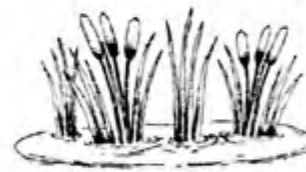
Write an example phrase or sentence for these words from the script.

- 1 finalise _____
- 2 devastate _____
- 3 talented _____

B Spelling: words with the long e sound /i:/

Which would you:

- | | | | |
|-----------------|--------------|-------------|-------|
| 1 eat? | <u>leek</u> | leak | _____ |
| 2 wear? | <u>jeans</u> | genes | _____ |
| 3 find growing? | read | <u>reed</u> | _____ |
| 4 sew? | seem | <u>seam</u> | _____ |
| 5 join? | <u>team</u> | teem | _____ |
| 6 walk on? | feat | <u>feet</u> | _____ |



Complete each of these words with ie or ei.

- | | | |
|--------------------|----------------------------|---------------------|
| 1 s <u>e</u> i z e | 2 mov <u>i</u> e | 3 spec <u>i</u> e s |
| 4 w <u>e</u> i r d | 5 bel <u>i</u> e v a b l e | 6 dec <u>e</u> i t |

C Suffixes: -ment; -ship; -dom

Write the abstract noun for each definition.

- 1 a relationship between people who know and like each other, but are not related
- 2 a feeling of annoyance because something is not very interesting
- 3 a feeling of being nervous, ashamed or stupid
- 4 the fact of belonging to a group or organisation
- 5 the ability to make good decisions based on knowledge and experience

friendship
boredom
embarrassment
membership
wisdom

Use three of the abstract nouns from Exercise 1 in sentences of your own.

- 1 _____
- 2 _____
- 3 _____

Grammar in use

Punctuation! Word order!
Be careful!

Report the questions.

- 1 "Should we put the sculptures outside?" Miss Jackson wondered.

Miss Jackson wondered if they should put the sculptures outside.

- 2 The man asked, "Can someone let me know the dates of the festival?"

" " " if someone could let him know the dates of the festival.

- 3 "Do we have to book the hall in advance?" Tasha wanted to know.

Tasha wanted to know if they had to book the hall in advance.

- 4 Someone asked, "When might the tickets go on sale?"

" " when the tickets might go on sale.

- 5 "Why must you include pop music?" Gustav wanted to know.

Gustav wanted to know why they had to include pop music.

- 6 "May I see the festival posters?" Miss Jackson asked.

Miss Jackson asked if she could see the festival posters.

- 7 Lucie asked, "Ought I to organise the refreshments?"

Lucie asked if she ought to organise the refreshments.

- 8 "What must we do about advertising?" Todd wondered.

Todd wondered what they had to do about advertising.

Read the dialogues and report them as a piece of continuous text.

Use any of the reporting verbs from the box.

said answered replied told added asked wondered wanted to know

- 1 Tasha: When should we have our next meeting, Todd?

Todd: I think we should have it as soon as possible.

Rudi: Must it be so soon?

Todd: Well, it ought to be really.

Tasha asked Todd when they should have their meeting.

Todd answered that he thought they should have it as soon as possible.

Rudi wanted to know if it had to be so soon.

Todd replied that it ought to be really.

- 2 Gustav: Are you in charge of the music programme, Lucie?

Lucie: Yes, I am.

Gustav: Why do we have to include pop music?

Lucie: It's popular!

Gustav: I don't like it. I think it's awful.

Gustav wanted to know if Lucie was in charge of the music programme.

Lucie told him that she was.

Gustav wondered why they had to include pop music.

Lucie said that it was popular.

Gustav replied that he didn't like it. He added that he thought it was awful.

Listening and speaking

Listening comprehension

Complete the text with the words from the box.

parents elementary childhood teachers proud education
achievements sculptor foolish value career encouraged
convinced poverty make spotted money talent
sculpture pursue



Henry Moore was an English sculptor and painter. One of eight children, his childhood was spent in poverty. His parents knew the value of a good education and sent him to elementary school. It was there that his talent for art was spotted by one of his teachers. She encouraged him to study art. While his mother and father were proud of their son's achievements they felt that it was foolish to pursue art as a career. They were convinced that he would never make much money from sculpture.

Individual speaking

You are going to talk about an artist from your country.

You will probably need to do some research in the library or on the internet.

Try to find pictures to illustrate your talk.

Make notes.

- 1 What is the name of the artist you have chosen? _____
Why have you chosen to speak about him/her? _____
When and where was he/she born? _____
What do you know about his/her early life? _____
- 2 What type of art is your artist best known for? _____
Where can you see his/her work? _____
Describe his/her pictures/sculptures. _____
What do you think of his/her work? Why? _____
Do you have a favourite picture/sculpture? Why do like this piece especially? _____
- 3 What else do you know about this artist's life and work? _____

Write sentences about your artist if you wish.

Alternatively, just use your notes when you give your presentation.

Talk to the class about the artist you have chosen.

Don't forget to illustrate your talk with pictures!

Writing

Planning your writing assignment

You are now going to write the final scene of the play.
What do Steven and his friends decide to do?
How does Paul react?

The scene

- 1 What is going to happen? ☒
 - The group decide to talk to Paul themselves. ☐
 - They report Paul to Mr Hall and the teacher talks to him. ☐
 - Your own idea. Make brief notes. ☐

- 2 Where does the scene take place?

Characters

- 1 Depending on which scene you have chosen, you now need to decide on the characters you will need. You may also want to introduce new characters. List your characters.

- 2 Look back at the two scenes you have read. If any of those characters are in your scene, list them and make notes on their attitude to what Paul has done.

Character	Attitude

- 3 Do the same for any new characters you want to introduce. One of them may be Mr Hall.

Character	Attitude

- 4 Paul is obviously in the scene. How does he react to what happens?

You have decided what scene you are writing, where it takes place and who the characters are, you must now decide what happens.

Action

Make brief notes about what happens in the scene.

- 1 How does the scene begin? _____
- 2 What happens in the middle? _____
- 3 What happens at the end? _____

So, you have characters, scene and action. Now you need to write the first draft of your scene. These are things you need to remember to include.

Dialogue

Remember that **dialogue** lets us know about the character. What your characters say will show what their attitude to Paul is. They may be:

angry sympathetic disbelieving in agreement with him

Think about each character in turn and make sure what the character says shows his/her attitude to what Paul has done. Remember to make the dialogue **realistic**. Include:

- unfinished sentences
- interruptions
- one word sentences

Stage directions

Use both types of stage directions:

- 1 To show how a character says the words and what he/she does when speaking, e.g. *(breathlessly)*
- 2 To show what characters do when they are not speaking, e.g. *[Steven picks up a small packet and looks at it.]*

Layout

So you get the **layout** correct at first draft stage, draw a line from top to bottom of your page, one third in from the left. The first column is for the characters' names. The second column is for the dialogue, e.g.

STEVEN: | Sorry! *(starts to pick things up)*

- Write your first draft.
- Proofread it for spelling, grammar and punctuation mistakes.
- See if you can improve the dialogue and stage directions.
- Make a neat final copy.

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.

Test yourself thoroughly.
Remember, cheating won't
help you!

Reading

You have read a play based around an **issue** which causes a **dilemma**.

Do you understand what these terms mean? ☐

CHECK! If you're not sure, read the box at the top of SB page 59.

You have read the play several times. Can you read any character's part with confidence? ☐

CHECK! If you think you need more practice, read the play to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 5 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

to be able to Can you remember how to form this structure in all tenses? ☐

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

Can you remember when to **be able to** cannot be replaced with **could**? ☐

CHECK! If you're not sure, look at the last part of the Remember box on SB page 55.

Reported questions with modal verbs Can you form reported questions with modal verbs? ☐

Can you report the question above?
Begin: *The question asked ...*

Check your
answer with
a friend.

CHECK! If you couldn't do the task easily, read through the Remember box on SB page 57.

CHECK! To hear the structure in context, listen again to Rudi and Ramon, track 1.21.

Word focus

Dictionary work Do you understand what it means to show a word in context? ☐

CHECK! Read some example sentences in your dictionary and look at the context.

Spelling Do you know the four spelling patterns for the /i:/sound? ☐

Write down the spelling patterns with an example word for each one in 20 seconds. ☐

CHECK! If you were slow at this task, revise the words on SB page 56.

Suffixes Can you remember the four suffixes for making abstract nouns? ☐

CHECK! Check the words on SB page 56 if you can't remember them all.

Listening and speaking

Did you understand the presentation about Henry Moore? ☐

CHECK! Read the questions on SB page 58 again. Check any vocabulary you aren't sure of.

Have you prepared your presentation on an artist? ☐

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

Writing features

Are you familiar with all the terms that are used in play writing? ☐

Do you understand what the purpose of each feature is? ☐

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

Writing assignment

Have you completed your play scene? ☐

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

Have you performed it with your friends? ☐

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Compare them with the improvements you have listed before. Has it still got the same things on it?

Always look up words
you don't know and
can't guess.

Write notes about where you have travelled to and where you would like to travel. Answer all the questions on page 60.

Reading Underline the correct word. A travel article is **fiction** / **non-fiction**.

An award is _____

Vocabulary *shop until you drop* means _____

take your life in your hands means _____

Grammar By this time tomorrow I will have done _____

Word focus

Dictionary work Write a sentence using *much* _____

Write a sentence using *a lot of* _____

Spelling -le: _____ -el: _____ -al: _____

Suffixes Write two words with other negative prefixes _____

Grammar in use

Four kinds of music for the festival are _____

Three other words that often begin a relative clause are _____

Listening and speaking A situation when I offered to help: _____

A situation when someone offered to help me: _____

Conversation focus  Listen again and answer the questions.

1 Where does Liam want to go? _____

Why? _____

2 Where does Kurt want to go? _____

Why? _____

3 Where does Mimi want to go? _____

Why? _____

Writing The travel article is a personal account and will be written in the _____ person.

Vocabulary

- Read these adjectives and the definitions. Match them without using a dictionary. Check in a dictionary.

If you're not sure of the correct definition, find the word in the text. Read the sentence. Look at the definitions again. Decide which word or phrase makes the most sense in the sentence.

a frequent
b vibrant
c financial
d uplifting
e visual
f irresistible
g prominent
h fond
i pedestrianised

- 1 attractive and impossible to ignore f
2 noticeable g
3 lively and thrilling b
4 often a
5 only for people walking i
6 to do with money c
7 inspiring and making you feel good d
8 having a liking for h
9 to do with seeing e

- Write the words from the box in the correct categories.

pedestrian aspiration fortress passion resident mosque
splendour commuter church ambition arch inspiration dome

- 1 Five abstract nouns aspiration, passion, splendour, ambition, inspiration
2 Five buildings or parts of buildings fortress, mosque, church, arch, dome
3 Three people pedestrian, resident, commuter

- Find outlook in the text. Then read the definitions and answer the questions.

a the possible future situation b point of view and way of thinking c a view on looking out

1 Which of these meanings was used in the text? b

2 Which meaning is used in each of these sentences?

- a) This room has an excellent outlook and you can see across the city. c
b) The outlook for my uncle's business is good at the moment. a
c) Ben's outlook on life means that he always tries hard. b

Remember!

- 1 Read the word in the text.
2 Scan the definitions.
3 Match.
4 Check in your dictionary.

- Match the verbs from the text to the correct synonyms below.

span link clog blare soar conquer establish besiege capture

- 1 rise soar
2 overcome conquer
3 join link
4 fill up clog
5 set up establish
6 seize capture
7 cross span
8 surround besiege
9 sound loudly blare

- Replace the underlined words with a word from the box. Change the form of the word if necessary.

descend wealth plenty stunning aspect population brand dazzle

- 1 The most fashionable makes of clothes are always more expensive. brands
2 One of the best features of this school is its friendliness. aspects
3 There's lots of paper on my desk so take a sheet when you need it. plenty
4 The view from the top of the mountain was really amazing. stunning
5 The musician was outstanding and we were extremely impressed by his skill. dazzled
6 It was nearly dark when we went down the mountain. descended
7 Most of the people in this city use public transport to get to work. population
8 The richness of this country comes from the oil industry. wealth

Reading comprehension

6

The writer gives her thoughts and opinions about places and aspects of the city. Read the phrases, check in the text and then write the answer.

- one of her least favourite things about the city traffic
- something about Istanbul that you can't ignore its history
- one of her favourite buildings the Hagia Sofia
- one of the best things about the city its modern outlook
- a place she's not fond of Istiklal Avenue
- her favourite place to shop and eat out the grand Bazaar



What is the climate like in summer and winter in Istanbul? Find and write the phrases that tell you.

summer the long hot summer winter frequent fogs heavy snowfall

What things and places do these phrases describe? Find the phrases in the text and read the sentence carefully. The second phrase describes two different things.

- cool oases the city's cafes and restaurants
- like an Aladdin's cave the Grand Bazaar the whole city
- smelling like old oil cans Cars

Complete the descriptive phrases from the text.

1 Find the adjectives:

magnificent structures historic sites a heavy snowfall soaring arches

2 Find the nouns:

visual inspiration stunning photos financial district radio
pedestrianised street

Use the descriptive phrases in Exercise 4 to complete the sentences.

- Many commuters cross the Bosphorus to work in the financial district on the European side.
- Visiting historic sites is just one of the things you can do in Istanbul.
- The city's magnificent structures are of real architectural splendour.
- The Hagia Sofia impresses visitors with its soaring arches.
- The wonderful buildings in the city are a visual inspiration, especially for photographers.
- If you have a camera when you visit Istanbul, you will take many stunning photos.
- In winter, Istanbul sometimes experiences heavy snowfall.
- There is no traffic on Istiklal Avenue because it is a pedestrianised street.

Scan the text and find these facts.

- How many years old the Hagia Sofia is: 1,500
- The length of Istiklal Avenue: 3km
- The average age of Istanbul's population: 23
- The year that the Republic of Turkey was established: 1923
- How many people visit Istiklal Avenue each day: 1 million



Grammar

Complete the sentences with the verbs from the box. Use the future perfect simple.

leave spend teach take have know learn complete

- By this time tomorrow our plane will have taken off.
- In September Mr Johns will have taught maths at this school for 25 years.
- By the time the police discover the theft, the criminals will have left the country.
- I'm sure Sally will have learned her lines before the first play rehearsal.
- By the end of the summer Ollie will have spent five weeks travelling abroad.
- He will not have had time to learn much Turkish before he sets off.
- Will Ben have completed his project before Monday?
- In August I will have known my best friend for five years.

John is planning his week. Read the speech bubbles and then answer the questions.

I can't possibly read that English novel by the end of the week.

I'm definitely going to revise for Tuesday's maths test.

I'll definitely write my history essay by Thursday.

I'll try to finish my project before Friday.



- What will John have done by Thursday? He will have written his history essay
- What does he hope he will have done before Friday? He hopes he will have finished his project before Friday
- What will he not have done by the end of the week? He will not have read that English novel by the end of week.
- What will he have done before Tuesday? He will have revised for the maths test before Tuesday

How about you? Write true sentences.

What will you have done ...

1 before tomorrow morning? _____

2 by the end of the week? _____

3 in ten years' time? _____

What will you not have done ...

4 by the time you go to bed? _____

5 before school ends today? _____

6 by this time next year? _____

Word focus

6

A Dictionary work: grammar boxes

Look up the word work (noun) in your dictionary.

Using the information in the grammar box, correct these sentences.

He was looking for ~~a~~ work in the local shop.

He was looking for work in the local shop.

The work ~~s~~ I am doing is very difficult.

is very difficult.

Look up the word road in your dictionary. Using the information in the grammar box, match each word in the box to its definition.

street track road path

- 1 for people to walk along
- 2 for vehicles to travel along
- 3 has a rough surface
- 4 houses and shops along its sides

Path
Road
track
street

B Spelling: -le, -el and -al endings /əl/

Add le, el or al to complete each word.

- | | | |
|-------------------------|-------------------------|-------------------|
| 1 tunn <u>el</u> | 2 litt <u>le</u> | 3 centr <u>al</u> |
| 4 internat <u>ional</u> | 5 chann <u>el</u> | 6 annu <u>al</u> |
| 7 dazz <u>le</u> | 8 architectur <u>al</u> | 9 natur <u>al</u> |

Use these -al adjectives in sentences of your own.

local _____

vertical _____

C Word groups: buildings and transport

Look at the word groups you wrote for the activity in your Student's Book.

Add three more of your own to each list.

Buildings _____

Transport _____

D Prefixes: ir-

Complete each sentence with an ir- word from the box.

irreplaceable irrational irrelevant irreparable irregular

- 1 These verbs do not follow the rules. They are irregular.
- 2 You do not have a good reason for what you are saying. You are being irrational.
- 3 The vase was broken into lots of pieces. It was irreparable.
- 4 That watch was my grandmother's. It is irreplaceable.
- 5 What you have written is nothing to do with the question. It is irrelevant.

Grammar in use

Join the sentences using whose.

1 This is the woman. Her passport was lost.

~ ~ ~ whose ~ ~ ~

2 I met a man. His face was familiar.

~ ~ ~ whose ~ ~ ~

3 These are the students. We met their teacher.

~ ~ ~ whose teacher we met.

4 The teacher is Mr Clarke. His class is so noisy.

~ ~ whose class is so noisy is Mr Clarke.

5 The students are revising hard. Their exam is tomorrow.

~ ~ whose exam is tomorrow are revising hard.

6 The woman was very grateful. I found her necklace.

~ ~ whose necklace I found was very grateful.

Complete the sentences with the correct relative pronouns in brackets.

1 The girl who won the competition was very talented. (who / which)

2 The birds which we saw in the mountains were eagles. (who / which)

3 Mr Hobbs, whose son I met on holiday, is going to be our teacher. (who / whose)

4 I love springtime, when the flowers start to bloom. (when / where)

5 The students that we met were from France. (which / that)

6 Traditional music, which is always popular, will be performed by the students. (which / that)

7 I love the city where I was born. (which / where)

8 I felt sorry for the passengers whose luggage was lost. (whose / that)

Read the sentences and add commas where necessary.

1 William Shakespeare, who was born in the sixteenth century, wrote many fine plays.

2 I was given a present by my favourite aunt, who lives in Paris.

3 I caught sight of a person who I thought I knew.

4 The London Eye, which stands by the River Thames, is a popular tourist attraction.

5 My cousin has two cats. The one that I like best is black and white.

6 In winter, when the nights are cold and long, they sit by the fire and tell stories.

7 Tara lost the watch which her uncle had given her.

8 My eldest brother, who is studying medicine, went to Australia last month.

Listening and speaking

6

Functions of English

Write the sentences correctly.

1 suitcase. with Let heavy me that you help

Let me help you with that heavy suitcase.

2 any Do dinner? need with the you preparing help

Do you need any help with preparing the dinner?

3 hand washing-up? with I you the give Shall a

Shall I give you a hand with the washing-up?

4 to anything Is I help? there do can

Is there anything I can do to help?

5 but very manage. of That's can you kind I

That's very kind of you but I can manage.

Listening comprehension

Complete the dialogue with the words from the box.

at all	Well	want	trouble	no	heavy	afraid	suitcase
Let me	worry	Excuse	on board	help	far too much	grateful	
	find	manage	booked	really	kind	sure	

Man: Excuse me. Would you like some help with that suitcase?

Lady: Well, if you're sure it's no trouble

Man: It's no trouble at all.

Lady: Well, it is rather heavy. I always pack far too much, I'm afraid

Man: Let me lift it on board for you.

Lady: That's very kind of you. I'm most grateful

Man: Have you booked a seat? I'll help you find it if you want.

Lady: No, really. Don't worry. I can manage, thank you.



Writing

Planning your writing assignment

You are now going to write your own personal account.

Choose a town or city you know well.

Write a personal account giving information, a detailed description and expressing your opinion.

You are going to write about a town or city you know well.

- Begin by making notes of what you already know.
- Do some research so you can include other interesting facts.

Look back at Level 7, Unit 2 to remind yourself about research and making notes.

Introduction Where is the town or city?

Which country? _____ Which continent? _____

Is it near a river / mountain / desert? _____

Make brief notes on the facts you can use in your introduction.

1st person

Writing in the 1st person can become very boring if every sentence begins with 'I'.

Karen Rivers does not write: *I don't like the traffic ...*

She writes: *Traffic is one of my least favourite things ...*

When you have finished the first draft, check carefully that you don't have too many sentences beginning with 'I'. If you do, spend some time rewording some of them.

Here are some examples to help you:

I have visited the city many times ...

On my many visits to the city ...

I like walking down the narrow streets ...

Walking down the narrow streets is my favourite pastime.

2nd person

Remember that you are very enthusiastic about the town / city you are writing about. You want your reader to be enthusiastic too. Use the 2nd person now and then.

Here are some examples to help you:

You really must see ...

If you want to experience ...

Tenses

You will need to use present tenses when you are writing about the town / city as it is now, and past tenses when you are writing about the town / city in the past.

- Check your first draft to see you have used the correct tenses.
- Use your dictionary to check any irregular past tenses.

e.g. *The city was builded ... X*

The city was built ... ✓

Information / Facts

You began your planning by researching interesting facts about the town / city. Look back at your research notes. Group your notes together under these headings. Choose at least three interesting historical and present day facts that you are going to include in your account.

Historical	Present day
1 _____	1 _____
_____	_____
2 _____	2 _____
_____	_____
3 _____	3 _____
_____	_____

Personal opinion

Remember you are writing a personal account of the town / city. What you think of it is very important. What parts of the town / city do you really like? What do you dislike about it? Choose at least three things you like and three things you dislike about the town / city and make notes.

What I like	What I dislike
1 _____	1 _____
_____	_____
2 _____	2 _____
_____	_____
3 _____	3 _____
_____	_____

Description

When you have decided what you like and dislike about the town / city, you must think carefully about the descriptive language you use.

For things you like, use positive descriptions, e.g.

wonderful buildings / exciting / interesting / breath-taking

For things you dislike, use negative descriptions, e.g.

over-crowded / noisy / dirty / difficult to get around

What other words and phrases will you use?

Positive	Negative
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

You now have notes on the information you will include and your personal opinion. Now think about how you will organise your account.

Paragraph plan

- Begin by explaining where the town / city is.
- Describe what it is like now – include your likes and dislikes. Give some historical information about it.
- Finish by suggesting that the reader visits the town / city.

write your first draft, proofread and make a neat copy.

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.

List things you're not sure of. Revise them.

Reading

You have read a travel article about Istanbul. It was written as a **personal account** and the writer has experienced the city at **first hand**. Do you understand what these terms mean?

CHECK! Re-read the box on SB page 69 if you need to.

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

CHECK! If you think you need more practice, reread it or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 6 on pages 140 and 141 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 simple Can you remember how to form this structure with *will*?

CHECK! If you need to revise it, look at the first part of the Remember box on SB page 65.

Can you remember how to use *be going to* instead of *will* in this structure?

Do you know which tense you always use in time clauses in this structure?

CHECK! If you're not sure about either of these, look at the second half of the Remember box on SB page 65.

Always check when to use different grammar structures if you need to.

Relative clauses Do you know when to use *whose* in a relative clause?

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

Do you know the difference between defining and non-defining relative clauses?

Do you know which of these clauses cannot begin with *that*?

CHECK! If you're not really certain of these points, go through the second Remember box on SB page 67.

CHECK! To hear the different clauses in context, listen again to the discussion about the music programme, track 2.03.

Word focus

Dictionary work Do you know why grammar boxes are included in the dictionary?

Do you know the difference between *its* and *it's*?

CHECK! If you can't remember, check the grammar box for *its* in your dictionary.

Spelling Are you familiar with the word endings *-le*, *-el* and *-al*?

Write down two words for each ending in 20 seconds.

CHECK! Revise the words on SB page 66 if you need to.

Prefixes Do you know how adding the prefix *ir-* to a word changes its meaning?

Do you know what letter begins a word that takes the prefix *ir-*?

Write down two words with the prefix *ir-* in ten seconds.

CHECK! If that was difficult, read through the words on SB page 66 again.

Listening and speaking

Can you remember expressions for making an offer, accepting an offer and refusing an offer?

Write down two expressions for each of these: making, accepting and refusing an offer.

CHECK! If you couldn't do that easily, check the boxes of expressions on SB page 68.

Group conversation Have you acted out a difficult situation with offers of help?

CHECK! Practise making and receiving different offers to a friend. Take turns to accept and refuse using different expressions. If you can't remember them, look back at the boxes on SB page 68.

Offer to help your teacher and practise your grammar!

Writing features

Do you understand the writing features of a personal account of a place?

Do you understand what the purpose of each feature is?

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

Writing assignment

Have you completed your personal account?

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

CHECK! Think about whether you could have improved it more. Look back at previous writing assignments. Make a note of mistakes. Keep a list. Look at the corrections.

Revision 3 (Units 5 and 6)

6

Complete the sentences with the correct form of **be able to** and a verb from the box.

achieve cross run beat turn win

- 1 Because they train so hard, all the athletes are able to run extremely fast.
- 2 Paul hopes that he will be able to turn professional in the future.
- 3 However, recently he has not been able to achieve his usual fast times.
- 4 If he had run just a little faster, he would have been able to win his last race.
- 5 He slowed up at the end so his team mate was able to beat him.
- 6 Paul hates not being able to cross the finishing line in first place.

Complete the following reported questions. Change the verbs where necessary.

- 1 "When can I buy tickets for the festival?"

The man asked when he could buy tickets for the festival.

- 2 "Must we include classical music in our programme?"

Rudi wanted to know if they had to include classical music in

- 3 "Should I contact the chamber orchestra?"

their programme.

Lucie asked if she should contact the chamber orchestra

- 4 "Who might print the posters for us?"

Todd wondered who might print the posters for them.

- 5 "Why do you have to include pop music?"

Gustav wanted to know why they had to include pop music

- 6 "May I make a suggestion?"

He asked if he might make a suggestion.

Complete the sentences with the verbs from the box. Use the future perfect simple.

complete spend be know begin take

- 1 By this time tomorrow our exam will have begun
- 2 By the end of her shopping trip Lucie will have spent all her money.
- 3 In September we will have known each other for ten years.
- 4 Will you have completed your work before the bell rings?
- 5 The students will not have taken their exams before April.
- 6 In September Mr Foster will have been a teacher here for twenty years.

Complete the sentences with the correct relative pronoun. Choose from the words in brackets.

- 1 The students who worked the hardest got excellent marks. (which / who)
- 2 We admired the sculptures which were on display. (which / who)
- 3 Francisco is returning to Spain, where he was born. (which / where)
- 4 The country that I would most like to visit is Japan. (where / that)
- 5 They climbed the mountains in winter, when the weather was at its worst. (whose / when)
- 6 I was telephoned by a woman whose voice was very familiar. (which / whose)

Match the words in the box to their synonyms below.

- pause (توقف) shattered (مكسور) shove (يدفع) outstanding (متميز) slap (يضرب) locate (يجد)
- 1 push shove 2 broken shattered 3 hit slap
 4 stop pause 5 find locate 6 excellent outstanding

Complete the sentences with the words from the box.

- career (مسيره) damaged (تلف) shocked (صدوم) cheating (احتيال) talented (مطلوب) deceitful (خبيث) deserve (يستحق) shame (قبح)

- 1 cheating in the race brought shame upon both the runner and his team.
 2 Fans of the athlete were deeply shocked by his deceitful behaviour.
 3 This event finished the sporting career of a talented young man.
 4 The rest of the team did not deserve to have its reputation damaged.

Match the words in the box to their definitions.

- shrug (رفع الكتفين) trouble (مشكله) jog (يسير) devastate (تفعل) gain (يكتسب) glare (سارق)

- 1 run slowly jog 2 look at someone angrily glare
 3 raise one's shoulders shrug 4 receive gain
 5 difficulty trouble 6 damage severely devastate

Match the words in the box to the underlined words in the sentences.

Write the correct words next to the sentences.

- clog (يعلق) links (يربط) captured (استولى) soared (ارتفعت) besieged (حصار) spans (يمتد)

- 1 An old bridge crosses the river. spans
 2 The bridge joins the east bank to the west. links
 3 Hundreds of pedestrians fill up the streets. clog
 4 Huge birds rose high into the air. soared
 5 A powerful army surrounded the city. besieged
 6 After several weeks they seized it. captured

Match the words in the box to their definitions.

- dazzle (اندهاش) blare (صوت عالي) population (سكان) commuters (سافرين) descend (ينزل) pedestrians (مشاة)

- 1 people walking in the streets pedestrians
 2 people who travel to another town for their work commuters
 3 the people who live in a town or in a country population
 4 make a sudden loud sound blare
 5 go down descend
 6 impress others greatly with one's skill dazzle

7 It's a classic

Start-up Note your answers to SB pages 72-73 here.

Three classic fiction titles: _____

Classics read in school: _____

Abridged classics read: _____

Translated classics read: _____

We are encouraged to read classics because _____

Reading *War and Peace* was written by _____ in _____

This author was _____

Vocabulary *goodness gracious* means _____

darling means _____

on the eve of the new year means _____

Grammar My family **has** / **has not** been sent an invitation to a special event.

Word focus

Dictionary work Five words for *big*: _____

Spelling Three words with plural -es _____

Suffixes *dramatic* means _____

It comes from the noun _____

Grammar in use Three things that could go wrong:

1 _____

2 _____

3 _____

A pronoun stands in place of _____ A possessive adjective tells you _____

Listening and speaking Three important things everyone should do in an emergency meeting:

Conversation focus  The students mention _____ classic authors.

1 Who has seen a film of *Romeo and Juliet*? _____

2 Who has seen a film of *Oliver Twist*? _____

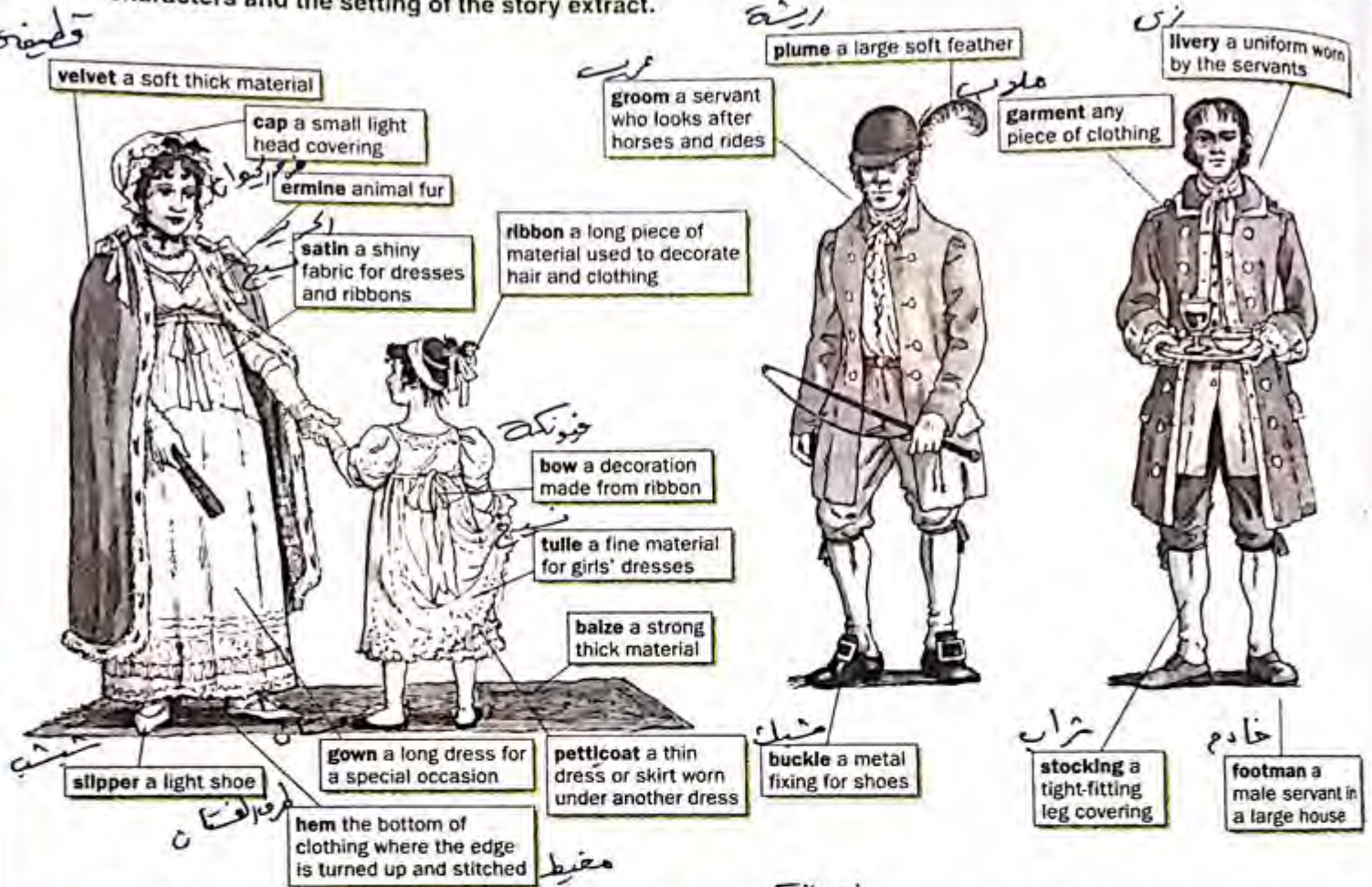
3 Who has seen a TV film of a book by Eliza Brodie? _____

4 Who is going to see *The River Boys*? _____

Writing I will write a narrative extract about a character's new experience in the _____ person.

Vocabulary

Read the information. Read *A New Year Ball* again. Use the pictures and labels to help you understand the characters and the setting of the story extract.



Find these words in the text. Read the sentences. Write the words next to the correct definitions.

- | | | | | | | | | | |
|--------|-------|--------|---------|--------|--------|-------|--------|---------|-------|
| emerge | blaze | fasten | advance | clutch | survey | alter | scurry | embrace | blush |
|--------|-------|--------|---------|--------|--------|-------|--------|---------|-------|
- to burn brightly blaze
 - to come out emerge
 - to go forward advance
 - to change alter
 - to hug embrace
 - to fix on fasten
 - to run fast with small movements scurry
 - to turn pink because of shyness blush
 - to get an overview of something survey
 - to hold suddenly and tightly clutch

Complete the sentences with words from the box.

aim fault clatter tone

- The tray fell with a loud clatter but the maid said it wasn't her fault.
- Our teacher always speaks to us in a quiet, friendly tone of voice.
- Ben's main aim this year is to pass the exam.

Match the words in the box to the words and phrases.

rumpled numerous hasty innumerable gossamer eclipsed determined dainty

- hurried hasty
- small and neat dainty
- fine and light gossamer
- crumpled rumpled
- completely covered eclipsed
- very sure about something determined
- many (two words) numerous innumerable

Reading comprehension

7

1810.

Answer these questions in complete sentences.

- 1 What was the date of the ball and what event was it celebrating?
the date of the ball was 31st December, 1809 and it was celebrating the new year of
- 2 What time had Natasha got up that morning?
Natasha had got up that morning at night.
- 3 Who were dressed and nearly ready to leave and who was not ready?
Sonya and the Countess.
- 4 What time did they plan to arrive at the ball?
at half past ten.
- 5 Who were they going to call for?
Madam Peronsky.
- 6 What were the maids doing with the skirt of Natasha's dress?
they were turning up the hem of the skirt.
- 7 Who did the count think looked the most beautiful?
He taught the Countess.
- 8 Why did the countess step back when the count would have embraced her?
because she didn't want to get her dress rumpled.
- 9 How did a piece of Natasha's dress get torn off?
because she moved quickly when the maids were still tacking up the hem.
- 10 Who thought Natasha was like a queen?
the old nurse.

Scan the text and find these details.

- 1 the important person who was to be at the ball the Emperor
- 2 the important person who was with the gendarmes outside the Chief of Police
- 3 the colours of ...
 - a the footmen's liveries red
 - b the carpet at the entrance to the mansion red
 - c the countess' hair grey
 - d the count's coat blue
- 4 four different kinds of servant groom, footman, maid, nurse
- 5 three things the maids were using in sewing up the hem of Natasha's dress pins, thread, thimble

Underline the verbs that express fast movement. Whose movements do they express?

fly scurry stroke crawl dart creep

They are Natasha's movements.

Grammar

- Complete the sentences with the verbs from the box. Use the passive. Be careful to use the correct tense.

give show feed award teach send promise offer tell buy

- Just before New Year, the Rostovs were sent an invitation to a grand ball.
- Natasha was bought a new dress by her father.
- Tomorrow the class will be shown an interesting film.
- Next year the students will be taught French and German.
- I have never before been given such a wonderful present!
- Last week my uncle was offered a job by the university.
- This excellent work ought to be awarded a prize.
- I was told such a funny joke yesterday.
- These days the animals at the zoo are always fed fresh food.
- The class has been promised a treat if they are well behaved.



- Underline the indirect objects in these sentences and write the word as in the example.

- | | |
|---|-------------|
| 1 Someone handed a letter to <u>John</u> . | <u>John</u> |
| 2 The smiling waiters brought <u>us</u> plates of delicious food. | _____ |
| 3 The examiner will ask <u>them</u> difficult questions. | _____ |
| 4 Someone has lent <u>me</u> a necklace to wear at the party. | _____ |
| 5 The village children are showing <u>us</u> the way. | _____ |
| 6 You need to give this <u>room</u> a good clean. | _____ |
| 7 They promised <u>the students</u> a trip to the seaside. | _____ |
| 8 An expert on Italian art paid <u>her</u> £1000 for the painting. | _____ |
| 9 Local craftsmen sold souvenirs to the <u>tourists</u> . | _____ |
| 10 When she is 18, they will tell <u>Jane</u> the truth about her family. | _____ |

- Rewrite the sentences in Exercise 2. Use the passive. Make the indirect object the subject of each sentence. Use a by phrase in six of the sentences.

- John was handed a letter. Smiling waiters.
- We were brought plates of delicious food by the
- they will be asked difficult questions.
- I have been lent a necklace to wear at the party.
- We are being shown the way.
- This room needs to be given a good clean.
- The students were promised a trip to the seaside
- She was paid £1000 for the painting
- the tourists were sold souvenirs.
- Jane will be told the truth about her family when she is 18.

Word focus

7

A Dictionary work: Build Your Vocabulary boxes

Look up the word *like* (verb) in your dictionary.

Write the words / phrases you can use instead of *like* listed in the Build Your Vocabulary box.

- 1 adore
- 2 be crazy / mad about
- 3 be fond of
- 4 be keen on
- 5 enjoy
- 6 Love
- 7 prefer

Choose three of the words / phrases and use them in sentences of your own.

Use the information in the Build Your Vocabulary box to use them correctly.

- 1 _____
- 2 _____
- 3 _____

B Spelling: plurals with -s and -es

Add -s or -es to make these words plural.

- | | | |
|------------------------|-------------------------|----------------------|
| 1 cap <u>Caps</u> | 2 bus <u>buses</u> | 3 girl <u>girls</u> |
| 4 dress <u>dresses</u> | 5 cousin <u>Cousins</u> | 6 wish <u>wishes</u> |

C Word groups: things people wear

Look at the word group you wrote for the activity in your Student's Book.

Add three more of your own to the list.

- 1 _____
- 2 _____
- 3 _____

D Suffixes: -ic

Use these -ic adjectives in sentences of your own.

- 1 heroic _____
- 2 majestic _____
- 3 artistic _____



Grammar in use

3.1 Rewrite the sentences replacing the underlined words with pronouns.

- 1 My brother and I saw the boy. We saw him.
- 2 My parents sold their apartment. They sold it.
- 3 The teacher gave her students high marks. She gave them high marks.
- 4 The boy told me and my friend a joke. He told us a joke.
- 5 Annie gave the flowers to her mother. Annie gave them to her.
- 6 Harry persuaded his sister to see the film. Harry persuaded her to see it.
- 7 The boys brought their grandfather a present. They brought him a present.
- 8 I sent the invitation to you and your brother. I sent it to you.

3.2 Rewrite the sentences as in the example.

- 1 I sent a postcard to them. I sent them a postcard.
- 2 He bought a ring for her. He bought her a ring.
- 3 She made a cake for us. She made us a cake.
- 4 I told a story to him. I told him a story.
- 5 We sang a song to them. We sang them a song.
- 6 They gave a present to me. They gave me a present.
- 7 I wrote a letter to you. I wrote you a letter.
- 8 He built a kennel for it. He built it a kennel.

3.3 Complete the sentences with possessive pronouns as in the example.

- 1 This CD belongs to me. It's mine.
- 2 I think that's Miss Jackson's car. Yes, it's hers.
- 3 This is the project we did together. It's ours.
- 4 That house belongs to Mr and Mrs Young. It's theirs.
- 5 Is this Paul's jacket? Yes, it's his.
- 6 I think this is your dictionary. Is it yours?
- 7 It's my mobile. It's mine.
- 8 You and Robbie wrote this song, didn't you? I can tell that it's yours.

3.4 Change the sentences as in the example.

- 1 I spoke to one of your friends. I spoke to a friend of yours.
- 2 One of my aunts lives in New York. An aunt of mine lives in New York.
- 3 We met Jane and one of her friends. We met Jane and a friend of hers.
- 4 Surfing is one of their favourite sports. Surfing is a favourite sport of theirs.
- 5 To see the Pyramids is one of our ambitions. To see the Pyramids is an ambition of ours.
- 6 Always being late is one of his bad habits. Always being late is a bad habit of his.
- 7 Some of my relatives work abroad. Some relatives of mine work abroad.
- 8 I've borrowed two of your books. I've borrowed two books of yours.

Listening and speaking

7

Listening comprehension

Complete the sentences with the words from the box.

make made Leave cancelled see disaster afraid busy panic
earth Calm novel announced middle call awesome shot notice

- 1 Eliza Brodie has cancelled. It's a complete disaster.
- 2 Calm down, Ramon. There's no need to panic.
- 3 Leave it with me. I'm going to make a phone call.
- 4 It's a long shot but I'll see what I can do.
- 5 How on earth will she find another writer? I'm afraid it's too short notice.
- 6 Anthony Holt is extremely busy. He's in the middle of writing a new novel.
- 7 It's been announced that Black Star is going to be made into a film.
- 8 It'll be awesome!

Individual speaking

You are going to talk about your favourite author.

You might need to do some research on the internet or in the library.

Make notes.

- 1 What is the name of the writer you have chosen? _____
Why have you chosen to speak about him/her? _____
When and where was he/she born? _____
What do you know about his/her life? _____
- 2 What sort of books does/did your chosen author write? _____
What do you like about these books? (e.g. themes, plot, characters, language or style of writing) _____
What is your favourite book by this author? _____
Briefly describe the plot and the characters. _____
Why do you like this book so much? _____
- 3 Have any of your favourite author's books been made into films or adapted for television?
 - If the answer is yes, ...
Which books have been adapted? _____
Have you seen them? Did you like them? Why? / Why not? _____
 - If the answer is no, ...
Do you think any of your chosen writer's books would make good films or TV programmes?
Which ones? Why? _____

Talk to the class about your favourite author. Use your notes.

If possible, show the class pictures and some of the books which your chosen author has written.

Writing

Planning your writing assignment

You are now going to write your own narrative extract about a character preparing for a new experience. It is a good idea to write from your own experience, e.g. preparing for the first day at a new school / first time on an airplane / first time in a school sports team.

Common features of narrative writing

You need to begin by deciding on what the *new experience* was – **the plot**. For Natasha it was her 'first grand ball'. What was it for your character?

Try to write about something you have experienced. It will help you describe how your character is feeling. Make notes on the plot you have chosen.

Next you must decide on where your story takes place – **the setting**.

- The main part of your extract should be your character preparing for the *new experience* as Natasha prepared for the ball at home.
- The extract finished with Natasha in the carriage going to the ball. We don't discover if it turns out as she expected. You should finish your extract after your character's preparations, when he/she was on her way to the new experience.

Make notes on the setting (or settings) for your extract.

Now you know what is going to happen and where it is going to happen, you have to think about your characters.

Characters

What is your main character's name? _____

Does he/she prepare for the new experience alone or with other characters?

alone _____ other characters _____

If other characters are involved, what are their names? _____

Think about your main character. How does he/she feel about the new experience that is going to happen?

If he/she is looking forward to it how will you describe:

- what he/she did?

e.g. *ran hurried laughed prepared excitedly*

- how he/she said things?

e.g. *excitedly breathlessly happily*

Add your own ideas

_____	_____
_____	_____
_____	_____

If he/she is not looking forward to it, how will you describe:

- what he/she did?

e.g. *slowly miserably dragged his/her feet*

- how he/she said things?

e.g. *moaned snapped mumbled*

Add your own ideas.

_____	_____
_____	_____
_____	_____

Finishing
your
narrative
extract

Towards the end of your extract your reader knows how your main character prepared for the new experience and what he/she felt about it. The extract *A New Year Ball*, finished with the Rostov family in the carriage going to the ball. Finish your extract with your main character's thoughts and feelings just before the new experience began. Make notes.

Write your first draft, proofread and make a neat copy.

Don't have more than two.

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 **narrative** extract from a **novel** that is **classic fiction**.

Do you understand what these terms mean? ☐

CHECK! Look back at SB page 73 to make sure.

You have read the extract several times. Can you read it with confidence and good expression? ☐

CHECK! If you think you need more practice, read the extract to yourself or listen and follow the text. Then read it yourself at least once.

Imagine you are reading on the radio. Make the story sound interesting for the audience.

Vocabulary

Look at the word list for Unit 7 on page 141 of your Workbook. Do you know all these words? ☐

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

Grammar

Sentences with a passive verb and indirect object as subject Can you remember how to form this structure? ☐

CHECK! If you need to revise it, look at the Remember box on SB page 77.

Pronouns Can you remember the four different kinds of pronouns you studied? ☐

Do you know how each of them is used? ☐

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

Do you know all the possessive adjectives and their spellings? ☐

CHECK! Look at the last part of the Remember box on SB page 79 to check.

CHECK! To hear pronouns and possessive adjectives in conversation, listen again to Miss Jackson and Ramon, track 2.07.

Word focus

Dictionary work Do you understand what the Build Your Vocabulary box is for? ☐

CHECK! Read the box on SB page 78 if you need to make sure.

Can you think of three words that mean the same, or nearly the same as *big*?

CHECK! Look in your dictionary if you couldn't think of three.

Spelling Are you confident about words that end -es in the plural form? ☐

Write down six words that end -es in the plural in twenty seconds. ☐

CHECK! Revise the words on SB page 78 if you were slow at this task.

Suffixes If -ic is added to a noun, do you know which word class the new word is? ☐

Write four words with the suffix -ic in fifteen seconds. ☐

CHECK! Check the words on SB page 78 if you were slow or couldn't remember them.

Check your spelling when you write words with suffixes. The root word might change!

Listening and speaking

Did you understand how the festival committee's problem was solved? ☐

CHECK! Look at your answers on SB page 80 again if you are not sure.

Have you discussed how interested you are in Anthony Holt's talk at the festival? ☐

Have you prepared your presentation on your favourite author? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again. Try to do it speaking from notes and not reading everything out.

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

Writing features

Are you familiar with all the features of narrative writing? ☐

Do you know the two ways in which the author shows Natasha's feelings? ☐

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

Writing assignment

Have you completed your narrative writing about a new experience? ☐

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

CHECK! Think about whether you could have improved it more. How? Make a note of things you could improve. Keep a list. Look at it before your next writing task.

I have experienced _____
do / I do not think about how they work because _____
I'm interested in finding out about _____
For school work I need to find out about _____

Reading I think the number of people who have flown in space is **50** **15** **500** **700**

Vocabulary chemical reaction: _____
maximum thrust: _____

Grammar By the end of today I will have been given _____ for homework.

Word focus

Dictionary work Three subjects: _____

Spelling Word ending -ey _____ word ending consonant + -y _____

Suffixes In reread, re means _____

Grammar in use Five festival events: _____
separable means _____
inseparable means _____

Listening and speaking To make a request polite add _____
Three things that could make a journey terrible:
1 _____
2 _____
3 _____

Conversation focus  Listen again and answer the questions.

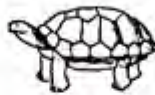
- 1 What is Kurt trying to find out about? _____
- 2 What does Mimi need to find out about? _____
- 3 What does Florence want to find out about? _____

Writing

For an explanation of something that happens now, use the _____ tense.
For an explanation of something that used to happen, use the _____ tense.

Vocabulary

1 Name the animals. Use the text to help you.



fly chimpanzee guinea pig tortoise rat fish monkey

2 Rewrite the verbs adding the correct suffix -ment, -tion or -sion. Check your spelling in the text.

- 1 combust Combustion 2 achieve achievement 3 succeed succession
4 explode explosion 5 explore exploration 6 react reaction

Check you understand the new nouns.

3 Match the words in the box to their definitions below.

probe booster orbiter satellite

- 1 satellite an object that orbits the Earth, sending and receiving signals
2 probe an object that travels into space and sends back signals and pictures
3 orbiter an object that carries astronauts in orbit around the Earth
4 booster an object that gives extra energy to a spacecraft

4 Complete the paragraph with the words from the box.

gas nozzle fuel point rocket tanks pad chamber

Two kinds of fuel are kept in separate tanks. When they are combined in the combustion chamber they react, explode, and produce burning gas. This is forced out of the nozzle very fast. At the point when there is sufficient energy, the rocket rises off the launch pad.

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

maximum horizontal solid artificial irreversible external

- 1 liquid solid 2 natural artificial 3 internal external
4 changeable irreversible 5 vertical horizontal 6 minimum maximum

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

rate thrust scale sequence altitude

- 1 size scale 2 height altitude 3 speed rate
4 force thrust 5 order sequence

7 Match the verbs in the box to their meanings.

maintain combine take over ignite involve

- 1 take over to start doing something that was being done by someone or something else
2 ignite to set light to
3 maintain to keep
4 involve to engage in participation
5 combine to mix together

Reading comprehension

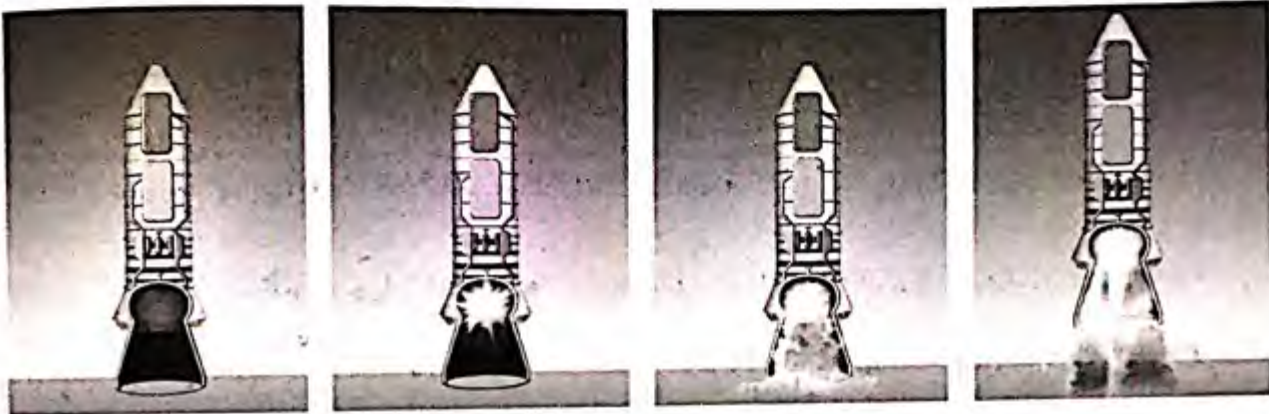
8

Write T (true) F (false) or NS (not stated).

- 1 Many different animals have been sent into space.
- 2 More than half of the animals sent into space came back alive.
- 3 The Shuttle program flew 35 missions.
- 4 The Shuttle stack consisted of 2 SRBs, the ET and the orbital spacecraft.
- 5 Fully fuelled, it weighed 6 million grams.
- 6 The spacecraft's computer took over control because it was safer.
- 7 After one second the shuttle engines were at maximum thrust.
- 8 Astronauts from 15 countries enjoyed their visit to the ISS.

T
NS
F
T
F
F
F
NS

Look at the diagrams and read the sentences. Order the sentences in sequence. Read them to check the sequence makes sense.



- 5 The chemical reaction creates a controlled explosion.
- 8 The burning gas that is being forced out of the nozzle creates energy.
- 4 Next, there is a chemical reaction between the two fuels.
- 7 This is forced out of the nozzle at high speed.
- 2 It has a bell shaped nozzle at the bottom.
- 9 The energy lifts the rocket off the launch pad.
- 1 A rocket engine has two fuel tanks and a combustion chamber.
- 6 The explosion produces burning gas.
- 3 First, the fuels are combined in the combustion chamber.

Write the complete explanation as a paragraph. Read it and check it makes sense.

Grammar

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

take make waste achieve discover complete

- 1 By the middle of this century thousands of space missions will have been completed
- 2 Perhaps more new planets will have been discovered
- 3 Thousands of orbits will have been made by the International Space Station.
- 4 What will have been achieved by these missions?
- 5 Photographs will have been taken of distant planets and stars.
- 6 The money spent on such space flights will not have been wasted

2 Change the sentences from active to passive. You will need to include a *by* phrase in three of them.

- 1 By the end of the month they will have pulled down all the old houses.
By the end of the month all the old houses will have been pulled down.
- 2 In two years' time they will have built the new stadium.
~ ~ ~ the new stadium will have been built
- 3 In a few hours the search party will have found the missing climbers.
~ ~ ~ the missing climbers will have been found.
- 4 By 12 o'clock they will have counted all the votes.
~ ~ ~ all the votes will have been counted
- 5 By this time next year wealthy families will have bought these magnificent houses.
~ ~ ~ these magnificent houses will have been bought
- 6 By the end of term all the students will have achieved outstanding results.
~ ~ ~ ~ outstanding results will have been achieved.

3 Write your own sentences about the pictures using the future perfect passive. Start with a time phrase like those in Exercise 2. Include *by* phrases if you wish.



1

2

3

Word focus

8

A Dictionary work: subject labels

These words appear in the extract: **computer program**

Use your dictionary to find out which specialised subject they belong to. Computing

Use each word in a sentence of your own.

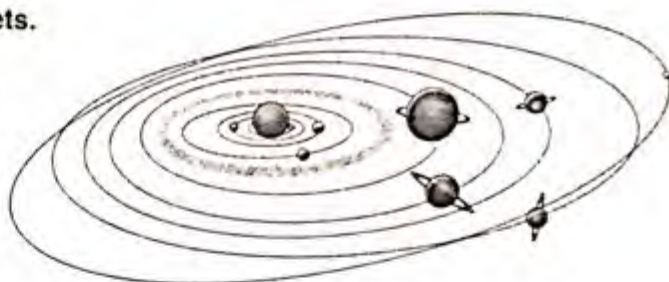
computer _____

program _____

B Spelling: plurals of words ending in -y

Complete each sentence with the plural of the word in brackets.

- The highways (highway) were clogged with traffic.
- People have studied the planets for centuries (century).
- There are many countries (country) I would like to visit.
- These are the keys (key) for the cases.
- You must keep flies (fly) away from food.



Write the plural of the words in bold.

- All I heard was the buzzing of a **fly**. flies
- I had a **reply** to my letter. replies
- The **chimney** was smoking. chimneys
- We went to see a **play** at the theatre. plays
- I have just read an exciting **story**. stories

C Word groups: specialised subject words

Look back on the work you did on Word groups in your Student's Book. Use one word from the **physics** group and one word from the **science** group in sentences of your own.

Word	Group	Sentence
_____	_____	_____
_____	_____	_____
_____	_____	_____

D Prefixes: re-

Match each re- word in the box with its correct meaning.

reconsider **re-employ** **rewind**

- to go back to the beginning of a video or cassette tape rewind
- to think about something again reconsider
- to give somebody their job back re-employ

Complete each sentence. The words in brackets will help you.

- She rejoined (join) the club she had left two years ago.
- You have to recharge (charge) the batteries if it is not working.
- They had to rebuild (build) the shed after the storm.
- He had to reedit (edit) his work because he had not corrected some mistakes.
- The space ship reentered (enter) the atmosphere safely after its long journey.

Grammar in use

1 These sentences contain inseparable verbs. Change the underlined sentences as in the example.

1 Lucy's father is good at drawing. Lucy takes after her father.

Lucy takes after him.

3 d

2 I haven't got much time. I must get on with my project.

I must get on with it.

9 c

3 John had a terrible cold. Fortunately, now he has got over his cold.

Fortunately, now he has got over it.

7 a

4 Peter was angry with his sister, Nancy. He fell out with Nancy.

He fell out with her.

e

5 Joe's friends are important to him. He always stands by his friends.

He always stands by them.

b

What do the phrasal verbs mean? Find the correct meanings and write the letters after the sentences above.

a recover from (3) b support, be loyal to (5) c continue with (7) d be the same as (1) e argue with (4)

2 These sentences contain separable verbs. Change the sentences as in the example.

1 She made up the story. She made the story up. She made it up.

2 We talked over our problems. We talked our problems over, we talked them over.

3 They carried out experiments. They carried experiments out. They carried them out.

4 He turned down my suggestion. He turned my suggestion down. He turned it down.

5 Do up your coat! Do your Coat up! Do it up!

What do the phrasal verbs mean? Write the numbers of the sentences above next to the definitions.

a perform, do 3 b fasten 5 c invent 1 d refuse to accept 4 e discuss 2

3 Replace the underlined nouns with pronouns and rewrite the sentences. This exercise includes both separable and inseparable phrasal verbs.

1 I filled in the form. I filled it in.

2 Can you look after the children? Can you look after them.

3 Please, take off your shoes. Please take them off.

4 You must look up that word. You must look it up.

5 He was looking for my friend and me. He was looking for us.

6 Thieves broke into the shop. Thieves broke into it.

7 Put on your warm boots. Put them on.

8 They can't get on the bus. They can't get on it.

9 The travellers talked over the plan. The travellers talked it over.

10 I can't do without my mobile. I can't do without it.

Listening and speaking

8

Functions of English

Write the sentences correctly.

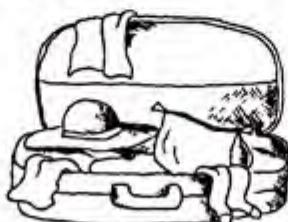
- 1 you Could me my hand give with a suitcase? possibly
Could you possibly give me a hand with my suitcase?
- 2 me you dictionary? lending your mind Would
Would you mind lending me your dictionary?
- 3 if it the right I window? Is all sit by
Is it all right if I sit by the window?
- 4 sat it OK I next be Would you? if to
Would it be ok if I sat next to you?
- 5 you ask a mind question? I you personal Do if
Do you mind if I ask you a personal question?
- 6 if you I your Would mobile? mind borrowed
Would you mind if I borrowed your mobile?

Listening comprehension

Complete the dialogue with the words from the box.

let	start	drink	upstairs	possibly	had	course	thirsty	carrying
	may	settled	Help	all right	over	ring up	problem	
nuisance	at all	means	mobile	first	journey	Fancy	would	

- Bob: Fancy losing your mobile! Not a good start to your holiday.
- Lisa: I ought to ring up Mum and let her know I've arrived.
Could I possibly use your phone?
- Bob: Of course. It's in the sitting-room. Help yourself.
- Brenda: Bob, would you mind carrying Lisa's bags upstairs for her?
- Bob: Not at all. Hand them over.
- Brenda: When you've settled in, we'll have dinner.
- Lisa: Would it be all right if I had a shower first?
- Brenda: No problem. The bathroom's upstairs.
- Lisa: And I'm sorry to be a nuisance but may I have a cold drink, please?
- Bob: By all means.
- Brenda: You must be terribly thirsty after that long, hot journey.



Writing

Planning your writing assignment

You are now going to write a short piece that gives the reader information and explains how something happens.

You can research and write about either how a hot-air balloon gets off the ground or how the Shuttle came back to Earth.

You have a choice of what to write about:

- Choose your subject.
- Begin by making notes of what you already know.
- Do some research.

Look back at level 7, unit 2 / Level 9, Study Skills 2 to remind yourself about research and making notes.

Subject

What subject have you chosen to write about?

Introduction Information

Begin your piece of writing with information.

Find out about **either**: the history of the hot air balloon
or: the history of the Space Shuttle.

Make notes here.

Explanation

From your research, make notes on your explanation – **what happens**.

Tenses

The tense you write your explanation in depends on your choice of subject.

- hot air balloon: hot air balloons are still used today so you will write your explanation in present tenses, e.g.

The air in the balloon **needs** to be heated ...

- Space Shuttle: the Space Shuttle no longer flies so you will write your explanation in past tenses, e.g.

As the Space Shuttle **approached** Earth's atmosphere ...

Sequence

Look back at your explanation notes.

Link each step of the explanation with a word or phrase. Here are some suggestions:

First ... After that ... The next step ... Following that ... When this has ...

Cause and effect

Look back at your explanation notes. Use words and phrases to make it clear that one thing leads to another. Here are some suggestions:

This lets the ... This leads to ... This causes ... When the ... happens then ... The ... makes the ...

Passive voice

Don't use the passive voice all of the time. Use it when the person / people doing the action are not known, e.g. A man lights the burner in the hot air balloon ✗

The burner in the hot air balloon is lit ... ✓

Specialised vocabulary

When you are doing your research, you may come across specialised words and phrases that you need to use in your explanation:

- use your dictionary to ensure you understand meaning.
- help your readers by explaining the more difficult specialised vocabulary, e.g. the writer does not just mention the 'stack', she explains what it is:

The Shuttle 'stack' was made up of two Solid Rocket Boosters (SRBs), the External tank (ET) and the orbital space craft.

Make a note of any specialised vocabulary you will need to explain:

Diagrams and captions

If you think it will help your readers, use simple diagrams for each step of the explanation. Write a clear caption for each diagram.

Write your first draft, proofread and make a neat copy. Check your tenses!

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.

Don't rush through this page.
Think about the questions.

Reading

You have read an article giving explanations of how a rocket takes off and how the Shuttle was launched. The explanation said what happened **in sequence**. It explained **cause and effect** and it used **specialised vocabulary**.

Do you understand what these terms mean? ☐

CHECK! If you're not sure, look at SB page 91.

You have read the article several times.

Can you read it with confidence? ☐

CHECK! If you think you need more practice, read the article to yourself or listen and follow the text. Then read it yourself at least once.

Vocabulary

Look at the word list for Unit 8 on page 141 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 passive Can you remember how to form this structure? ☐

Can you remember when to use it? ☐

CHECK! If you need to revise it, look at the Remember box on SB page 87.

When you're not sure,
always look back and
check again.

Phrasal verbs Can you name the two types of phrasal verb you studied? ☐

Do you know what can separate the verb and preposition? ☐

CHECK! Read through the first part of the Remember box on SB page 89 if you need to.

Do you know what is meant by an inseparable phrasal verb? ☐

CHECK! Read through the last part of the Remember box on SB page 89 to make sure.

Word focus

Dictionary work Do you know what information a subject label gives you? ☐

CHECK! Read the box at the top of SB page 88 if you need to.

Spelling Are you sure about spelling plurals or words ending -y? ☐

Write the plurals of *bay*, *fly*, *donkey*, *country*.

CHECK! Revise the rules on SB page 88 if you got any wrong or are not sure of the spelling.

Prefixes Do you know what the prefix *re-* means? ☐

Write down five words beginning with the prefix *re-* in 20 seconds.

CHECK! Look at the words on SB page 88 again if you were slow at this task.

Listening and speaking

Can you remember expressions for making a request, asking for permission and responding?

Write down two expressions each of these: making a request, asking for permission, responding. ☐

CHECK! If you couldn't do that easily, check the boxes of expressions on SB page 90.

CHECK! Practise making requests and responding with a partner. If you get stuck, check the boxes of expressions on SB page 90 again.

CHECK! Practise asking for permission. One of you is the teacher and must respond.

Act a classroom scene to practise your grammar.

Group conversation Have you discussed Lisa's aunt and uncle? ☐

Have you talked for a few minutes about your own aunts and uncles? ☐

CHECK! If it was difficult, think about Lisa's aunt and uncle again. Then tell your friends about your own aunts and uncles.

Writing features

Do you understand the features of information and an explanation? ☐

Do you understand all the terms used in presenting the features? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 91.

Writing assignment

Have you completed your writing with information and an explanation? ☐

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

CHECK! Have you got into the habit of proofreading and checking your writing before handing it in? Look at your work in your writing file. Look at the mistakes you repeat often. Learn the corrections.

Underline the indirect objects in these sentences. Re-write the sentences using the passive.
Make the indirect object the subject of each sentence. Use a by phrase in three of the sentences.

1 Someone told me a funny joke yesterday.

I was told a funny joke yesterday

2 A well-known author gave a talk to the whole school.

The whole school was given a talk by a well known author.

3 The head teacher is going to show the students an interesting film.

The students are going to be shown an interesting film

4 Somebody is teaching us traditional dances for the show, by the head teacher.

We are being taught traditional dances for the show.

5 My grandmother has bought me a wonderful present.

I have been bought a wonderful present by my grandmother

Complete the sentences with the correct word in brackets.

1 This is Henry. He is a good friend of _____. (me / mine / my)

2 Aren't these the boys' photos? I was sure they were _____. (theirs / his / hers)

3 The books are needed urgently. Please send them to _____ at once. (our / ours / us)

4 What about the tickets? Have we sold many of _____? (they / them / theirs)

5 This isn't my mobile. I thought it was _____. (yours / your / you)

6 This is Bay City College. Miss Jackson is _____ principal. (it's / its / her)

Complete the sentences with verbs from the box. Use the future perfect passive.

carry out make discover launch send

1 By the middle of this century many new space rockets will have been launched.

2 Thousands of experiments will have been carried out by scientists on the ISS.

3 By 2050 many more exciting photos will have been sent back to earth.

4 Many new fascinating facts will have been discovered

5 What discoveries will have been made by the end of this century?

Replace the underlined nouns with pronouns and rewrite the sentences. This exercise includes both separable and inseparable phrasal verbs. Be careful about word order!

1 The committee turned down my proposal. She turned it down.

2 They looked for the boy everywhere. They looked for him everywhere.

3 Jenny takes after her mother. Jenny takes after her.

4 We carried out some experiments. We carried them out.

5 Joe made up a hilarious joke. Joe made it up.

6 I need to get on with my work. I need to get on with it.

8. Complete the sentences with words from the box. Be careful to use the correct form of the verb.

alter سحره سحره scurry سحره سحره ensure سحره سحره survey سحره سحره clutch سحره سحره inspect سحره سحره

- 1 When it grew dark, mice scurried about the barn searching for food.
- 2 Before we could cross the border, an official carefully inspected our passports.
- 3 Afraid of being robbed, the man clutched the package to his chest.
- 4 Because Mr Jones fell ill, the family had to alter their holiday plans.
- 5 Please ensure that you revise thoroughly for your exam.
- 6 The climbers stood at the summit and surveyed the magnificent scene below them.

9. Match the words in the box to their synonyms.

sequence entire rate numerous scale swift

- 1 many numerous 2 fast swift 3 speed rate
- 4 order sequence 5 size scale 6 complete entire

10. Match the words in the box to their antonyms.

shy artificial solid succeed external horizontal

- 1 natural artificial 2 vertical horizontal 3 internal external
- 4 liquid solid 5 confident shy 6 fail succeed

11. Make nouns from the following verbs by adding the correct suffix: -ment, -tion or -sion.

- 1 explode explosion 2 react reaction 3 appreciate appreciation
- 4 achieve achievement 5 explore exploration 6 move movement

12. Make adverbs from the following adjectives.

- 1 cautious cautiously 2 entire entirely 3 shy shyly
- 4 critical critically 5 swift swiftly 6 dainty daintily

Now complete the sentences with the adverbs.

- 1 The player ran swiftly to get the ball.
- 2 Natasha looked eagerly about her as she stepped daintily onto the red carpet.
- 3 The explorers moved cautiously along the narrow, icy path.
- 4 The teacher spoke critically about the student's work.
- 5 The new girl smiled shyly at her classmates.
- 6 The sculpture was made entirely of ice.

9 It's an issue

start-up Note your answers to SB pages 94-95 here.

Issues discussed before: _____
I have heard of or read about _____
I have a strong opinion about _____
I have never heard of _____
_____ I have no opinion about _____

Reading *discursive* means _____
Learning to discuss things is important because _____

Vocabulary ozone layer _____
greenhouse gases _____
exhaust fumes _____
ultraviolet rays _____

Grammar Two word classes that change in direct speech: _____

Word focus

Dictionary work Words are put in bold so that _____
Another treatment that could be used is _____

Spelling Two words with each ending: _____

Suffixes There are _____ different sounds to the -ed past tense endings.

Grammar in use Three events:

- 1 _____
- 2 _____
- 3 _____

adjectives: size _____ shape _____ colour _____
age _____ material _____

Listening and speaking Professor Barnes's present archaeological dig is in _____
I am most interested in discoveries in _____ because _____

Conversation focus  Who mentioned: 1 equal opportunities _____ 2 animal rights _____
3 poor people _____ 4 poor farmers _____ 5 climate change _____?
Which issue that you read about was not mentioned by either Liam or Florence? _____

Writing I have strong views about _____ because _____

Vocabulary

Write these words under the correct heading.

		Motor car	Natural environment
gasoline	ozone layer	<u>gasoline</u>	<u>ozone layer</u>
ultraviolet rays	greenhouse gases	<u>auto mobile</u>	<u>ultra violet rays</u>
automobile	engine	<u>engine</u>	<u>greenhouse gases</u>
atmosphere	exhaust fumes	<u>exhaust fumes</u>	<u>atmo sphere</u>

Find the abstract nouns in the essay that are formed from each of these verbs.

- 1 protect protection 2 pollute pollution 3 argue argument
4 solve solution 5 invest investment 6 depend dependence

Underline each verb that can also be used as a noun

- 1 increase 2 ignore 3 damage 4 spill 5 exercise 6 transport 7 introduce 8 cause

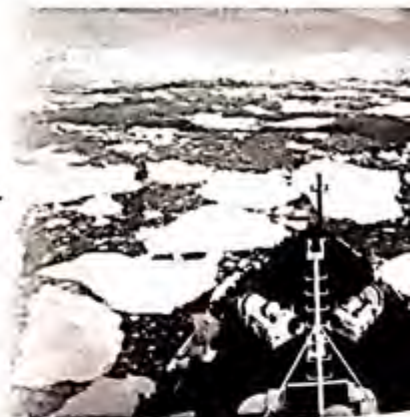
Match each adjective in the box to its correct definition.

beneficial مفيد premature بكر horrific مروع efficient فعال severe شديد

- 1 working well and producing good results efficient 2 shocking and upsetting horrific
3 having a good effect or influence beneficial 4 very serious and bad severe
5 happening too soon Premature

Write the word class of the underlined word in each sentence.

- 1 CO₂ is a major contributor to air pollution. Noun
2 CO₂ contributes to air pollution. verb
3 Cycling is an energetic way to travel. adjective
4 We use energy when we cycle. Noun
5 The oil industry has invaded the Arctic. verb
6 The invasion of the Arctic by the oil industry has begun. Noun



Write the antonym of each word. You will find them in the essay.

- 1 advantages disadvantages 2 increases decreases
3 harmless harmful 4 unhealthier healthier
5 discourage encourage 6 possible impossible
7 carefulness Carelessness 8 inefficient efficient

Use these words in sentences of your own.

- 1 emissions _____
2 impact _____
3 congestion _____

Reading comprehension

9

Underline the correct answers.

- The number of cars sold in 2007 was ...
a 632 ☒ 54,920,317 c 24,000.
- Probably the greatest problem is ...
a obesity b congestion ☒ pollution.
- Fuel exhaust fumes contain ...
a oil ☒ sulphur c greenhouse gas.
- Lack of exercise causes ...
a a decrease in the ozone layer b an environmental catastrophe ☒ diabetes.
- Peter Wadhams is ...
☒ a professor b a newspaper man c a member of the government.
- 85.7% of people who took part in the survey said ...
a drilling should not be banned ☒ drilling should be banned c they didn't care.



Complete the sentences with words from the box.

planet efficient respiratory alternatives environmental disadvantages

- We should be concerned about the disadvantages of the number of cars on the road.
- When the sun's heat is trapped, the planet warms up.
- Respiratory problems get worse when pollution increases.
- The oil industry has started drilling in sensitive environmental areas.
- Public transport should be cheap and efficient.
- We should be investing in alternatives such as the electric car.

Write T (true), F (false) or NS (not stated).

- 900 million metric tons of CO₂ is released into the atmosphere every year.
- In the USA, car emissions are the ^{second} largest source of CO₂.
- A study was carried out in Holland on ⁶³² 24,000 children.
- Peter Wadhams does not own a car.
- There is no oil left anywhere but in the Arctic.
- The electric car is one alternative to using oil.

T
F
F
NS
F
T

Correct the false statements.

Oil supplies are beginning to dry up elsewhere

Your views.

If you had responded to the survey, what would you have said? Why?

Grammar

Complete the reported sentences with the words and phrases from the box.

the day before the following day the previous week
six months earlier the week after that day

1 "We were stuck in a terrible traffic jam last week."

They said that they had been stuck in a terrible traffic jam the previous week

2 "I bought a new car six months ago."

She explained that she had bought a new car six months earlier

3 "I won't drive to work tomorrow."

He said that he wouldn't drive to work the following day

4 "The air pollution seems worse than ever today."

She complained that the air pollution seemed worse than ever that day

5 "I took part in a discussion about cars yesterday."

He said that he had taken part in a discussion about cars the day before

6 "I'll make a decision next week."

She promised that she would make a decision the week after

Report the following sentences.

1 "I'm thinking of buying these boots," she said.

she said that she was thinking of buying those boots.

2 "We want to live here in this house," they insisted.

they insisted that they wanted to live there in that house

3 "The head teacher can't speak to you now because he is busy until midday," she explained.

she explained that the head teacher couldn't speak to them

4 "I'll hand in my project tomorrow," he promised.

he promised that he would hand in his project the following day

5 "We saw this film in our local cinema two weeks ago," they said.

they said that they had seen that film in their local cinema

6 "I'm going to Spain for my holidays next year," she said.

she said that she was going to Spain for her holiday

Report the following dialogue. Use the reporting verbs from the box.

announce say ask insist promise add

Kate: I'm going to sell my car tomorrow. I've decided to rely on public transport from now on.

Joe: Are you sure about this? I can't do without my car.

Kate: I'll let you know how I get on next weekend. I know it's going to be hard.

Word focus

9

A Dictionary work: bold words in the definition

Use the bold entry in the definition of these words to answer the questions.

- Lead
A metal that does not **corrode** easily.
Explain the meaning of corrode.
It happens when metal or another substance corrodes.
- Pollution
Pollution is almost always caused by human activity, e.g. **carbon emissions**.
Explain the meaning of carbon emissions.
Carbon dioxide and carbon monoxide that
- Greenhouse gas can be caused by **deforestation**. vehicles and factories produce and send into the atmosphere.
Explain the meaning of deforestation.
the process of cutting down and removing trees.

B Spelling: plural of words ending in -f and -fe

Write the words from the box under the correct headings.

scarf cliff handkerchief hoof roof chef life shelf

plural with -s	plural with -ves	plural with both
cliffs	scarves	handkerchiefs - handkerchieves
roofs	lives	hoofs / hooves
chefs	shelves	

C Word groups: specialised subject words

Look up each word in the dictionary. Write the specialised subject to which it belongs.

- obesity health
- engine physics
- metric maths
- ozone layer environment
- ice cap geography
- Arctic geography

D Suffixes: -ed and -t

Complete each sentence with the past tense of the verb in brackets.

- You saved your money but I spent (spend) mine.
- We walked (walk) to school instead of going by car. spilt
- My project was spoilt (spoil) when I spilled (spill) coffee on it.
- I learnt (learn) a lot from the book you lent (lend) me.
- The air smelt (smell) smoky from the rubbish they burnt (burn).

Use these past tense verbs in sentences of your own.

- dealt _____
- kneilt _____
- sent _____

Grammar in use

Remember the order of adjectives before nouns:

opinion + size + age + shape + colour + origin + material + purpose

Look at the adjectives below and, next to each one, write the group it belongs to.

- | | | |
|--------------------------|------------------------------|--------------------------|
| 1 wooden <u>material</u> | 2 ancient <u>age</u> | 3 fishing <u>purpose</u> |
| 4 massive <u>size</u> | 5 interesting <u>opinion</u> | 6 Greek <u>origin</u> |
| 7 round <u>shape</u> | 8 scarlet <u>colour</u> | |

Think of another adjective belonging to each group.

- | | | |
|------------------|-----------------|----------------|
| 1 opinion _____ | 2 size _____ | 3 age _____ |
| 4 shape _____ | 5 colour _____ | 6 origin _____ |
| 7 material _____ | 8 purpose _____ | |

Put the adjectives in front of the nouns in the correct order. Change the indefinite article if necessary.

- 1 a box (leather, round, jewellery)

a round, leather, jewellery box

- 2 a painting (ancient, oil, valuable)

a valuable, ancient, oil painting

- 3 a fountain (marble, white, spectacular)

a spectacular, white, marble fountain.

- 4 an elephant (Indian, grey, small)

a small, grey, Indian elephant.

- 5 a coin (silver, tiny, extraordinary)

an extraordinary, tiny, silver coin

- 6 boots (brown, winter, new, leather)

new, brown, leather winter boots

- 7 a shawl (triangular, old, woollen, ugly)

an ugly, old, triangular, woollen shawl

- 8 a flag (rectangular, enormous, red, green)

an enormous, rectangular, red and green flag

Look at the pictures and write phrases to describe them.

Use at least two adjectives in front of the nouns.

1



2



3



4



Listening and speaking

Listening comprehension

Complete the text with the words from the box.

Running discovery incredible unexpectedly
beneath archaeologist led across riches
News return fascinated tomb wild
heavily abandon searching spread



By 1922 the British archaeologist, Howard Carter had been searching for Tutankhamun's tomb for five years. Running out of money, he was about to abandon the search and return to England when unexpectedly he came across stone steps beneath the desert sand, which led down to the tomb. The riches which he discovered inside were incredible. News of the find spread quickly and people in Europe and the USA soon became fascinated by all things Egyptian. They went wild for it! The style of the 1920s and 30s in Europe and the USA was heavily influenced by this amazing discovery in the Valley of the Kings.

Individual speaking

You are going to talk about an interesting discovery.

You might need to do some research on the internet or in the library.

Make notes.

- 1 What is the discovery you have chosen? _____
Where and when was it discovered? _____
Who made the discovery? _____
How did people react at the time? _____
- 2 Describe the discovery in detail. _____

- 3 Why do you consider this discovery to be especially important or interesting? _____

- 4 What effect has it had on people's lives? _____

Talk to the class about your chosen discovery. Use your notes.
If possible, show the class pictures to illustrate your presentation.

Writing

Planning your writing assignment

Write a discursive essay on one of the following:

- Some people believe it is important to look nice but others say we spend too much time on appearance and fashion.

What are your views on this statement?

- Some people enjoy playing computer games but others say it would be better to spend free time on physical activities.

What are your views on this statement?

Subject

Which essay title you have chosen: ☒ appearance & fashion ☐ computer games ☐

Now you have to decide on your attitude to the subject. Write *do* / *don't*.

People *do* / *don't* spend too much time on their appearance. _____

People *do* / *don't* spend too much time on computer games. _____

Purpose

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

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 by thinking about 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.

one argument = one paragraph

1st argument _____

2nd argument _____

3rd argument _____

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

1 _____

 2 _____

 3 _____

Reason for disagreeing

1 _____

 2 _____

 3 _____

Final
paragraph /
appeal to
the reader

- Summarise:
- the arguments that support your attitude
 - the arguments that support the opposite point of view
 - the reasons why you don't agree
 - make an appeal to your readers – give them something to think about

Remember direct questions!

You have now decided on the subject: your attitude; your arguments to support your attitude; and reasons why you don't agree with the opposite point of view. It is time to think about the language and the facts you will use.

Persuasive
language

When you are discussing your attitude to the subject, what *positive* persuasive language might you use?

When you are discussing the opposite point of view, what *negative* persuasive language will you use?

Facts

Find out some facts that would support your attitude to the subject.

Find out some facts that would support your reasons for disagreeing with the opposite point of view.

Write your first draft, proofread and make a neat copy.

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.

Try to finish off any work you haven't completed before you do this page.

Reading You have read a **discursive** essay. It discussed the **advantages** and **disadvantages** of cars.

Do you understand what these terms mean? ☐

CHECK! Look back at SB page 103 or check in a dictionary.

You have read the essay several times.

Can you read it with confidence? ☐

CHECK! If you think you need more practice, read the essay to yourself or listen and follow the text then read it yourself at least once.

Vocabulary Look at the word list for Unit 9 on page 141 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 Can you remember how to make other changes? ☐

What do *this* and *these* change to? What does *here* change to?

CHECK! If you couldn't answer those questions straight away, look at the first two sections of the Remember box on SB page 99.

Do you know how all the time words and phrases change? ☐

Be honest!

CHECK! Look at the time words and phrases that change in section 3 of the Remember box on SB page 99. Cover the answers. Can you change each word or phrase correctly? Uncover and learn them if not.

Order of adjectives Do you know the correct order? Order these: a [blue shopping Italian old strange round] basket. ☐

CHECK! Check your answer. Learn the order list in the Remember box on SB page 101 if you need to.

Do you know how a series of adjectives sounds in a conversation? ☐

CHECK! To hear the correct tone, listen again to the discussion in the library, track 2.15.

Word focus

Dictionary work Do you know what a word in bold in a definition tells you? ☐

CHECK! Look back at the information on SB page 100 if you need to.

Spelling Do you know what the plural endings for words ending -f and -fe are?

Write the plurals of *loaf*, *shelf*, *thief*, *cliff*, *chief*, *roof* in 20 seconds.

CHECK! Revise the words on SB page 100 if you were slow at this task or got any wrong.

Suffixes Do you know which words can end with -t, -d or -ed? ☐

CHECK! Look at the words on SB page 100 again if you are not sure.

Listening and speaking

Did you understand the connection between Ancient Egypt and some modern architecture? ☐

CHECK! Look at the pictures on SB page 102 again and explain it in your own words.

Have you prepared your presentation on an interesting discovery? ☐

Have you given your presentation? ☐

CHECK! If you have not yet given your presentation, practise it again. Try to do it from notes and using any pictures you may be showing.

CHECK! When you have given your presentation, try it again without using any notes at all. Show pictures to do with the discovery. Talk about them and explain the discovery.

Remember to look up at the audience when you give a presentation.

Writing features

Do you know what all the writing features for a discursive essay are? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 103.

Writing assignment

Have you completed your discursive essay? ☐

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

CHECK! Did you check your essay for mistakes in spelling, punctuation and grammar?

Reading your essay aloud to yourself can help you find mistakes.

10 Influences

Start-up

Note your answers to SB pages 104–105 here.

Use these lines to note your answers to the questions about influences.

Reading Three features of autobiographical writing: _____

Vocabulary *my heart sank* means _____

not a care in the world means _____

Grammar A habit is _____

Word focus

Dictionary work An antonym is _____

A synonym is _____

Spelling The adjective formed from *adventure* is _____

Suffixes -ive adjectives: very big _____ nice to look at _____

Grammar in use I get my teeth checked by a dentist _____

I have my hair cut _____

A good way to end the festival: _____

Listening and speaking I am better at _____ advice because _____

Three school problems the girl might want advice about: _____

Conversation focus  Listen again and answer the questions.

1 Which two teachers were mentioned in the discussion? _____

2 What form of art had disappeared but been found again? _____

3 What two music performers were mentioned? _____

Writing Three aspects of a person that can be described to show their character:

1 _____

2 _____

3 _____

Vocabulary

Match the nouns in the box to their meanings.

ضحية victim تحدّي defiance جوّ جوّ atmosphere رجل guy احترام respect طفل kid ضباب mist

- an informal word for a) a child kid b) a man or older boy guy
- a light, thin fog that dries up and disappears in the sunshine mist
- the mood or feeling in a place atmosphere
- the feeling you have when you look up to someone and admire them respect
- a person to whom something bad has been done victim
- the act of disobeying someone defiance

Find these words in the text. Read the sentence where you find each one.

check in your dictionary if necessary.

a Circle three that mean the same or nearly the same.

يستهزئ jeer يهين humiliate تعوّل compensate سخر sneer يسخّر mock يمثّل demonstrate

b Underline one phrase that expresses the best meaning of all the words you circled.

to tell lies about someone

to speak to someone in an unkind way

to make someone feel unhappy

to shout at someone in front of other people

c Match the other verbs to the meanings below. Use them to complete the sentences.

1 to make someone feel ashamed and embarrassed humiliate

2 to show demonstrate

3 to take away the bad effect of something compensate

4 Please don't humiliate me by coming to the fancy dress party on the bus dressed as a banana.

5 You can compensate for forgetting your homework by tidying the classroom.

6 The nurse demonstrated the correct way to give an injection.

Match the words from the box to their synonyms below.

سخر derisive يترنّب trembling صلب tough يفرض imposing

1 shaking trembling 2 impressive imposing

3 mocking derisive 4 strong tough

Find these words in the text. Match them to the phrases below.

Try to match first then check in your dictionary.

تخويف intimidating مكر cunning بدون هدف pointless قديمة old-fashioned

1 using clever methods cunning 2 without purpose or value pointless

3 no longer modern old-fashioned 4 frightening so you feel weakened intimidating

أصرّ assert بلع swallow حارّ bar يتعارض contradict يزعج bother

5 to show strength assert 6 to make trouble for someone bother

7 to block bar 8 to say the opposite contradict

9 to make a movement in your throat swallow

Reading comprehension

Write T (true) F (false) or NS (not stated).

- 1 Robbie had been at Sun Hill School for three years when Leo arrived. ^{Two}
- 2 Leo came to the school on a cold day in spring. ^{winter}
- 3 Robbie often came first in class tests.
- 4 Everyone looked up to Robbie. ^{no one}
- 5 Danny never did any good projects.
- 6 Robbie expected Leo to make a derisive comment about his project.
- 7 Leo's arrival made a sudden change to the atmosphere in the class. ^{gradual}
- 8 After the first day, Danny didn't really like Leo.
- 9 Nobody respected Danny because he had used his strength to intimidate them.
- 10 Leo and Robbie became good friends.

F
F
I
F
NS
I
F
NS
I
I

Correct the false statements in Exercise 1.

Write the words that describe each of the three characters next to their names.

friendly tough clever cunning miserable confident relaxed
intimidating tall successful imposing frightened

Robbie clever, miserable, successful, frightened
 Danny tough, cunning, intimidating, imposing
 Leo friendly, confident, relaxed, tall

Complete the sentences with the words from the box. Change the form as necessary.

defiance contradict atmosphere derisive sneer tremble

- 1 "Your project is pointless," Danny sneered.
- 2 Robbie expected a derisive comment from Leo.
- 3 After Leo arrived, the atmosphere changed little by little.
- 4 Robbie was so intimidated by Danny that he was trembling when Danny came over.
- 5 The other boys didn't dare to contradict anything Danny said.
- 6 When Robbie didn't answer Danny mistook his silence for defiance.

Grammar

Change the sentences so that you use *would* + infinitive (without to).

- 1 As a boy my grandpa ~~used to~~ help his father on the farm.
~ ~ ~ ~ ~ *would* ~ ~ ~ ~ ~
- 2 He ~~used to~~ milk the cows every morning before school.
~ *would* ~ ~ ~ ~ ~
- 3 In the summer holidays he ~~looked~~ after the sheep and goats.
~ ~ ~ ~ ~ *would look* ~ ~ ~ ~ ~
- 4 At the end of the week his father ~~always gave~~ him a little money.
~ ~ ~ ~ ~ *would always give* ~ ~ ~ ~ ~
- 5 Every Saturday his parents ~~used to~~ drive into town in their old truck.
~ ~ ~ ~ ~ *would* ~ ~ ~ ~ ~
- 6 My grandpa ~~went~~ with them.
~ ~ *would go* ~ ~ ~ ~ ~

Complete the sentences. Use *would* + a verb from the box.

copy laugh try turn stare make

- 1 Every day Robbie *would try* to avoid Danny Liddle.
- 2 Danny *would* always *make* nasty comments about Robbie.
- 3 He *'d laugh* at Robbie's old-fashioned clothes.
- 4 When he sneered at Robbie, the other boys *'d copy* him.
- 5 When Danny mocked Robbie, Leo *'d turn* up at his side.
- 6 He *'d stare* at Danny until he shuffled off.



Rewrite the sentences using the words in brackets.

- 1 Danny ~~would~~ wear fashionable clothes. (always)
~ ~ ~ *always* ~ ~ ~
- 2 Danny ~~would~~ behave violently towards Robbie. (never)
~ ~ ~ *never* ~ ~ ~
- 3 He ~~would~~ make hurtful comments. (frequently)
~ ~ ~ *frequently* ~ ~ ~
- 4 Robbie ~~would~~ feel a complete failure. (often)
~ ~ ~ *often* ~ ~ ~
- 5 He ~~would~~ want to cry. (sometimes)
~ ~ ~ *sometimes* ~ ~ ~
- 6 Leo ~~would~~ look at Danny until he shuffled off. (just)
~ ~ ~ *just* ~ ~ ~

A Dictionary work: synonyms and antonyms

Use a dictionary to find a synonym for each of these words.

- 1 answer Solution 2 argument quarrel 3 believable plausible
4 brave Courageous 5 grumble moan 6 obviously clearly

Use a dictionary to find an antonym for each of these words.

- 1 better worse 2 complicated simple 3 frequent infrequent
4 organised disorganised 5 plentiful scarce 6 most least

B Spelling

Complete these sentences by adding a suffix to each bold word.

Someone who ...

- 1 has a good sense of **humour** is humorous
2 is very **curious** shows curiosity
3 is **generous** shows generosity



Write the abstract noun based on the word in brackets.

- 1 He was always getting in the way and was such a (hinder) hindrance
2 She said the same thing over and over again and the (repeat) repetition was annoying.
3 They waited for the audience to fall silent then made their (enter) entrance

C Word groups

Group the words from the box under the correct heading.

frightened sunny old-fashioned successful tough helpless
new miserable strong silly cunning great

Superlative adjective with -est

Sunniest
toughest
newest
strongest
silliest
greatest

Superlative adjective with most

frightened
old-fashioned
successful
helpless
miserable
cunning

D Suffixes: -ive

Use each of these -ive adjectives in sentences of your own.

- 1 persuasive _____
2 impressive _____
3 selective _____
4 assertive _____
5 supportive _____

Grammar in use

- 1** Complete the sentences with the correct form of get or have + the past participles of the verbs from the box.

build shorten fix take clean cut paint make

- Dad's car broke down so he called a mechanic and had/got it fixed.
- Miss Jackson went to the hairdresser to have/get her hair cut.
- Mum had/got a special cake made for the birthday party.
- The dress is too long so Jane's going to get/have it shortened.
- Last year my grandmother had/got her portrait painted.
- The house didn't have a garage so we had/got one built in the garden.
- When Jim and Sue get married next month, they will get lots of photos taken.
- The whole house is in a very dirty state. You should get it cleaned.

- 2** Gigi de Villeneuve is a successful American film star.
Write about her using get or have + past participle as in the example.

- Last year – enormous house – build – the Hollywood Hills
- house – design – famous Italian architect
- spectacular swimming pool – install – garden
- always – clothes – make – top designers
- Every day – hair – do – well-known hairdresser
- meals – cook – French chef
- beautiful flowers – deliver – to the house
- exotic fruit – fly in – the Caribbean



- Last year she had an enormous house built in the Hollywood Hills.
- she had it designed by famous Italian architect.
- she had a spectacular swimming pool installed in the garden.
- she always gets her clothes made by top designers.
- Everyday she gets her hair done by a well known hairdresser.
- she gets her meals cooked by a French chef.
- she has beautiful flowers delivered to the house.
- she gets exotic fruit flown in from the Caribbean.

- 3** Think about you and the members of your family. What things do you not do yourselves? What things do you have done? Write three sentences using have or get + past participle. Use a by phrase if necessary to show who does the action.

- _____
- _____
- _____

Listening and speaking

10

Functions of English

Read the problems and give advice by completing the sentences.

1 "There's a boy in my school who is really mean to the younger children.
What can I do?"
You could always _____

2 "My exams are starting soon and I'm really worried about them."
It might be a good idea if you _____

3 "My parents want me to be a lawyer but I want to be an actress.
What can I do?"
If I were you, I _____

4 "I love animals and would love to become a vet when I leave school but the
trouble is I'm not very good at science. Any advice?"
Have you considered _____

5 "My parents don't give me very much pocket money. I never have enough.
Any suggestions?"
Have you thought about _____

Listening comprehension

Complete the dialogue between Katie and her mother using the words from the box.

ignore sneers head teacher copy piece bully make calls
notice know right worry appointment nasty worse
on cowards were trouble pet suggest

Mum: So tell me what this girl has been doing, Katie.

Katie: Well, she makes nasty comments all the time.
And the trouble is, the other girls just copy her.
I can't do anything right. If I do a good piece
of work, she just sneers at me and calls me the teacher's
pet. And if I make a mistake, she calls
me stupid. I don't know what to do.

Mum: If I were you, I'd just ignore her.

Katie: I've tried not to take any notice, Mum, but it's really hard.

Mum: Well, we've got to let the school know what's going on.

I suggest that we make an appointment with Mrs Martin, the head teacher.

Katie: Won't that make Janice even worse?

Mum: No, it won't. Janice is a bully and people like that are
always cowards. Don't worry, Katie. Everything's going to be fine.



Writing

Planning your writing assignment

You are now going to write an autobiographical extract about a person / people who had an effect on you.

Introduction Who is the person that had an effect on you? _____
Did you like / dislike that person? _____
Are you going to include another person who had the opposite effect? Yes / No
If Yes, what was his/her name? _____
Did you like / dislike that person? _____
Where did you meet this person / people? e.g. at school / at a sports club / in your neighbourhood?

How old were you? _____
Use your notes to write your opening paragraph(s). Begin:
I remember when _____

First person Most of your autobiographical extract will be written in the first person.
The reader wants to know what you did and how you felt.
You will use the third person when you are writing about what the other person (or people) said and did.

Past tenses You are writing about what happened to you some time ago so check you have written using past tenses.

The plot Think about the things that happened that involved the person / people and had an effect on you.
It might be one incident or more than one incident.
Make notes:

Precise
detail: the
people

You have to be very precise about the person / people you are writing about.
Make notes.

Person 1:

Name _____

Appearance _____

Personality _____

Person 2: (make notes if you are writing about
a second person)

Name _____

Appearance _____

Personality _____

Here are some useful vocabulary suggestions but use your own ideas as well.

mean generous cruel cheerful lazy hard-working
nasty kind bad-tempered friendly sly horrid

Look up any words
you don't know.

Now you have decided on the person / people you are writing about and
what happened, you have to think about what effect it had on you.

Precise
detail: the
writer's
thoughts
and feelings

If one of the people had a good effect on you:

- what did you like about them?

- how did they make you feel?

If one of the people had a bad effect on you:

- what did you dislike about them?

- how did they make you feel?

Use your notes and write your autobiographical extract.

Remember!

The reader has to know what the person or people were like and why they had such an effect
on you.

Write your first draft, proofread
and make a neat copy.

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.

Remember to revise
all the work before
you do a test.

Reading

You have read an autobiographical extract about two people who **influenced** the writer and who had a strong **effect** on his life.

Do you understand what these terms mean? ☐

CHECK! Look back at SB page 113 if you are not sure.

You have read the extract several times.

Can you read it with confidence? ☐

CHECK! If you think you need more practice, read the extract to yourself or listen and follow the text then read it yourself at least once.

Vocabulary

Look at the word list for Unit 10 on page 141 of your Workbook. Do you know all these words? ☐

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

Grammar

would for habitual actions in the past

Do you understand when to use this structure? ☐

CHECK! If you need to revise it, look at the Remember box on SB page 109.

Use the Remember
boxes and Grammar
reference to revise.

Causatives Do you understand this structure? ☐

Do you know when it is used? ☐

CHECK! Read through the Remember box on SB page 111 if you need to.

Do you know several ways of using this structure in everyday conversation? ☐

CHECK! To hear the structure in conversation, listen again to the discussion at the end of the festival, track 2.19.

Word focus

Dictionary work Are you completely sure what antonyms and synonyms are?

Do you know where to find them in dictionary definitions? ☐

Write down antonyms for *simple* and *worse*; synonyms for *brave* and *clearly* in 10 seconds. ☐

CHECK! If you couldn't do that or were slow, check words on SB page 110.

Spelling Do you know common words that lose a letter when a suffix is added?

Add *-ous* to these words: *humour*, *disaster*
add *-ity* to *curious*, *generous*.

CHECK! Revise the words on SB page 110 if you were slow at this task.

Suffixes: Write down six adjectives ending *-ive* in fifteen seconds.

CHECK! Revise the words on SB page 110 if you were slow or couldn't think of six.

Listening and speaking

Can you write down five expressions for giving advice in fifteen seconds? ☐

CHECK! Read through the expressions in the box on SB page 112 if you were slow at this.

Group conversation Have you talked about problems and given each other advice? ☐

Have you talked about Katie's situation, the advice her mother gave and what you would say? ☐

CHECK! Look at the two problems on SB page 112 that Katie didn't have. Practise giving advice about these without looking at the expressions in the box.

Writing features

Do you know what all the features for an autobiographical extract are? ☐

Do you understand why they are included? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 113.

Writing assignment

Have you completed your autobiographical extract? ☐

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

CHECK! Compare it with one of your earliest pieces of writing from the first few units. Are there fewer mistakes? Is it neater and clearer? Note the things that you still need to improve.

Now give yourself a pat on the back.
Well done for getting to the end!

Complete the reported speech.

- "I enjoyed reading this book but I don't like these photos in it." ^{it} Jane said that she had enjoyed reading that book but she didn't like those photos in it.
- "Can we go to the beach tomorrow?" Bobby and Belinda asked if they could go to the beach the following day.
- "Next year I'm going to study here in New York." Freddie said that the following year he was going to study there in New York.
- "Six months ago I was working as a pilot." James said that six months before he had been working as a pilot.
- "I'll speak to your teacher today, Ben." Ben's mother promised that she would speak to his teacher that day.

Write the adjectives in the correct order in front of the nouns. Change the indefinite article if necessary.

- a statue (glass, green, spectacular) a spectacular, green, glass statue.
- paintings (Roman, unusual, ancient) unusual, ancient, Roman paintings.
- a ring (valuable, wedding, gold) A valuable, gold, wedding ring.
- boots (leather, climbing, strong) Strong, leather, climbing boots.
- a pool (swimming, circular, marble, enormous) an enormous, circular, marble swimming pool.

Complete the sentences. Use *would* + one of the verbs from the box.

make fun feel look after help sneer

- When he was young, my grandpa would help his father on the farm.
- In the summer holidays he would look after the sheep and goats.
- At school Danny Liddle would often sneer at Robbie.
- He would make fun of Robbie's old-fashioned clothes.
- Robbie would always feel a failure.

Complete the sentences with *get* or *have* + the correct form of the verbs from the box.

fix take clean cut build

- I'm going to get my hair cut next week.
- They got their house built last year.
- The car was very dirty so we got it cleaned.
- The TV is broken. We must get it fixed.
- Last week the whole family got their photograph taken.

Write the abstract nouns formed from the following verbs.

- pollute Pollution
- invest investment
- solve solution
- argue argument
- invade invasion
- congest congestion

- Write the verbs from which the following nouns were formed.
- embarrassment embarrass
 - protection Protect
 - introduction introduce
 - ignorance ignore
 - admiration admire
 - obedience obey

Complete the sentences with the words from the box.

pointless severe intimidating beneficial old-fashioned efficient

- Taking exercise has a beneficial effect on our health.
- The violent storm caused severe damage to the town.
- A modern factory has efficient methods of production.
- Danny made fun of Robbie's old-fashioned clothes.
- Robbie found Danny's behaviour intimidating.
- Trying to avoid Danny was pointless. He always hunted Robbie down.

Match the words in the box to their synonyms.

demonstrate imposing cunning impact tremble tough

- clever cunning
- strong tough
- impressive imposing
- show demonstrate
- shake tremble
- effect impact

Write the antonyms of the following words.

- harmful harmless
- careless Careful
- encourage discourage
- decrease increase
- healthy unhealthy
- efficient inefficient

Match the words in the box to their definitions.

victim contradict energetic premature humiliate atmosphere

- to say the opposite Contradict
- the mood or feeling in a place atmosphere
- to make someone feel ashamed and embarrassed humiliate
- a person to whom something bad has been done victim
- using a lot of physical effort energetic
- happening too soon premature

Text types

- Work with a partner. You read 10 different kinds of texts which helped you to do different kinds of writing in each unit.
- Read the short reminder about each text. If you can't recall it, take a quick look back at the pages.
 - Tick the first box (R) if you are sure that you read it several times and you know you understood it well.
 - Tick the second box (W) if you know how to do this kind of writing yourself. If you're not sure, look at the Writing features checklist on the last page of the unit and then tick the box if you know these features.
 - Try to answer the question without rereading. Check in the text if you need to.

- Unit 1 **Persuasion** pp 8–9 three different **persuasive** advertisements for: the school festival; trainers; international forests R ☐ W ☐
What was the name of the brand of trainers?
- Unit 2 **Classical is best!** pp 18–19 Gustav's **discursive** email expressing his views for classical music and against pop music at the festival R ☐ W ☐
Who did Gustav say could bring his chamber orchestra to the festival?
- Unit 3 **Z for Zachariah** pp 30–31 a story with an **unusual opening**: a girl finds she is not the only survivor of a worldwide disaster R ☐ W ☐
How did the girl find out she was not alone?
- Unit 4 **Sharing the Planet: Animals in Science** pp 40–41 a TV documentary **review** R ☐ W ☐
Who was the presenter of the programme?
- Unit 5 **Champion** pp 52–53 a **play script** about cheating in sports R ☐ W ☐
How many scenes were in the play script?
- Unit 6 **Istanbul – a city of two continents** pp 62–63 a **travelogue** from a personal point of view R ☐ W ☐
Which are the two continents in the title?
- Unit 7 **A New Year Ball** pp 74–75 a **classic fiction** extract about preparing for a ball R ☐ W ☐
What was the name of the main character in the extract?
- Unit 8 **Human achievement – spaceflight** pp 84–85 an **information** text about space R ☐ W ☐
Which space launch was explained in the article?
- Unit 9 **The Age of the Automobile** pp 96–97 a **discursive essay** about cars R ☐ W ☐
What is the greatest problem caused by cars?
- Unit 10 **Leo** pp 106–107 an **autobiographical extract** about an important person in the writer's life R ☐ W ☐
What was the name of the unpleasant character at the writer's school?

Vocabulary, spelling, dictionary

Work with a partner.

- Read WB p139. Choose a unit and do a Vocabulary check together. Look up words you have forgotten.
- Try out two of the Vocabulary practice activities.
- Do a spelling test together.
- Tick these boxes if you are confident about vocabulary ☐ spelling ☐ dictionary use ☐

Grammar

Work with a partner. You studied two grammar structures in each unit (1–10).

- Read each structure and example phrase. Tick the first box if you know it or look back then tick.
 - Think of a complete sentence using each structure and a different phrase. Check it then tick the second box.
- | | | | |
|----|---|--------------------------|--------------------------|
| 1 | passive modal verbs <i>can be seen</i> | ☐ | ☐ |
| | question tags <i>can I? won't you?</i> | ☐ | ☐ |
| 2 | reported questions <i>asked if we would go</i> | ☐ | ☐ |
| | transitive/intransitive phrasal verbs <i>made up, made off</i> | ☐ | ☐ |
| 3 | participle clauses <i>Arriving late ...</i> | ☐ | ☐ |
| | modal verbs + perfect infinitive <i>may have had</i> | ☐ | ☐ |
| 4 | non-defining relative clauses <i>Li, who is tall,</i> | ☐ | ☐ |
| | third conditional <i>if you had ..., you would have</i> | ☐ | ☐ |
| 5 | to be able to ... <i>was able to run away ...</i> | ☐ | ☐ |
| | reported questions with modal verbs <i>... must we ...?/asked if we had to ...</i> | ☐ | ☐ |
| 6 | future perfect simple <i>will have gone</i> | ☐ | ☐ |
| | defining/non-defining relative clauses <i>the man whose</i> | ☐ | ☐ |
| 7 | the indirect object as subject <i>he was sent a ...</i> | ☐ | ☐ |
| | pronouns + possessive adjs <i>I, me, my, mine</i> | ☐ | ☐ |
| 8 | future perfect passive <i>will have been made</i> | ☐ | ☐ |
| | separable/inseparable phrasal verbs <i>fill it in/run after it</i> | ☐ | ☐ |
| 9 | reported speech <i>... said he'd go the next day</i> | ☐ | ☐ |
| | order of adjectives <i>pretty, little, bright red bird</i> | ☐ | ☐ |
| 10 | would + infinitive <i>As a child I would often</i> | ☐ | ☐ |
| | causatives <i>got his hair cut</i> | ☐ | ☐ |

Listening and speaking

Tick the boxes if you're sure about expressions for these functions. If not, look back and check before you tick.

- ask for / give opinions p24 ☐
- agree / disagree p46 ☐
- offer / accept / refuse help p68 ☐
- make requests p90 ☐
- make suggestions and give advice, p112 ☐

Tick the individual presentations you felt confident about:

- advertising ☐
- organising an event ☐
- an artist from my country ☐
- my favourite author ☐
- an interesting discovery ☐

Study skills 1

Paragraphs

- Read the opening words of the five paragraphs in a story called *It happened at Midnight!* They have been muddled up. Put them in the correct order in the chart as you would expect to find them in the story.

After lunch ... At midnight ... Early one morning ... Later that evening ... At breakfast ...

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

- Sam has written a very short letter to his friend.

15, Bay View
Hunter Village
Westshire

Dear Tim,

I had a great birthday party. Sorry you couldn't be there!

I got so many presents it was unbelievable. I liked all of them.

The party was great. Everyone enjoyed themselves.

Mum says we can celebrate again when you come next weekend.

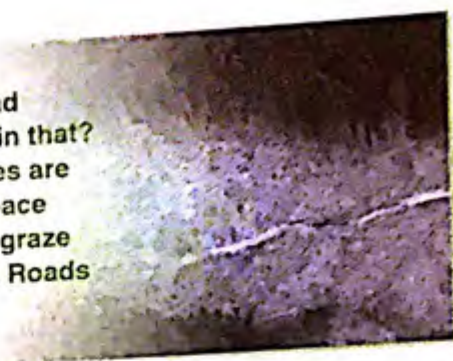
Bye now,
Sam

- Read the letter.
- Read this information that Sam could have put in his letter:
 - will go to the pictures
 - shame Tim was ill
 - mobile phone (present)
 - had a disco
 - new clothes (present)
 - lovely food

- Rewrite the letter, putting the information into sentences. Add your sentences to the correct paragraph.

Read this paragraph: *Why are the rainforests disappearing?*

Tropical rainforests are areas of the world with tall trees, a warm climate and plenty of rain. Large areas of rainforest are disappearing. How do we explain that? One of the main reasons is people's need for timber. A huge number of trees are cut down every year to make things and burn for fires. People also need space for farms. Areas of the rainforest are cleared so people can grow food and graze cattle. Road building takes up a lot of land so many kilometres are cleared. Roads are built deep into the rainforest destroying yet more trees and habitats.



- This explanation should be written in four paragraphs.
- Complete the chart, showing where you would begin each new paragraph.

Paragraph	First sentence of paragraph
1 [introduction]	Tropical rainforests are areas of the world with tall trees, a warm climate and plenty of rain.

Here is a paragraph plan for writing a balanced argument on *Secondary school pupils should not have to wear school uniform.*

- It is muddled up. Write it in the correct order. Add the reasons you would use for and against.

Muddled paragraph plan

first reason *against*

second reason *for*

state what the issue is

conclusion

first reason *for*

second reason *against*

Ordered paragraph plan with reasons

Life skills 1

Filling in forms

 Have a go at the quiz without looking back at your Student's Book.

1 Why should you make a copy of the form or fill it in in pencil first?

2 What does N/A mean?

3 What does 'delete as appropriate' mean?

4 What words / abbreviations are usually used on forms to indicate:

a place of birth

b first name

c when you were born

d turn over the page

5 Why should you take great care when filling in a form?

 You have learned a lot about filling in a form. Now put it into practice.

APPLICATION FORM TO ASSIST AT THE ARTS FESTIVAL AT THE INTERNATIONAL SCHOOL, 1ST – 7TH JULY

PLEASE FILL IN THE WHOLE FORM, WRITING N/A WHERE SECTIONS DO NOT APPLY TO YOU.
USE BLACK INK AND CAPITALS.

1 PERSONAL DETAILS

MR MRS MISS MS [DELETE AS APPLICABLE]

SURNAME

FORENAME[S]

ADDRESS

COUNTRY

CONTACT DETAILS: EMAIL:

TEL:

NATIONALITY

DOB [DD / MM / YYYY]

2 YOUR EXPERIENCE

HAVE YOU ASSISTED AT ANY OTHER ORGANISED FUNCTIONS?

PLEASE TICK [✓] YES ☐ NO ☐

IF 'YES' PLEASE GIVE BRIEF DETAILS.

DO YOU SPEAK ANY OF THESE FOREIGN LANGUAGES?

[TICK AS APPROPRIATE]

ENGLISH ☐ FRENCH ☐ GERMAN ☐ RUSSIAN ☐ ARABIC ☐ OTHER ☐

IF 'OTHER', PLEASE STATE WHICH LANGUAGE[S]

3 THE FESTIVAL

IF YOU WISH TO ASSIST ON FESTIVAL DAYS [1ST - 7TH JULY]

PLEASE INDICATE ANY DAYS AND TIMES WHEN YOU WILL NOT BE AVAILABLE TO HELP.

PLEASE INDICATE WHICH AREAS OF THE FESTIVAL YOU WOULD LIKE TO VOLUNTEER FOR.

[TICK AS APPROPRIATE]

CONTACT AND BOOK PERFORMERS ☐
CATERING ☐
PROGRAMME / TICKET SELLING ☐
MEETING AND GREETING ☐

DEAL WITH TELEPHONE ENQUIRIES ☐
PROGRAMME / TICKET PRODUCTION ☐
POSTER DESIGN ☐

PLEASE WRITE A SHORT STATEMENT TO EXPLAIN WHY YOU WOULD BE SUITABLE TO HELP IN THE AREAS YOU HAVE INDICATED.

THE FESTIVAL WILL INCLUDE AN INTERNATIONAL SCHOOL TALENT EVENING.
IF YOU WOULD LIKE TO PERFORM, PLEASE COMPLETE THE SECTION BELOW.

TYPE OF PERFORMANCE [DANCING / SINGING / ACTING, ETC]

PREFERRED AUDITION DATE [PLEASE TICK WHERE APPROPRIATE]

1ST JUNE ☐ 2ND JUNE ☐ 8TH JUNE ☐ 9TH JUNE ☐

SIGNED _____ DATE _____

PLEASE RETURN YOUR COMPLETED APPLICATION FORM TO THE FESTIVAL OFFICE.

Study skills 2

Research

Understanding why you are researching

Discuss this list of essay titles. Decide which ones are asking for factual writing (F) and which ones are asking for discursive writing (D).

F / D

- 1 Some people say that school trips are educational. Others believe that students should learn only in the classroom.

Do you think school trips are a good thing or a waste of time?

- 2 Write about your perfect day out. Explain where you would go and why.

- 3 Write 250 words about the modern Olympic Games.

- 4 Is homework valuable for students or a waste of time?

Recognizing key words

Look at these essay titles. Underline the key words.

- 1 Write about your favourite hobby. Explain how you took it up and why you like it.

- 2 Some people think that students learn a lot by doing a part-time job. Other people think they should spend their time studying. Do you think part-time jobs are a good thing or a waste of time?

- 3 Write 250 words about someone you look up to. Explain what they do / have done and why you admire them.

Using your knowledge

Imagine you have been asked to research and write about your country's capital city.

Make notes:

What I already know

What I need to find out

Using contents pages and indexes

Imagine you are researching scientists of the 20th century. You have taken this book out of the library.

Famous People of the 20th Century

Look at the contents page and index. Mark the chapters and the pages you would look at.

Contents page

Chapter 1	Art and Artists
Chapter 2	Space Scientists
Chapter 3	20th Century Musicians
Chapter 4	Scientists and their Discoveries
Chapter 5	World Leaders

Index

	page
architects	12 - 15
artists	3 - 9
biologists	61 - 66
chemists	67 - 74
composers	41 - 47
orchestras	50 - 57
painters	3 - 11
physicists	75 - 85
presidents	86 - 92
prime ministers	94 - 102
sculptors	16 - 20
space race	26 - 38
the Moon	21 - 25

Using the internet

For your research on scientists of the 20th century, which website would you feel confident in using?

- 1 <http://www.scienceresearchlibrary.com>
- 2 <http://www.funkiscience.com>

Writing your bibliography

- printed matter

You will find the information you need on the imprint page. This is usually at the front of a book or on the back cover. Look at these imprint pages.

1

Drake Publishing
Famous People of the 20th Century
Author:
C Mells 2011

2

Science in the 20th Century
F. Lang
2004
Published by:
The Hills Press

Rewrite the information as part of your bibliography.

author	date	title
1		
2		

- web addresses

Here are two articles on the internet that you found useful.

1 www.spacesearch.com

Space Scientists
by G Hardwick [2009]

Space is the boundless, three-dimensional extent in which objects and events exist and from which various physical properties such as light, gravity, time, and motion can be observed.



2 www.mars.com

Exploring Mars
by F D Brown [2001]

Mars is the fourth planet from the Sun in the Solar System. Named after the Roman god of war, Mars, it is often described as the "Red Planet" as the iron oxide prevalent on its surface gives it a reddish appearance. [13] Mars is a terrestrial planet with a thin atmosphere, having surface features reminiscent of Earth, including polar ice caps, a deep canyon and low mountains.



Rewrite the information as part of your bibliography.

author	date	title	web address
1			
2			

Life skills 2

Formal letter writing

Try and do these exercises on formal letter writing without looking back at your Student's Book.

1 You are going to write a formal letter to each of the following people. Write the greeting in each case.

- Adam Smith _____
- Doctor Jones _____
- Professor Black _____
- Sally Moor _____

2 The first sentence / paragraph should make it clear why you are writing.

Write the first sentence of a letter that you are writing to:

- a famous author: you want him / her to speak to your class about writing novels.

- an employer: you have seen a part-time job advertised in the local paper and you wish to apply for it.

- the manager of a music shop: you went in to buy a CD. The staff were very unfriendly and unhelpful.

3 What action do you want the author, the employer and the manager to take after reading your letters? Write a brief final paragraph for each one.

- the author _____

- the employer _____

- the manager _____

4 What is the correct ending if your greeting is:

- Dear Sir _____
- Dear Mrs Flood _____

5 A formal letter should be written in formal English. You should not use slang or contractions. Choose a formal word or phrase from the box to replace the underlined words in each sentence.

address Contact me by telephone at your convenience
am available for interview be quiet we would appreciate it if

- When you are in the library you should keep it down.

- Give me a bell if you need more information.

- I can pop in any time you want.

- We'd love you to come and have a chat to the class.

You have learned a lot about writing a formal letter. Now put it into practice.
 You had a meal in a local restaurant. The service was poor and the food awful!
 You are going to write to the manager, Mr Bold, to complain.

Plan your letter.

1 Begin with your address and the date. Where will you write them?

2 Make up an address for the restaurant. Where will you write it?

3 What greeting will you write?

4 Think about the first paragraph. How will you begin the letter?

Be sure of **exactly** what you are complaining about.

Was it just the service and the food, or was there anything else that was not satisfactory?

Some useful phrases:

I am writing to complain ... Having visited your restaurant on ... I am writing to inform you that ...

5 Your first complaint – the service.

How was it 'poor'? You need to give details. Were the waiters / waitresses rude / inefficient / slow?

Some useful phrases:

First of all ... In the first place ... Firstly, ... My first complaint ...

6 Your second complaint – the food.

What exactly was wrong with food. You need to give details.

Was it cold / badly presented / greasy / not what you ordered?

Some useful phrases:

Secondly ... Not only ... but also In addition ... I have another reason ...

7 Any other complaints?

You need to give details. Was the restaurant cold / dirty / overcrowded?

8 Could you make suggestions as to how things could be improved?

You need to give details. Could the staff be better trained? Could the food be brought as soon as it is ready?

Some useful phrases:

I suggest that ... Things would improve if ... Another possibility is ... I think you would find ...

9 What would you like Mr Bold to do when he has read your letter? You need to give details.
 Would you like to meet with Mr Bold and discuss the matter further? Do you want him to reply to inform you of how he is going to improve things? Do you want your money back?

Some useful phrases:

I would be grateful if ... Can you suggest a time when ... If you want to discuss this further ...

10 How will you end your letter?



Write your formal letter of complaint.

Study skills 3

Revision

Spelling

- These are commonly misspelled words. Underline the correct spelling and learn it.

1 chief	OR	cheif	2 thort	OR	thought
3 necessary	OR	neccesary	4 therefor	OR	therefore
5 arguement	OR	argument	6 dictionery	OR	dictionary
7 becoz	OR	because	8 government	OR	goverment
9 minites	OR	minutes	10 possibel	OR	possible

- Add the correct prefix to make each of these words into the opposite.

1 complete	_____	2 mature	_____	3 legal	_____
4 continue	_____	5 rational	_____	6 visible	_____

What is the rule for adding prefixes? _____

- Write the rule for adding *-ing* / *-ed* to these verbs: **smile** **like**

- Write the rule for:

making a noun plural that ends in vowel + *-y*

making a noun plural that ends in consonant + *-y*

- Write a mnemonic to help you remember when to use *its* and when to use *it's*.

Grammar

Try this quick grammar quiz. It is based on grammar mistakes that students often make.

- 1 I enjoy reading. OR I enjoy to read. _____
- 2 He take. OR He takes. _____
- 3 She don't like dogs. OR She doesn't like dogs. _____
- 4 The past tense of *to break*. _____
- 5 Correct the grammatical mistake in each sentence.
He don't want to go swimming. _____
My sandwich is different than yours. _____
There are less apples on the tree than last year. _____
I am having a ten-minute walk to school each day. _____
I have visited London last year. _____
I should have go to the library. _____
If I will go to New York, I will visit Times Square. _____
They are friends of him. _____
I did lots of mistakes in my homework. _____

When you have had these marked, learn them as examples.

Comprehension

Read each short text. Circle Literal (L), Inferential (I) or Personal response (PR) for each question.

- I went to see The River Boys concert last week. The hall was full and people sang along with the band. There was tremendous applause at the end.

- Do you enjoy pop concerts? L I PR
- Who did the writer go to see in concert? L I PR
- How can you tell that the audience enjoyed themselves? L I PR

- Istanbul is a noisy, crowded city. It is full of visitors all year round. It is my favourite city because there is so much to see and do.

- What adjectives does the writer use to describe Istanbul? L I PR
- What is your favourite city? Why? L I PR
- How do you know Istanbul is a popular tourist attraction? L I PR

- The room was dark and cold. Tim looked around nervously. He wished he had remembered to bring a torch. He wanted to leave this place but he had to find the book. The note said it was on the desk. He made his way slowly towards it.

- How do you know that Tim was frightened? L I PR
- What piece of furniture was in the room? L I PR
- What was Tim looking for? L I PR
- How do you think you would have felt if you were Tim? L I PR

Writing

How many writing features / things to think about can you write in each box?

Type: writing to inform and persuade

Features:

past and p_____ tenses

i_____

p_____ language

l_____

Type: explanation

Features:

first p_____

p_____ tenses

s_____

cause and e_____

i_____

Type: formal letter writing

Features:

your a_____

d_____

r_____ address

g_____

first p_____

b_____ of letter

f_____ p_____

the e_____

Type: autobiography

Features:

f_____ paragraph

p_____ tenses

f_____ i_____

precise d_____

t_____ and feelings

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 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.*

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 + were verb + ing.	The child was crying. The boys were shouting.
Negative	I/He/She/It + were + 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 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>I am + going to + verb</i> <i>You/We/They are + going to + verb</i> <i>He/She/It is + going to + verb</i>	<i>I am going to miss the train.</i> <i>We are going to watch TV.</i> <i>Jane is going to buy a new dress.</i>
Negative	<i>I am not + going to + verb</i> <i>You/We/They are not + going to + verb</i> <i>He/She/It is not + going to + verb</i>	<i>I am not going to watch the match.</i> <i>They are not going to play tennis.</i> <i>It is not going to snow.</i>
Interrogative	<i>Am I + going to + verb + ?</i> <i>Are you/we/they + going to + verb + ?</i> <i>Is he/she/it + going to + verb + ?</i>	<i>Am I going to be scared?</i> <i>Are you going to read this book?</i> <i>Is Sam going to pass his exams?</i>
Short answers	<i>Yes, I am.</i> <i>Yes, you/we/they are.</i> <i>Yes, you are.</i> <i>Yes, he/she/it is.</i> <i>Yes, he is.</i>	<i>No, I'm not.</i> <i>No, we/you/they aren't</i> <i>No, we're/you're/they're not.</i> <i>No, you aren't. No, you're not.</i> <i>No, he/she/it isn't.</i> <i>No, he's/she's/it's not.</i> <i>No, he isn't. No, he's not.</i>

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>I/You/He/She/It/We/They + will + be + present participle</i>	<i>They will be leaving at six o'clock.</i>
Negative	<i>I/You/He/She/It/We/They + will + not + be + present participle</i>	<i>She will not be taking the exam.</i>
Interrogative	<i>Will + I/you/he/she/it/we/they + be + present participle + ?</i>	<i>Will you be going to Spain?</i>
Short answers	<i>Yes, I/You/He/She/it/We/They will.</i> <i>Yes, we will.</i>	<i>No, I/You/He/She/it/We/They won't.</i> <i>No, he won't.</i>

Future perfect simple See 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.

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 Unit 3 and English World 7 Unit 8

Meanings of the modal verbs (may, might, can, could, should, ought to, must):

may:	possibility	It may rain this afternoon.
	permission (polite)	May I bring a friend to the party?
might:	possibility	We might go to America next year.
can:	ability	Jane can sing beautifully.
	permission	You can stay up to watch the film.
could:	ability (in the past)	He could speak French fluently when he was a boy.
	permission (polite)	Could I borrow your dictionary, please?
should:	obligation	You should clean those dirty shoes.
ought to:	obligation	John ought to work harder.
must:	obligation	We must always be polite.
	necessity	You must get to the airport by 10 o'clock.

Affirmative	subject + modal verb + infinitive without to (except ought to) It might rain. He can speak Chinese. You ought to leave.
Negative	subject + modal verb + not + infinitive without to (except ought to) She could not swim. We may not like the film. He ought not to shout.
Interrogative	modal verb + subject + infinitive without to (except ought to) + ? Must we take a test? Should I buy that book? Ought you to do that?
Short answers	Yes, + subject + modal verb No, + subject + modal verb + not (short form) Yes, we can . No, they mustn't .
Passive	subject + modal verb + passive infinitive without to (except ought to) A bridge should be built. The questions must be answered. The treasure cannot be found. That tree ought to be cut down.

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.)

Be able to See Unit 5

Be able to expresses ability.

Present	<i>She is able to drive. (can is more common: She can drive.)</i>
Past	<i>I was able to swim when I was four. (could has the same meaning: I could swim when I was four.)</i>
Future	<i>He will be able to speak fluently soon.</i>
Present perfect	<i>I haven't been able to sleep.</i>
Past perfect	<i>They had been able to escape.</i>
Conditional	<i>If we had a car, we would be able to drive to school.</i>
Conditional perfect	<i>If you hadn't overslept, you would have been able to catch the train.</i>
Infinitive constructions	<i>He hopes to be able to study law.</i>
Gerund constructions	<i>I enjoy being able to travel.</i>
Modal constructions	<i>They should be able to survive. He must have been able to buy it.</i>

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 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 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?*

Using auxiliary verbs to show agreement See English World 8 Unit 6

1 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.

2 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.

Passive See 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	Rice is grown in India.
Present continuous	subject + am/is/are + being + past participle	The votes are being counted.
Past simple	subject + was/were + past participle	Trees were blown down by the storm.
Past continuous	subject + was/were + being + past participle	Preparations for the party were being made.
Future	subject + will + be + past participle	New houses will be built on this land.
Present perfect	subject + have/has + been + past participle	The tree has been cut down.
Past perfect	subject + had + been + past participle	The vase had been broken.
Future perfect	subject + will + have + been + past participle	By 4 o'clock the votes will have been counted.
Modal verbs	subject + modal + be + past participle	The rules must be obeyed. No exceptions can be made.

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 sentences See Unit 4, English World 8 Unit 10 and English World 7 Units 7, 8 and 12

- 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.*
- 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.
- 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

- 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.
- 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.*
- 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 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

- 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.*
- 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

- For regular actions in the past use the past simple in both clauses.
While Madhur studied, her mother sat knitting.
- 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.
- 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.
- 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.)
- 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 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.

Relative clauses See 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*, *many of*, *most of*, *much of*, *none of*, *one/two/three of*.

Reported statements See 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
yesterday	→	the day before, the previous day
next week	→	the following week, the week after
last year	→	the year before, the previous year
two months ago	→	two months before, two months earlier
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 Units 2 and 5 and English World 8 Unit 8

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!**

Verbs + infinitive or gerund See English World 7 Unit 6

Some verbs are followed by the infinitive. *Sally is planning to do a design course.*

e.g. *need, want, plan, help, decide, manage* + infinitive

Some verbs are followed by the gerund. *She doesn't mind working hard.*

e.g. *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 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.

Pronouns *See 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 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*

The order of adjectives before nouns *See 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.

Irregular verb list

Infinitive	Past tense	Past participle
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bind	bound	bound
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt*	burnt*
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt*	dreamt*
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
get	got	got
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneelt*	kneelt*
know	knew	known
lay	laid	laid
lead	led	led
lean	leant*	leant*
leap	leapt*	leapt*
learn	learnt*	learnt*
leave	left	left
lend	lent	lent

Infinitive	Past tense	Past participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown*
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt*	smelt*
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilt*	spilt*
spin	spun	spun
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
win	won	won
write	wrote	written

Verbs marked* also have regular forms: burn, burned, burned; dream, dreamed, dreamed; learn, learned, learned, etc.

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. Note the other word class(es) for each word. Check in your dictionary.
e.g. Unit 1 *flood* (noun) – can also be a verb:
*There was a **flood**. n*
*The river **flooded** the land. v*

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 *essential* (adjective) – *essentially* (adverb)
- 3 Practise creating word families. Check in your dictionary.
e.g. Unit 1 *depend* *dependent* *dependently* *dependence* *dependable* *dependability*
 independent *independently* *independence*
- 4 Practise identifying words with one or more meanings other than the one in the text.
e.g. Unit 2 *piece* (noun) –
1) an object put with others to make something larger – *a 70-piece orchestra*
2) a part that has been taken from something larger – *a piece of cake*
3) a single amount of something – *a piece of paper*

Spelling

- 1 Learn the words in each list. Work with a partner and test each other.

Unit 1

greenhouse n صوبة زراعية
emission n انبعاثات
deforestation n قطع ارضي
affect v يؤثر
absorb v يمتص
carbon n ثاني اكسيد الكربون
global adj عالمي
hectare n وحدة وزن
→ thrive v
→ terrestrial adj
biodiversity n حيوي
storehouse n مخزن
→ diversity n
species n انواع
orang-utan n انسان الغاب
extinction n انقراض
essential adj اساسي
crucial adj حاسم
access n مدخل
conservation n حفظ
flood n فيضان
current adj الحالي
population n الزيادة السكانية
depend v يعتمد
resource n مصدر
shelter n مأوى
→ forum n
preserve v حفظ
donate v يتبرع
Philippines n فلبين
rely v يعتمد على

Unit 2

absolutely adv بالتأكيد
appeal v تطلب
→ favour n
appropriate adj مناسب
reputation n سمعة
risk n خطر
superior adj متفوق
appreciate v مكدرة
→ genre n
→ repertoire n
range n مدى
quartet n رابع
piece n قطعة
frankly adv بوضوح
outstandingly adv بشكل رائع
talented adj موهوب
conduct v يقود

based v يعتمد على
chamber n غرفة

→ exceptionally adv عابدا
→ live adj حي
desirable adj مرغوب فيه
→ catch on v
→ justifiably adv
merit n يستحق
→ basically adv
notoriously adv مشهور
→ unreliable adj غير موثوق
→ drop out v
suffer v يعاني
emphasis n تأكيد
→ superiority n
dependability n
→ potentially adv
embrace v
standard n معيار

Unit 3

pray v يصلح
woods n غابة
column n عمود
→ pole n
binoculars n منظار
truck (US) n شاحنة
glad adj مسرور
mile n ميل
→ beacon n
blink v يغمض
→ bump n
→ distressed adj
bodies n اجسام
lamp n مصباح
→ horn (car) n
→ couple n
ridge n
flame n لهب
rise v يرتفع
highway n طريق سريع
supply n يمد
→ ballpoint n
faint adj ضئيف
broadcast v اذاعة
plant v يزرع
pretty adv جميل

Unit 4

share v يشارك
relate v يرتبط

→ leading adj
ivory n عاج
→ outback n
wallaby n حيوان الكنغر
episode n حلقة
concentrate v يركز
experiment n تجربة
convince v يقنع
oppose v يعارض
law n قانون
prevent v يمنع
issue n قضية
→ disturbing adj
→ faint-hearted adj
relationship n علاقة
→ eminent adj
involve v يشارك
→ bully v
mascara n
balanced adj متزن
aware adj عاقل
→ regulate v
code n مجموعة قوانين
replacement n تبديل
→ procedure n
reduction n تخفيض
refinement n تنقية
high-tech adj تكنولوجيا
crucial adj حاسم
cancer n سرطان
→ apparently adv
misleading adj
response n استجابة
drug n عقار
stress n ضغط
→ endure v
→ relieve v
→ pose v

Unit 5

→ locker n
locker room n غرفة تغيير
→ jog v
→ deserve v
gain v يربح
talented adj موهوب
locate v يفتح
→ overbalance v
→ clumsy adj
stuff v
packet n باكو
shocked adj مصدع

→ shove v
pause v يوقف
→ glare v
cafeteria n كافتيريا
→ snitch v
cheat v, n يغش
→ shatter v
career n مهنة
→ shrug v
slap v
→ finalise v
outstanding adj استوف
→ devastate v
shame n خجل

Unit 6

→ frequent adj
vibrant adj
→ span v
link v
→ financial adj
resident n
→ aspect n
clog v
→ commuter n
blare v
→ can n
plenty adv وفرة
→ splendour n
→ stunning adj
dome n
→ soar v
church n كنيسة
→ uplifting adj
establish v يؤسس
→ conquer v
besiege v
capture v بأسر
ambition n طموح
wealth n ثروة
fortress n حصن
→ dazzle v
outlook n مظهر
population n زواة سكانية
aspiration n الام
oasis n واحة
descend v ينزل
passion n عاطفة
→ pedestrian n
→ pedestrianised adj
→ fond adj
brand n

prominent adj
irresistible adj
mosque n جامع
visual adj مرئي
inspiration n

shyly adv خجول
embrace v يعانق
blush v احمر
rumple v عطل
alter v عدل
fault n غلطة

maintain v
altitude n
orbiter n
involve v
achieve v يحقق

respect n
tremble v
cunning adj
old-fashioned adj
pointless adj
contradict v

jeer v
sneer v
compensate v
victim n
casually adv
push around v
demonstrate v
humiliate v
kid n
swallow v
bar v
derisive adj
assert v
mock v
mist n
bother v

Unit 7

diplomat n دبلوماسي
mansion n قصر
blaze v توهج - احرق
innumerable adj لا يعد
station v
livery n و بر - خادم
groom n مريد
emerge v ظهر - نشأ
satin n ساتان - نسيج مخملي
ermine n عنزة - كيون
cautiously adv بحذر
clatter n قو حني
baize n نسيج اخضر
porch n شرفة
plume n ريش
numerous adj كثير - متعدد
grand adj فخيم
fever n حمى
aim n هدف
ensure v ضمان - ضمان
entirely adv تماما
tulle n قماش رقيق
befit v عذب
slipper n شلبي
advance v تقدم
dainty adj رقيق
squeak v مزج
clutch v تشبث
bow n قوس
ribbon n شريط
petticoat n لباس داخل
inspect v فحص - قش
critically adv استقادي
hasty adj سريع الغضب
scurry v تسرع
hem n شحف
gossamer n قماش رقيق
garment n ملاب
thimble n كسوف
eclipse v
buckle n
tone n
survey v فحص
tack v تثبيت - مسام صغير
determined adj حازم

Unit 8

human adj انساني
achievement n انجاز
fly n ذبابة
succession n شباتري
chimpanzee n شباتري
guinea pig n
tortoise n سلحفاة
rat n غار
orbit v, n مدار
transportation n نظام
system n نظام
program (US) n برنامج
mission n مهمة
satellite n قمر صناعي
probe n
artificial adj صناعي
gas n غاز
spurt v
rate n
scale n
fuel n وقود
combine v يدمج
combustion n
chamber n
chemical adj كيميائي
reaction n رد فعل
nozzle n
stack n
solid adj
booster n
external adj
orbital adj
main adj اسكن
sufficient adj
sequence n
stage (step) n مرحلة
take over v
ignite v
maximum adj
build up v
thrust n نقطة
point n نقطة
irreversible adj
horizontal adj

Unit 9

automobile n
gasoline n
luxury n
concerned adj
increase v, n
exhaust n
release v
contributor n
decrease n
respiratory adj
estimate v
premature adj
lack n
diabetes n
obesity n
option n
sensitive adj
invade v
supply n
impact n
catastrophe n
deal with v
campaigner n
straightforward adj
remote adj
rural adj
efficient adj
address v
congestion n
pile-up n
hardship n
investment n
alternative n
situation n
brisk adj
energetic adj
beneficial adj

Unit 10

tough adj
guy n
imposing adj
atmosphere n
defiance 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!

Come on!

Congratulations!

Definitely!

Don't panic!

Don't speak too soon!

Don't worry!

Exactly!

Fancy ...!

for ages

for anything

For goodness sake!

Go ahead.

Good heavens!

Good idea!

Good luck!

Good thinking!

Good work!

Gosh!

Guess what!

Hang on a sec!

Help yourself!

Here goes ...

Here he is / they are, etc.

Here we are!

Here you are.

Hey!

Hi there!

Hmm ...

Honestly!

How / What about you?

How come?

How on earth ...?

How's it going?

Hurry up!

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.

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!

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.

A: The old swimming pool is really horrible. B: Exactly! This town needs a new sports centre.

Fancy breaking his leg like that! What terrible bad luck!

Where's Joe? I've been waiting for him for ages.

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!

A: Look at this amazing guitar. B: Gosh! It's so expensive!

Guess what! The president is visiting our town next week!

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!

Has Jon arrived yet? Oh, here he is!

Here we are! We've arrived at last!

A: Can I borrow your dictionary, please? B: Sure. Here you are.

Hey! Stop! That's not your suitcase. It's mine.

A: Hi there, Sally! B: Oh! Hello!

A: What do you think of our new science teacher? B: Hmm ... I'm not sure.

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!

rible.)

I bet
I can't wait!
if you like (want)
I 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 ...
loads of
Lucky you / him / her, etc!
masses of
Me, too.
My goodness!
my kind of thing
Never mind.
No chance!
No idea.
No luck
No problem.
Not at all.
no trouble
Of course (not)!
Off you go!
Oh, dear.
OK
Only joking!
Oops!
... or what?
out of this world
Phew!
Poor you / him / her, etc!
pretty
Quiet, please!
Really?
Right.
right?

A: I'm going to Paris next weekend. B: Really? I bet you can't wait!
Only two weeks till the holidays. I can't wait!
I'll help you with your project if you like.
Why are you grinning? Oh, I get it! You passed your exam!
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!
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.
A: I've got loads of homework this evening. B: Me, too.
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: 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 lost my mark in my maths exam. B: Oh, dear. Can you take it again?
A: I forgot my beach. B: OK. I'll bring a picnic.
What horrible trainers you're wearing! Only joking! They're really nice.
The path is really icy. Oops! I nearly fell.
Look at that sports car! Fantastic or what?
The restaurant was really cheap but the food was out of this world.
Phew! Thank goodness that exam's over. I'm exhausted.
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: I've been made captain of the basketball team. B: Really? That's fantastic!
A: We'd better hurry. B: Right. Let's go!
A: We've got a maths test tomorrow, right? B: Yes, tomorrow morning.

See you later!	A: Bye! B: Bye! See you later!
So ...	So ... what do you think of our new teacher?
Sorry!	Did I step on your foot? Sorry!
So what?	A: I haven't finished my English homework. B: So what? You can do it tomorrow.
Stop making (Don't make) such a fuss!	Your shoes look fine and your dress isn't awful at all. Stop making such a fuss!
stuff	I don't really like ballet and all that artistic stuff.
Sure.	A: Can I borrow your pen? B: Sure. Here you are.
Take it easy.	A: I've lost my sister's mobile. Where is it? WHERE IS IT? B: Take it easy. It must be here somewhere.
Thank goodness (for that)!	A: The climbers have been rescued from the mountain. B: Thank goodness!
Thanks a lot.	It's a wonderful present. Thanks a lot.
That's about it.	A: What languages do you speak? B: I speak French and German but that's about it.
That's (quite) all right.	A: Thank you for a lovely party. B: That's quite all right. I'm glad you enjoyed it.
That's a plus.	The characters in the story were very believable. That's a plus in my opinion.
That's awesome!	You won first prize? Wow! That's awesome!
that's for sure	He's a brilliant swimmer, that's for sure.
That's right.	A: Are you from Spain? B: Yes, that's right.
though	A: Do you ever go to the theatre? B: No, I don't. I go to the cinema though.
to be honest	A: What did you think of the exam? B: To be honest, I found it really difficult.
Told you so!	A: You were right. There's no school tomorrow. B: Told you so!
too good to be true	A diamond necklace at such a low price? It's too good to be true.
to tell the truth	A: Did you enjoy the film? B: To tell the truth, I hated it.
Ugh!	Ugh! This fruit juice tastes disgusting.
Wait a minute!	That's a nice jacket you're wearing. Wait a minute! It's nice.
wait and see	A: What's going to happen? B: I don't know. We'll just wait and see.
Well, ...	A: What did you think of the film? B: Well, it wasn't bad.
Well done!	A: I got 98 per cent in my exam. B: That's great! Well done!
What a mess!	Jack hasn't tidied his room for weeks. What a mess!
What a nightmare!	We had to wait at the airport for 48 hours. What a nightmare!
What a nuisance!	I've just missed the bus. What a nuisance!
What a pity / shame!	You've lost your favourite necklace? What a pity!
What a relief!	Nobody was hurt in the accident? What a relief!
What do you fancy ...?	What do you fancy doing at the weekend?
What else?	So you're studying English and French. What else?
What of it?	A: I didn't get a ticket for the concert. B: What of it? You can go to a pop music anyway.
What on earth ...?	Look at that boy. What on earth is he doing?
What's the matter?	You look miserable. What's the matter?
Who knows?	Will Holly become a famous fashion designer? Who knows?
Wow!	A: The volcano's starting to erupt. B: Wow, that's amazing!
Yeah	A: Do you like this band? B: Yeah, they're fantastic.
You know	Have you met Brad yet? You know, the boy from Canada.
You'll see.	It'll be a great trip. You'll see.
You mean ...	A: We're going to Australia. B: You mean, you're going to live there?
You're joking / You've got to be joking!	A: I've just seen an elephant in the garden. B: You're joking!
You, too	A: Have a good weekend! B: Thanks. You, too!
Yum!	Yum! This strawberry ice cream is delicious!



English World

English World is a 10-level course created by the best-selling authors of titles such as *Way Ahead* and *Macmillan English*. It offers a unique blend of first-language learning and teaching methodology combined with the needs of the non-native student. A wealth of reading material is presented as the vehicle for teaching grammar accuracy, along with fluency in writing, speaking and listening, and strategies for vocabulary building.

Key features of the course include:

- a variety of text types, with a focus on cross-curricular themes and content
- emphasis on critical thinking through detailed reading comprehension activities
- key vocabulary presentation and extension by activating students' prior knowledge
- grammar studied and practised using contextualised examples and a dedicated *Grammar in use* page
- a three-stage approach to writing, promoting learner autonomy
- realistic listening material presented as the basis for individual speaking and personalisation activities
- extended practice throughout in the *Workbook*
- exam preparation and testing in the *Exam Practice Book*
- additional student support on the *Workbook CD-ROM*, including student audio material, the pronunciation chart with activities, and interactive games
- additional teacher support on the *Teacher's Digibook*, including the *Student's Book* with audio and answer keys, teacher training, and methodology videos
- a course-specific dictionary for level 7 to facilitate the transition from primary into secondary education

Components of English World 9:

Student's Book	Class Audio and Exam Practice CD
Workbook with CD-ROM	Teacher's Guide
Exam Practice Book	Teacher's Digibook

Recommended minimum system requirements

	Version	Windows XP SP3 / Vista / Windows 7
	CPU	1 GHz Intel® Pentium® IV
	Version	10.5 / 10.6 / 10.7
	CPU	Intel® Core 2 Duo

This software is licensed for use by 1 user and can be installed on a maximum of 2 machines

Available RAM: 512 MB
Available hard disk space: 500 MB
Screen resolution: 1024 x 768


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A1 A2 B1 B2 C1 C2

ISBN 978-0-230-44132-3

