

# English World



Workbook

8

B1



  
MACMILLAN

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# 1 A website project

## Reading comprehension


1 Read *The www project* again.

2 Match the phrases on the right to the sections from the leaflet on the left.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 Introducing the project ...      | a when to make contact _____      |
| 2 Team leaders – important people! | b project support _____           |
| 3 Working with your partner team   | c project co-ordination _____     |
| 4 Time zones                       | d useful tips _____               |
| 5 Help is at hand                  | e what the project is about _____ |
| 6 Handy hints box                  | f planning and contact _____      |

3 You want some advice about the topics listed below. Which numbered section in Exercise 2 would you look in?

- 1 video conferences \_\_\_\_\_
- 2 responding to other teams' requests \_\_\_\_\_
- 3 media that can be used for the website \_\_\_\_\_
- 4 what to do if you fall behind \_\_\_\_\_
- 5 appropriate contact time \_\_\_\_\_
- 6 holding review meetings \_\_\_\_\_



OK, we'll send you those photos today. Could we also discuss ...?

4 One word in each sentence is wrong. Underline it. Write the correct word on the line.

- 1 The new website will have a worldwide presentation. \_\_\_\_\_
- 2 The website will cover four time areas. \_\_\_\_\_
- 3 The teams will have one week in New York for discussion and planning. \_\_\_\_\_
- 4 The project leader will give help and advice. \_\_\_\_\_
- 5 It will take several months to set up the website. \_\_\_\_\_

5 Complete the sentences with the words in the box. Make changes as necessary.

*deadline back up assign request essential go off promptly perspective*

- 1 From my Dad's \_\_\_\_\_, we don't get enough homework.
- 2 Sam had an argument with his friends so he \_\_\_\_\_ by himself.
- 3 After I finished my project I \_\_\_\_\_ all the files.
- 4 It's \_\_\_\_\_ to make copies of everything.
- 5 We just made the \_\_\_\_\_ for the competition.
- 6 The headteacher made a \_\_\_\_\_ for volunteers to tidy the playground.
- 7 When you are given homework, it's best to do it \_\_\_\_\_ so you don't fall behind.
- 8 Our teacher divided us into groups and \_\_\_\_\_ a different task to each one.

# Vocabulary

1

Write the words next to the correct definition.

assign appropriate access thoroughly supervisor co-ordinate conference monitor

- 1 completely, carefully and in detail \_\_\_\_\_
- 2 to regularly check something \_\_\_\_\_
- 3 to organise an activity so everyone works together \_\_\_\_\_
- 4 to give a task or put someone in a particular group \_\_\_\_\_
- 5 to get information, especially from a computer \_\_\_\_\_
- 6 a person who is in charge of an activity, a place or a group of people \_\_\_\_\_
- 7 suitable for a particular situation \_\_\_\_\_
- 8 a meeting where people have discussions \_\_\_\_\_

Which of these verbs can also be used as nouns? Look back at pages 8–9 in your Student's Book or use a dictionary to check.

request respond practise discuss access  
encounter launch assign develop contact

- *Practice* with 'c' is a noun. Please do your piano **practice**.
- *Practise* with 's' is a verb. I **practise** the piano every day.
- In American English, *practice* is always spelled with 'c', whether it is a noun or a verb.

Look out!  
Learn this.



Find the word groups.

co-ordinate back-up supervise access contact files website review

- 1 Find four words to do with computing: \_\_\_\_\_
- 2 Find four words to do with organising: \_\_\_\_\_

meeting promptly regular discussion conference deadline

- 3 Find three words to do with time: \_\_\_\_\_
- 4 Find three words to do with speaking together: \_\_\_\_\_

Circle the correct words to complete the sentences.

- 1 The hotel has 24-hour room service and you can **request** / **contact** a meal at any time.
- 2 Have you listened to the radio station that's just been **assigned** / **launched**?
- 3 If you **encounter** / **monitor** a wild animal in the forest, keep still and don't scream.
- 4 It's difficult to park anywhere in the central **perspective** / **zone** of the city.
- 5 Computer **maintenance** / **practice** is important to keep it working efficiently.
- 6 My uncle is a factory **supervisor** / **monitor** and he organises everyone's work.
- 7 In the **conference** / **confusion** after the explosion, the robbers escaped with the money.
- 8 Many different kinds of fruit are **available** / **appropriate** in the market.

# Looking at language

## Dictionary work

1 Use a dictionary. Look up these nouns and write their plurals.

- |                |                  |
|----------------|------------------|
| 1 video _____  | 2 box _____      |
| 3 donkey _____ | 4 ruby _____     |
| 5 bureau _____ | 6 bus _____      |
| 7 knife _____  | 8 fungus _____   |
| 9 ditch _____  | 10 plateau _____ |



2 Which two words in Exercise 1 makes their plural in two ways?

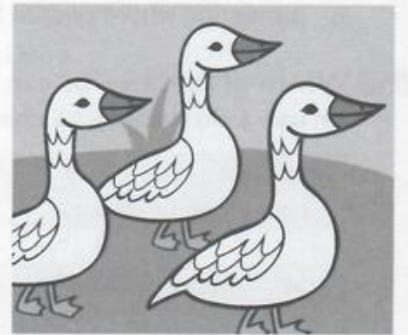
\_\_\_\_\_

Some **plural nouns** are listed in dictionaries.

**people** /'pi:pl/ noun [plural] C the plural of *person*

3 Write the singular of these plural nouns.

- |                  |               |
|------------------|---------------|
| 1 children _____ | 2 teeth _____ |
| 3 geese _____    | 4 feet _____  |



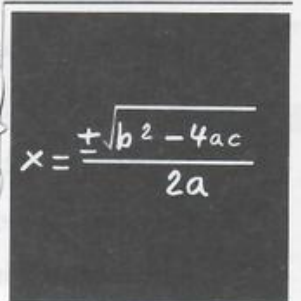
## Spelling

1 Write the abstract nouns formed from these verbs. The nouns all end in **-tion** or **-sion**. Use a dictionary to help you.

- |                    |                      |
|--------------------|----------------------|
| 1 to alter _____   | 2 to converse _____  |
| 3 to admit _____   | 4 to direct _____    |
| 5 to decide _____  | 6 to discuss _____   |
| 7 to correct _____ | 8 to interrupt _____ |

2 Complete the sentences with abstract nouns ending in **-sion** or **-tion**.

- 1 to solve a problem is to find a \_\_\_\_\_
- 2 to present something is to give a \_\_\_\_\_
- 3 to persuade someone is to use \_\_\_\_\_
- 4 to react to something is to have a \_\_\_\_\_
- 5 to be ambitious is to have \_\_\_\_\_



3 Choose one word from Exercise 1 and one word from Exercise 2. Use them in sentences of your own.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_

# Language development

## Write noun phrases for these descriptions of objects.

- 1 boots for wearing when you play football \_\_\_\_\_
- 2 a bag to use when you do the shopping \_\_\_\_\_
- 3 a bowl for eating soup from \_\_\_\_\_
- 4 a pot for putting a plant in \_\_\_\_\_
- 5 a place for a bus to stop \_\_\_\_\_

## Write short descriptions of these objects. Use both nouns in your description.

- 1 writing paper paper for writing on \_\_\_\_\_
- 2 computer monitor \_\_\_\_\_
- 3 space rocket \_\_\_\_\_
- 4 helicopter pilot \_\_\_\_\_
- 5 bird cage \_\_\_\_\_

## Read these newspaper headlines then complete the sentences.

### Motorway accident enquiry

1 The story is about an \_\_\_\_\_ into an \_\_\_\_\_ on a \_\_\_\_\_.

### Oil tanker disaster

2 The story is about a \_\_\_\_\_

### Factory fire rescue

3 The story is about \_\_\_\_\_

## Write the headline for this event. Use three nouns. Check it makes sense.



Thinking what the story is about will help you work out the headline.

Headline: \_\_\_\_\_

The story is about \_\_\_\_\_

\_\_\_\_\_

**1 Complete the sentences with the verbs in brackets.**  
Use the present simple or the present continuous.

- Jack and Laura \_\_\_\_\_ their trip to New York. (enjoy)
- Today they \_\_\_\_\_ souvenirs and gifts for their families. (buy)
- Laura always \_\_\_\_\_ lots of photos. (take)
- Jack \_\_\_\_\_ not \_\_\_\_\_ the way to their hotel. (remember)
- Tomorrow morning they \_\_\_\_\_ Professor Brown. (meet)
- Jack and Laura \_\_\_\_\_ not \_\_\_\_\_ to leave New York yet. (want)
- Tomorrow evening they \_\_\_\_\_ to the airport by taxi. (go)
- They \_\_\_\_\_ not \_\_\_\_\_ forward to their long flight home. (look)

**2 Complete the sentences with the verbs in the box.**  
Use the past simple or the past continuous.

begin	get	look	like	visit	shine	arrive
wear	fly	love	go	feel	wait	walk

- In the holidays Ross and his friends \_\_\_\_\_ to New York.
- Professor Brown \_\_\_\_\_ for them when their plane \_\_\_\_\_.
- When they \_\_\_\_\_ to their hotel, they \_\_\_\_\_ very tired after their long journey.
- When they \_\_\_\_\_ out of their window the next day, the sun \_\_\_\_\_ brightly.
- While they \_\_\_\_\_ in Central Park, it \_\_\_\_\_ to rain.
- Unfortunately, they \_\_\_\_\_ not \_\_\_\_\_ raincoats.
- During their stay they \_\_\_\_\_ museums and \_\_\_\_\_ to the theatre.
- Holly \_\_\_\_\_ not \_\_\_\_\_ American food but Jack \_\_\_\_\_ it.

**3 Write questions for the answers.**

- Where** \_\_\_\_\_  
The prize-winners come from eight different countries.
- \_\_\_\_\_  
No, they're not spending two weeks in New York.
- When** \_\_\_\_\_  
They're going home the day after tomorrow.
- Who** \_\_\_\_\_  
They saw a famous film star in the department store.
- \_\_\_\_\_  
Yes, Laura takes photos all the time.
- What** \_\_\_\_\_  
They were shopping yesterday afternoon.

Don't forget the question marks!



## 1 Complete the sentences with *will* and the verbs in the box.

share create work stay

- The students \_\_\_\_\_ a new international website.
- When they get home, they \_\_\_\_\_ in touch.
- Each team \_\_\_\_\_ with another.
- All the students \_\_\_\_\_ information about the four subject areas.

## 2 Finish the sentences with *going to* and your own ideas.

- Creating the website \_\_\_\_\_.
- Teams from around the world \_\_\_\_\_.
- Look! Here's Professor Brown. He \_\_\_\_\_.
- There is so much traffic on the road to the airport that we \_\_\_\_\_.

## 3 Complete the sentences with the verbs in the box. Use the present perfect simple.

eat choose meet see buy

- The students are in New York. They \_\_\_\_\_ some interesting people there.
- Holly \_\_\_\_\_ just \_\_\_\_\_ a new dress but she \_\_\_\_\_ not \_\_\_\_\_ it yet.
- \_\_\_\_\_ you ever \_\_\_\_\_ this film?
- I \_\_\_\_\_ never \_\_\_\_\_ Chinese food.

## 4 Write sentences using the words in brackets. Use the present perfect continuous.

- (passengers – wait – half an hour)  
There's a long queue at the bus stop. \_\_\_\_\_
- (revise – science exam)  
Joe's looking tired. \_\_\_\_\_
- (discuss – new project)  
The students are excited. \_\_\_\_\_
- (exchange – email addresses)  
We want to stay in touch. \_\_\_\_\_

## 5 Complete the sentences with *make* or *do* and the words in the box.

practice announcement copies research

- Listen carefully! I need to \_\_\_\_\_ an important \_\_\_\_\_.
- Professor Brown \_\_\_\_\_ enough \_\_\_\_\_ of the leaflet for all the students.
- Has George \_\_\_\_\_ his piano \_\_\_\_\_ yet?
- The students will \_\_\_\_\_ into four broad subject areas.

# Individual writing: writing to advise

You have read the **advice** given to students on the website project. You are now going to send an **email** to a pen friend who is visiting your part of the country for the first time. Your pen friend is flying in from New York and it is his/her first journey by plane.

**Read Student's Book page 15 again. It tells you how to write advice.**

## Give your pen friend advice so that he/she can:

- 1 prepare for the journey
- 2 have a trouble-free time at the airport
- 3 have a comfortable flight
- 4 have an enjoyable stay

## Things to think about:

### 1 Preparing for the journey

- What will you advise your friend to pack? This will depend on the weather.

*hot cold dry wet*

Advise your friend on the clothes that will be suitable.

- What will your friend need in his/her luggage? There are certain things he/she will need in his/her hand luggage.

*passport tickets visa*

Add to the list.

- There is always a lot of 'hanging about' in airports. What should your friend pack in his/her hand luggage?

*novel puzzle book travel guide*

Add to the list.



### 2 At the airport

What advice will you give your friend about:

- when to arrive at the airport?
- 2/3 hours before the plane takes off?
- just before the plane takes off?

### 3 In the air

The flight from New York is a long one!

Will you advise your friend to:

- stay in the seat the whole time  
OR walk about from time to time?
- drink plenty of water  
OR drink very little?
- stay awake for the whole flight  
OR try to get some sleep?

What other advice could you give your friend?



### 4 Your pen friend's stay

- Should you organise lots of things to do on the first day OR have a day of rest?
- What places in your area could you suggest your friend should see?
- When do think it would be a good time for him/her to go shopping? What might he/she want to buy?

**Write your email of advice.**

## Remember

- **Make it clear** what you are emailing your friend about.
- Use **imperative verbs** for things your friend **MUST** do.
- Use the **language of advice** for things you could suggest and organise to make your friend's trip enjoyable.
- Use a **personal style**.
- Use **precise language**.

## Useful vocabulary

*climate  
foreign currency  
travel insurance  
travel sickness pills  
sight-seeing  
souvenirs*

# Listening and speaking



Complete the dialogue. Use the verbs and expressions from the boxes.

- be    wonder    do    think    love    wear    look
- hope    fancy
- Absolutely!    You're joking!    I bet    fingers crossed!
- wait and see    How about    Well    I'm really into

Ross: What \_\_\_\_\_ you \_\_\_\_\_ of these topics then?  
Holly: \_\_\_\_\_, they're all really interesting.  
Jack: I \_\_\_\_\_ we get science. We can \_\_\_\_\_ at space travel.  
Or robots. I \_\_\_\_\_ a project on robots last year.  
Ross: Education's interesting. \_\_\_\_\_ schools in Kenya are different from our schools.  
Holly: I \_\_\_\_\_ if they \_\_\_\_\_ uniforms like we do.  
Ross: Which topic \_\_\_\_\_ you \_\_\_\_\_, Holly?  
Holly: My favourite's the Arts. \_\_\_\_\_ music and the theatre.  
Jack: I \_\_\_\_\_ never \_\_\_\_\_ to the theatre.  
Holly: What? \_\_\_\_\_!  
Laura: \_\_\_\_\_ the Environment? That's really fascinating.  
Ross: \_\_\_\_\_! I \_\_\_\_\_ really \_\_\_\_\_ to get that topic.  
Jack: We'll just have to \_\_\_\_\_.  
Laura: And keep our \_\_\_\_\_!

## Individual speaking

Imagine that you are going to take part in the website project. Answer the questions.

1 Which subject area do you think is the most interesting? Circle the topic.

*The Arts    Science    The Environment    Education*

2 Why are you especially interested in this topic? .....

3 Choose one aspect of this topic to talk about. ....

4 Why do you feel that this is important or interesting? .....

2 Think carefully about the aspect of the topic which you have chosen. Do research if necessary and make notes.

3 Write sentences about your chosen area.

4 Talk to the class about your chosen area on the website project.

You could start like this:  
*Hello, everyone. Today I'm going to talk about an exciting new project.*  
Here is one way you could finish:  
*That's the end of my presentation. Thank you very much for listening.*

## Reading

- You read a leaflet giving advice on a project. What is the project? \_\_\_\_\_  
What four subject areas will the teams work on? \_\_\_\_\_
- Why is the text set out with sub-headings? \_\_\_\_\_

## Vocabulary

- Turn to page 138. Do you know the 20 words about organising a project?   
Which one means to organise things or people so that they work together? \_\_\_\_\_

## Looking at language

- Dictionary work: nouns. Circle the uncountable nouns below.  
advice                  project                  information                  supervisor                  co-ordination
- Spelling: *-tion* / *-sion* words. Complete the words with *-tion* or *-sion*.  
a introduc\_\_\_\_\_          b divi\_\_\_\_\_          c solu\_\_\_\_\_          d persua\_\_\_\_\_
- Language development: noun phrases. Write a noun phrase for:  
a bag for carrying shopping in \_\_\_\_\_

## Grammar

- Complete the paragraph using *will*, *going to*, the present perfect simple and the present perfect continuous.  
I \_\_\_\_\_ (think) about my essay since I got home.  
I \_\_\_\_\_ (start) in a few minutes.  
I \_\_\_\_\_ (finish) my essay today – that's a promise! I \_\_\_\_\_ already  
\_\_\_\_\_ (take) my books out of my bag.
- Complete the sentences using *make* or *do*.  
a The headteacher \_\_\_\_\_ an announcement to the students.  
b \_\_\_\_\_ sure you \_\_\_\_\_ your homework this evening.

## Writing

- Complete the features of writing to advise.  
Begin with an i\_\_\_\_\_ so that it is clear what the advice is about. Use i\_\_\_\_\_ verbs.  
Use s\_\_\_\_\_ -h\_\_\_\_\_ to organise the advice.
- Have you made a neat copy of your email?  Is it in your folder?

## Listening and speaking

- Did you and your friends discuss the website project?
- Have you talked for one minute or more about the topic you would like to work on?

Check-out 1 complete

## Reading comprehension

### 1 Write T (true) or F (false).

- 1 The students have spent two weeks in New York. \_\_\_\_\_
- 2 Holly and Sofia are not very good at spelling. \_\_\_\_\_
- 3 Laura visited the Metropolitan Museum of Art. \_\_\_\_\_
- 4 Holly and Sofia visited the Chinese Art section in the museum. \_\_\_\_\_
- 5 Jack and Ali went to see *The Lion King*. \_\_\_\_\_
- 6 The Lyceum Theatre is on 5th Avenue. \_\_\_\_\_
- 7 Laura wrote about meeting Professor Brown. \_\_\_\_\_
- 8 She is very good at punctuating her work correctly. \_\_\_\_\_



### 2 Correct the false statements.

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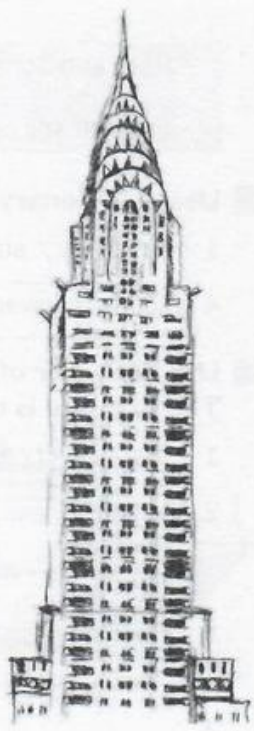
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### 3 Choose the correct word from the box to complete each sentence.

*information    extraordinary    exhibits    convinced    prehistory*

- 1 I thought the \_\_\_\_\_ in the museum were fascinating.
- 2 We found lots of \_\_\_\_\_ about New York on the internet.
- 3 The time before anything was written down by humans is called \_\_\_\_\_.
- 4 I was \_\_\_\_\_ we had been down that street before.
- 5 Some of the costumes in the musical were \_\_\_\_\_!



### 4 Your views:

If you could visit the **Metropolitan Museum of Art** or **Times Square** which would you choose? Why?

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If the group of students had come to your town or city what special places would you advise them to visit? Why?

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# Vocabulary

**1** Read these adjectives from the students' account of their time in New York.

*fascinating    amazing    astonishing*

**2** Write the verb from which each adjective in Exercise 1 is derived.

1 to \_\_\_\_\_      2 to \_\_\_\_\_      3 to \_\_\_\_\_

**3** Form adjectives from these verbs.

1 to astound \_\_\_\_\_      2 to excite \_\_\_\_\_  
3 to startle \_\_\_\_\_      4 to confuse \_\_\_\_\_

Holly and Sofia use *sea* instead of *see* in the first draft of their account.

*Sea* and *see* are **homophones**. They sound the same but are spelled differently.

**4** Use a dictionary to check you know the meaning of these pairs of homophones.

1 stationary / stationery      2 source / sauce      3 course / coarse  
4 aloud / allowed      5 waist / waste

**5** Use each pair of homophones from Exercise 4 in a sentence of your own.  
The first one is done for you.

1 *The delivery van was stationary on the road next to the stationery shop.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

The suffix *pre-* means *before*.

*prehistory* a period of time before anything was written down by humans

**6** Write *pre* in front of these words.

1 \_\_\_\_\_decessor      2 \_\_\_\_\_requisite      3 \_\_\_\_\_judge

**7** Check the meanings of the words in Exercise 6 in a dictionary.  
Use the words in sentences of your own.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Dictionary work

Use a dictionary. Write the comparative and superlative for each of these adjectives.

- 1 friendly \_\_\_\_\_
- 2 big \_\_\_\_\_
- 3 early \_\_\_\_\_
- 4 healthy \_\_\_\_\_
- 5 busy \_\_\_\_\_



The **comparative** and **superlative** of some adjectives are different words.  
**good** /gʊd/ adjective (*better, best*) of a high quality or standard

Look up these words and write the comparative and superlative.

- |             |                |
|-------------|----------------|
| 1 bad _____ | 2 little _____ |
| 3 far _____ | 4 well _____   |

## Spelling

Complete the words. Write *oi* or *oy*.

- |             |           |            |
|-------------|-----------|------------|
| 1 ch____ce  | 2 ann____ | 3 enj____  |
| 4 sp____l   | 5 r____al | 6 j____nt  |
| 7 destr____ | 8 p____nt | 9 v____age |



Match each word in the box to the correct definition.

decoy    envoy    moisture    coy    alloy

- 1 very small drops of water or another liquid in the air, on the surface of something, or in a substance \_\_\_\_\_
- 2 a person or thing that is used for tricking someone into going somewhere or doing something \_\_\_\_\_
- 3 a metal made by combining two or more other metals \_\_\_\_\_
- 4 pretending to be shy \_\_\_\_\_
- 5 an official who represents their government in another country \_\_\_\_\_

Use each word in a sentence of your own.

- 1 voyage \_\_\_\_\_  
\_\_\_\_\_
- 2 loyal \_\_\_\_\_  
\_\_\_\_\_

## Language development: conjunction because

- 1** Write a full stop at the end of the complete sentences.  
Choose the best ending from the box for the incomplete sentences.

*Mum made coffee    he's no good    Mum didn't buy it    he went home    Dad was very cross*

- 1 Because we still weren't ready when the taxi came to fetch us \_\_\_\_\_
- 2 Because Sam was careless, he broke his sunglasses \_\_\_\_\_
- 3 Because Grandma doesn't like tea and she doesn't like juice either, \_\_\_\_\_
- 4 Because the chair was old and one leg was broken \_\_\_\_\_
- 5 Because Ben is lazy, he doesn't play basketball well \_\_\_\_\_

- 2** Write five sentences with *because* using the clauses in the box.  
Use at least one different clause in each sentence.

*we were scared    we heard the dogs barking    we ran away as fast as we could    we realised we were lost*  
*we were completely exhausted    we stopped as soon as we could    we saw the explosion*

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
\_\_\_\_\_

You can write *because* at the beginning of the sentence or in the middle.



- 3** Read the text and answer the questions. Write short answers.

.....  
: Because the cliff was covered with plants and bushes that grew in between the rocks and in deep cracks,  
: it was difficult to find the opening to the cave. When at last John spotted it behind a curtain of drooping  
: branches he shouted to the others to follow him. They had to move slowly because the floor of the cave  
: was rough. Because they had left in such a hurry and had not had time to pick up anything useful, like a  
: torch or a candle and a box of matches, they had nothing to help them see their way except for the dim light  
: from John's mobile phone.  
: .....

- 1 What made it difficult to find the opening to the cave? \_\_\_\_\_
- 2 Where were the plants and bushes growing? \_\_\_\_\_
- 3 Why did they have to move slowly? \_\_\_\_\_
- 4 Why had they not had time to pick up anything useful? \_\_\_\_\_
- 5 What useful things could they have picked up? \_\_\_\_\_
- 6 What did they have to help them see their way? \_\_\_\_\_

**Write the adjectives in the box in the correct groups. Add one more adjective of your own to each group.**

purple   old   London   huge   riding   oval   turquoise   wide   wonderful  
 circular   Greek   new   short   crimson   wooden   square   football  
 straw   horrible   sewing   interesting   16th century   Pacific   iron

opinion →	size →	age →	shape →

colour →	origin →	material →	purpose

**Write the adjectives in brackets in the correct order in front of the nouns.**

- a professor (charming, university, elderly) \_\_\_\_\_
- tables (wooden, round, small) \_\_\_\_\_
- suitcases (new, leather, smart, brown) \_\_\_\_\_
- a ring (silver, gold, wedding, elegant) \_\_\_\_\_
- vases (Italian, magnificent, blue) \_\_\_\_\_
- a pool (swimming, deep, oval) \_\_\_\_\_

**Rewrite each group of sentences as one sentence. Use adjectives in front of the noun.**

- We visited a castle in Scotland. It was huge and old. We thought it was amazing.  
We visited \_\_\_\_\_
- Jenny found some coins. They were ancient and made of silver. Jenny's father said they were Roman.  
 \_\_\_\_\_
- The woman kept her rings in a box. The box was made of leather. It was small and round. It was for jewellery.  
 \_\_\_\_\_
- The archaeologists dug up a statue. It was red and black and very strange. They said it had been made in Egypt.  
 \_\_\_\_\_
- The men in the boat had a net. It was large and circular. They used it for fishing.  
 \_\_\_\_\_
- Sam bought a guitar. It was red and white and it came from America. It was brand new. Sam thought it was fantastic.  
 \_\_\_\_\_

# Grammar in use

## 1 Complete the sentences with the infinitives in the box.

fall shout swoop jump shake crash strike drive start grab

- 1 We saw the robber \_\_\_\_\_ into his car and \_\_\_\_\_ away.
- 2 As the man felt the bridge \_\_\_\_\_ to collapse, he heard someone \_\_\_\_\_ out a warning.
- 3 We felt the house \_\_\_\_\_ as the aircraft passed low overhead.
- 4 They saw an eagle \_\_\_\_\_ down and \_\_\_\_\_ a rabbit in its claws.
- 5 We heard something \_\_\_\_\_ through the window and \_\_\_\_\_ on the floor.
- 6 I saw a flash of lightning \_\_\_\_\_ the tower.

## 2 Complete the sentences with your own ideas. Use the present participle.

- 1 They saw the lights of the billboards flashing in the darkness.
- 2 We could hear horses \_\_\_\_\_.
- 3 I watched the crowds \_\_\_\_\_.
- 4 He could smell something \_\_\_\_\_.
- 5 We heard the sea \_\_\_\_\_.
- 6 He felt the cool rain \_\_\_\_\_.

## 3 Complete the sentences with the verbs in the box. Use the infinitive without to or the present participle.

plan shut burst dry beat slip

- 1 We heard someone \_\_\_\_\_ the door with a loud bang.
- 2 He was so scared that he could feel his heart \_\_\_\_\_ in his chest.
- 3 The policeman overheard the thieves \_\_\_\_\_ their next robbery.
- 4 I saw a boy \_\_\_\_\_ over on the ice.
- 5 She could smell the clean, fresh washing \_\_\_\_\_ in front of the fire.
- 6 We suddenly saw a car \_\_\_\_\_ into flames.

## 4 Complete the sentences with come and the words in the box. Be careful to use the correct tense.

apart from by across up

- 1 While Carrie was scuba diving, she \_\_\_\_\_ the wreck of an ancient ship.
- 2 This wooden furniture \_\_\_\_\_ so that you can transport it easily.
- 3 You've got an unusual accent. Where \_\_\_\_\_ you \_\_\_\_\_?
- 4 Bill's excited. A good job opportunity \_\_\_\_\_ in London.
- 5 That's an interesting picture you've got. How \_\_\_\_\_ you \_\_\_\_\_ it?

The students on the website project were asked to write short pieces about the capital city of their country. Read their first drafts. **Proofread** them and rewrite them correctly on a separate piece of paper.

Read Student's Book page 24 again. It tells you how to proofread for mistakes in spelling, grammar and punctuation.

## Brasilia - Brazil-South America

Brasilia is a very intresting city. In 1956, it didnt exist! There were just a huge desert-like area with no people very little water and few plants and animals.

In 1956, the president of Brazil invited many arcitects to designs a new city. Oscar Niemeyer's design was choose and a beautiful, modern city emerged with stuning buildings and large green areas

It was planned for 500,000 people but today it has a populasion of over 2 million. It is a very good place to have a capital city as it is not thretened by any kind of natural disaster and the climate are very pleasent all year round,

You are looking for six spelling mistakes, four grammatical mistakes and four punctuation mistakes.



## Amman - Jordan

Amman is the capital sity of Jordan and have a population of nearly three million people It were originally bilt on 7 hills or jabals far in north-western Jordan but it now cover an area of nineten hills. It have hot summers and chillee winters. Spring is very short and the temprature can drop to as low as 0 degrees. It has even sean snow!

Two of the main tourist attractions in Amman is the traditional market or souk which can be found in the older downtown area. and the King Hussain Mosque.

You are looking for six spelling mistakes, five grammatical mistakes and two punctuation mistakes.



# Listening and speaking

Complete the dialogue between Laura and one of her friends. Use the words and expressions from the boxes.

look    time    base    trip    recognise    department stores  
top    masses    busy    Avenue    Building    Museum    Statue

What a pity!    No doubt    Good heavens!    No chance!  
absolutely massive    for ages    Brilliant!    I bet    Wow!



Amy: So how was your \_\_\_\_\_ to New York?

Laura: \_\_\_\_\_!

Amy: You took \_\_\_\_\_ of photos, \_\_\_\_\_.  
Come on. Let's have a \_\_\_\_\_.

Laura: OK ... This is the \_\_\_\_\_ of Liberty.

Amy: \_\_\_\_\_! It looks \_\_\_\_\_!

Laura: It's 93 metres tall including the \_\_\_\_\_.

Amy: \_\_\_\_\_! That is tall!

Laura: And this is the Metropolitan \_\_\_\_\_ of Art. There was so much to see!  
We were there \_\_\_\_\_.

Amy: I \_\_\_\_\_ this. It's the Empire State \_\_\_\_\_.  
Did you go to the \_\_\_\_\_?

Laura: No, we didn't have \_\_\_\_\_.

Amy: \_\_\_\_\_!

Laura: And this is 5th \_\_\_\_\_, the street with all the famous \_\_\_\_\_.

Amy: \_\_\_\_\_ you and Holly went shopping every day.

Laura: \_\_\_\_\_! We were much too \_\_\_\_\_.

## Individual speaking

Choose two sights in your town (buildings or monuments). Make notes.

	1	2
Name		
Where in your town is it?		
When does it date from?		
Describe its appearance		
Any other details?		
Why is it important to your town?		
Do you like it? Why? / Why not?		

Write sentences about your chosen sights and find photos of them.

Talk to the class about the two sights which you have chosen.

You could start like this:

*Good morning / afternoon. I have chosen two sights in our town which I think are interesting. I'm going to tell you about them.*

Here is one way you could finish:

*Thank you for listening. If you have any questions, I'll be happy to answer them.*

## Reading

- Which museum did Holly and Sofia visit? \_\_\_\_\_  
Which theatre show did Jack and Ali write about? \_\_\_\_\_
- What three things must you check when you proofread your work? \_\_\_\_\_

## Vocabulary

- Turn to page 138. Do you know the 20 words to do with describing visits?   
Which word means not easy to understand? \_\_\_\_\_

## Looking at language

- Dictionary work: adjectives. Write the comparative form of these words.  
a friendly \_\_\_\_\_ b busy \_\_\_\_\_ c far \_\_\_\_\_ d well \_\_\_\_\_
- Spelling: words with *oi* / *oy*. Complete the words with *oi* or *oy*.  
a destr\_\_\_\_\_ b ann\_\_\_\_\_ c ch\_\_\_\_\_ d sp\_\_\_\_\_ e r\_\_\_\_\_
- Language development: conjunction *because*. Rewrite this pair of sentences as one sentence. Use *because* either at the beginning or in the middle.  
Nina was ill. She didn't go to school. \_\_\_\_\_

## Grammar

- Complete the sentence with these adjectives in the correct order: *little* *peculiar* *old*  
Standing in the doorway was a \_\_\_\_\_ man.
- Complete the sentences with these verbs: *drop* *feel* *beat* *see*
  - The vet \_\_\_\_\_ the lion's heart \_\_\_\_\_ and knew it was alive.
  - We \_\_\_\_\_ the old lady \_\_\_\_\_ her purse and Dad picked it up for her.
- Complete the sentence with *come + from / across / apart / up / by*.  
In the museum we \_\_\_\_\_ an ancient book. It was so old it was \_\_\_\_\_.

## Writing

- Answer these questions about proofreading.
  - How can you check your spelling? \_\_\_\_\_
  - What special punctuation must you use with direct speech? \_\_\_\_\_
- Have you made a neat copy of your proofread passage?  Is it in your folder?

## Listening and speaking

- Did you and your friends discuss Laura's photos?
- Have you talked for one minute or more about two sights in your town?

Check-out 2 complete

# Revision 1 (Units 1 and 2)

- 1** Complete the sentences with the verbs in the box.  
Use the present simple or present continuous.

work give be visit think have enjoy

- 1 Laura \_\_\_\_\_ New York is a great city and she \_\_\_\_\_ her visit.
- 2 The students \_\_\_\_\_ hard and there \_\_\_\_\_ a timetable for each day.
- 3 This morning, the Brazilian students \_\_\_\_\_ a presentation about the rainforest.
- 4 Usually, they \_\_\_\_\_ lunch together then \_\_\_\_\_ places in the city.

- 2** Complete the sentences with the verbs in the box. Use the past simple or past continuous.

tell know discuss perform decide find show talk

- 1 Yesterday, the Jordanian students \_\_\_\_\_ some traditional dances.
- 2 Then Ali \_\_\_\_\_ everyone about some interesting historical sites in Jordan.
- 3 While Ali \_\_\_\_\_, Mona \_\_\_\_\_ photos of the sites.
- 4 Everyone \_\_\_\_\_ it interesting because they \_\_\_\_\_ not \_\_\_\_\_ much about Jordan.
- 5 Afterwards, when the students \_\_\_\_\_ Ali's presentation, Professor Brown \_\_\_\_\_ on the groups for the website project.

- 3** Complete the sentences with future *will* and the verbs in the box.

include disappear present

- 1 Tomorrow, the Australian team \_\_\_\_\_ the environmental issues.
- 2 They \_\_\_\_\_ some information about the Arctic.
- 3 Some scientists say that the Arctic ice \_\_\_\_\_ within a hundred years.

- 4** Complete the sentences with *going to* and the verbs in the box.

take hear be

- 1 "We \_\_\_\_\_ which group we're in at the end of the week," Holly told Jack.
- 2 "Yes, it \_\_\_\_\_ exciting, isn't it?" said Jack.
- 3 "Laura \_\_\_\_\_ more photos before then, but the sky was too dark."

- 5** Complete the sentences with the verbs in the box.

Use the present perfect simple or present perfect continuous.

save see take

- 1 "Laura \_\_\_\_\_ loads of pictures already," said Holly, "and she \_\_\_\_\_ them onto a disc since the beginning of the week."
- 2 "Yes, I \_\_\_\_\_ most of them," replied Jack. "Laura \_\_\_\_\_ pictures for years, but I think these are the best she \_\_\_\_\_ ever \_\_\_\_\_."

6 Write the adjectives in the correct order. Use the list below to help you.

opinion → size → age → shape → colour → origin → material → purpose

- an \_\_\_\_\_ statue (Egyptian stone astonishing old)
- a \_\_\_\_\_ plate (dinner round large silver)
- a \_\_\_\_\_ car (new fast sports red)

7 Complete the sentences with the verbs in the box.

rise up take off roar shake

- We heard the engines \_\_\_\_\_ as we saw the plane \_\_\_\_\_.
- We felt the ground \_\_\_\_\_ as we watched the rocket \_\_\_\_\_.

8 Write the plurals of these nouns.

- knife \_\_\_\_\_
- match \_\_\_\_\_
- scissors \_\_\_\_\_
- sheep \_\_\_\_\_

9 Write the comparative and superlative of these adjectives.

- dirty \_\_\_\_\_
- well \_\_\_\_\_
- large \_\_\_\_\_
- friendly \_\_\_\_\_

10 Spelling: Write the noun formed from these verbs. Use *-tion* or *-sion*.

- discuss \_\_\_\_\_
- decide \_\_\_\_\_
- correct \_\_\_\_\_
- revise \_\_\_\_\_

11 Spelling: Complete these words. Write *oi* or *oy*.

- p\_\_\_\_\_nt
- v\_\_\_\_\_age
- ch\_\_\_\_\_ce
- av\_\_\_\_\_d
- destr\_\_\_\_\_
- empl\_\_\_\_\_

12 Write the noun phrase from each description.

- a pond for keeping fish in \_\_\_\_\_
- a brush for painting with \_\_\_\_\_
- a handle for opening a door \_\_\_\_\_
- a wall round a garden \_\_\_\_\_

13 Write these pairs of clauses as a single sentence.

Use the conjunction *because* at the beginning of the sentence or in the middle.

- we were tired went to bed early \_\_\_\_\_
- Mum was cross she lost her ring \_\_\_\_\_
- it was cold Dan left the door open \_\_\_\_\_
- it was cold we wore our coats \_\_\_\_\_

14 Complete the sentence with *make* or *do*.

If we need to \_\_\_\_\_ changes, of course, I'll \_\_\_\_\_ an announcement but, meanwhile, please \_\_\_\_\_ the research as we agreed.

15 Complete the sentences with *come + apart / from / by / across / up*.

This ancient statue \_\_\_\_\_ India but unfortunately it's \_\_\_\_\_ so we can't display it. We've \_\_\_\_\_ someone who can mend it and unless something else \_\_\_\_\_ he plans to do it this week.

# 3 Different places

## Reading comprehension

### 1 Answer the questions. Write short answers.

- 1 Why did Martine decide to go into the reserve? \_\_\_\_\_
- 2 How did Martine know what the code for the padlock was? \_\_\_\_\_
- 3 What did Martine see when she first went through the gate? \_\_\_\_\_
- 4 What did Martine tell herself she had to do? \_\_\_\_\_
- 5 Why was she disappointed when she got to the waterhole? \_\_\_\_\_
- 6 Which sense told Martine to turn round very, very slowly? \_\_\_\_\_
- 7 What was particularly bad about the Cape cobra? \_\_\_\_\_

### 2 Number these events from the story in the order they happened.

- a \_\_\_\_\_ Cold droplets drenched her hair and ran down her neck.
- b \_\_\_\_\_ A pale blur exploded from the trees.
- c \_\_\_\_\_ As if sensing danger, the frogs went silent.
- d \_\_\_\_\_ The cobra's black tongue flickered out.
- e 1 Martine set off towards the game park gate.
- f \_\_\_\_\_ She turned round very slowly.
- g \_\_\_\_\_ Martine stepped through the gate and stifled a cry of terror.
- h \_\_\_\_\_ She reached the edge of the waterhole.
- i \_\_\_\_\_ The padlock clicked open.
- j \_\_\_\_\_ She entered the numbers on the dial.



### 3 Write the words in the correct list.

*waterbuck   gum   cobra   gardenia   mango   mamba*

plant: \_\_\_\_\_ animal: \_\_\_\_\_

### 4 Complete the sentences with the phrases in the box.

*a split second   an age   in one piece   a similar situation   butterflies in my stomach*

- 1 All the taxis were busy and we had to wait \_\_\_\_\_ for the bus.
- 2 Finally it arrived but the driver was terrible. I had \_\_\_\_\_ all the way home.
- 3 Once, he went round a corner so fast that for \_\_\_\_\_ we thought the bus was going to turn over.
- 4 We were lucky to get home \_\_\_\_\_.
- 5 In \_\_\_\_\_ we would phone for a taxi.



**1** The verbs in the box are all to do with large or strong movements. Write the verbs next to the correct definition. Check in a dictionary.

*smack*   *crumple*   *strike*   *bound*   *spring*   *plunge*

- 1 to run or jump with large steps \_\_\_\_\_
- 2 to jump or move quickly with a lot of energy \_\_\_\_\_
- 3 to hit with the hand or using something flat \_\_\_\_\_
- 4 to hit hard with the hand, a tool or a weapon \_\_\_\_\_
- 5 to suddenly put someone or something into a situation \_\_\_\_\_
- 6 to fall to the ground suddenly with legs and arms bent \_\_\_\_\_



**2** The verbs in the box are all to do with small or gentle movements. Write the verbs next to the correct definition. Check in a dictionary.

*slither*   *shudder*   *sway*   *hover*   *flicker*   *scurry*

- 1 to shake slightly several times \_\_\_\_\_
- 2 to move smoothly over the ground \_\_\_\_\_
- 3 to run hurriedly with small steps \_\_\_\_\_
- 4 to stay in the air without travelling in any direction \_\_\_\_\_
- 5 to move gently from side to side \_\_\_\_\_
- 6 to shake with small uneven movements \_\_\_\_\_



**3** The words in the box are all from the story. Write the words next to the correct synonyms. Check in a dictionary.

*slither*   *shudder*  
*hover*   *prevent*  
*drench*   *smack*

- 1 soak \_\_\_\_\_
- 2 strike \_\_\_\_\_
- 3 slide \_\_\_\_\_
- 4 shake \_\_\_\_\_
- 5 stop \_\_\_\_\_
- 6 float \_\_\_\_\_

**4** Read the words.

*undergrowth*   *drip*   *blossom*   *ribcage*   *puddle*   *drench*   *throat*  
*soak*   *tendrils*   *skeleton*   *droplet*

- 1 Find three words to do with the body: \_\_\_\_\_
- 2 Find five words to do with water: \_\_\_\_\_
- 3 Find three words to do with plants: \_\_\_\_\_

**5** Write the phrases next to the correct definition.

*in pursuit*   *in panic*   *in chorus*

- 1 with a feeling of fear or worry \_\_\_\_\_
- 2 all together \_\_\_\_\_
- 3 chasing after \_\_\_\_\_

**bind:** to tie things together with rope, string or chains   **past tense:** bound  
**bound:** to run or jump with large steps   **past tense:** bounded

Look out!



# Looking at language

## Dictionary work

Sometimes the **irregular past tense** is an entry as well.

**found** /faʊnd/ the past tense and past participle of **find**

- Use a dictionary. Look up these irregular past tenses. Write the infinitive from which they are formed.

- |                   |                  |
|-------------------|------------------|
| 1 sent to _____   | 2 slept to _____ |
| 3 shone to _____  | 4 drank to _____ |
| 5 lost to _____   | 6 blew to _____  |
| 7 caught to _____ | 8 said to _____  |



- Find the past tense of these infinitives in the story. Look up the infinitive in a dictionary to help you.

- |                  |                   |
|------------------|-------------------|
| 1 to make _____  | 2 to stand _____  |
| 3 to shake _____ | 4 to spring _____ |
| 5 to think _____ | 6 to know _____   |
| 7 to run _____   | 8 to fall _____   |



## Spelling

The letters **ph** can make the sound /f/.

Most words that contain **ph** sounding /f/ came from the Greek language.

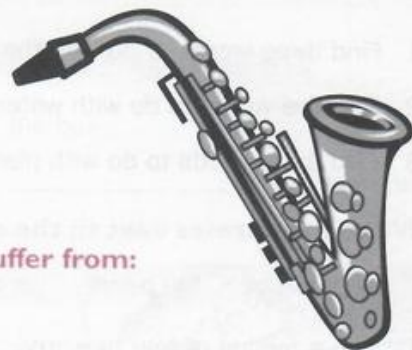
**phone** = phone is Greek for voice or sound

**sphere** = sphaira is Greek for ball

- Match the words in the box to the correct definition.

**autograph**    **alphabet**    **atmosphere**    **saxophone**    **pheasant**

- |  |       |
|--|-------|
| 1 set of letters used for writing a language | _____ |
| 2 large bird with a long tail                | _____ |
| 3 musical instrument                         | _____ |
| 4 signature                                  | _____ |
| 5 the air around the Earth or other planet   | _____ |



- Phobia** comes from the Greek word **phobos** meaning fear.

Use a dictionary to find out what people are frightened of if they suffer from:

- |                  |       |
|------------------|-------|
| 1 claustrophobia | _____ |
| 2 agoraphobia    | _____ |
| 3 arachnophobia  | _____ |

## 1 Rewrite each sentence as three separate sentences.

1 Sam was keen on football and he practised every week but he was never chosen for the team.

\_\_\_\_\_

2 We visit our cousins every weekend and we like to go to the beach or we cycle on our bikes.

\_\_\_\_\_

3 I can't come shopping tomorrow but I can come on Saturday and my sister can come, too.

\_\_\_\_\_

Look out! It is best not to start a sentence with a conjunction.



## 2 Rewrite these sentences using conjunctions *but, and* or *or*.

1 The building was impressive. It was very old. Some of the windows were falling out.

\_\_\_\_\_

2 We might go to see a film. We might go to a show. We must not be late home.

\_\_\_\_\_

3 The museum was enormous. There were no floor plans. It was really hard to find our way.

\_\_\_\_\_

Remember! Don't use *and* more than once in each new sentence.



## 3 Read the passage. Change the conjunction *and*.

The writer of this passage has forgotten to use different conjunctions and has only used *and*. Change *and* to a different conjunction in each sentence.

I loved going to the city and we went by train. I like travelling by train and I don't like travelling by car. My favourite place was the museum and my brother didn't like it much. He wanted to go to the tower and he wanted to climb to the top. We could go to the tower by taxi and we could walk there. We walked to the tower. It was a warm, sunny day. It was a long way and we didn't mind and we saw lots of interesting things on the way.

Remember! You can use the conjunction *because* to join two clauses and give a reason for something.



## 4 Rewrite these adjectives as nouns. Use them to complete the sentences.

polite \_\_\_\_\_ ugly \_\_\_\_\_ nervous \_\_\_\_\_ helpful \_\_\_\_\_

- Ben and Sue tidied the classroom and their teacher thanked them for their \_\_\_\_\_.
- The teacher noticed Dan's \_\_\_\_\_ when he opened the door for her.
- The \_\_\_\_\_ of the monster made everyone scream with fright.
- Ben hoped his \_\_\_\_\_ did not show when he did his presentation.

## Complete the sentences with the verbs in the box. Use the past perfect simple.

steal buy risk stop find begin spot be

- Martine opened the padlock. She \_\_\_\_\_ out the code the previous week.
- She could not believe that it \_\_\_\_\_ so easy to open the padlock.
- Martine went to the place where she \_\_\_\_\_ first \_\_\_\_\_ the giraffe.
- Martine was angry with herself. She \_\_\_\_\_ her life for nothing.
- After the rain \_\_\_\_\_, the air seemed fresh and cool.
- The police arrested the thieves who \_\_\_\_\_ the jewellery.
- Soon the plane took off. At last Lucy's first foreign holiday \_\_\_\_\_.
- Laura and Jack unpacked the souvenirs which they \_\_\_\_\_ in New York.

## Complete the sentences with the verbs in the box. Use the past perfect continuous.

travel tell run pay walk lie study cry

- How long \_\_\_\_\_ Martine \_\_\_\_\_ when she reached the water hole?
- Ben \_\_\_\_\_ English for three years when he took his exams.
- They \_\_\_\_\_ for only 30 minutes when the car broke down.
- The salesman \_\_\_\_\_ clearly \_\_\_\_\_ when he said the car was in good condition.
- Fred could not answer the question because he \_\_\_\_\_ not \_\_\_\_\_ attention.
- The girl's eyes were red. \_\_\_\_\_ she \_\_\_\_\_?
- The athletes crossed the finishing line. They \_\_\_\_\_ for two hours.
- The detective realised that one of the suspects \_\_\_\_\_ not \_\_\_\_\_ the truth.

## Finish the sentences with your own ideas. Use the past perfect simple.

- Jane lost the necklace which \_\_\_\_\_
- Sam felt depressed because \_\_\_\_\_
- Billy went to bed as soon as \_\_\_\_\_
- Lucy was very happy. She \_\_\_\_\_

## Finish the sentences with your own ideas. Use the past perfect continuous.

- The boys were exhausted because \_\_\_\_\_
- Dan had a headache. He \_\_\_\_\_
- Annie knew the girl who, the day before, \_\_\_\_\_
- Joe realised that the men \_\_\_\_\_

**1 Rewrite each pair of sentences as one sentence.**

**Use the word or phrase in brackets to express purpose or intention.**

- 1 Martine listened carefully. She wanted to remember the code. (so that)

*Martine listened carefully so that she could remember the code.*

- 2 She went into the game park. Her intention was to find the white giraffe. (in order to)

- 3 She switched on her torch. She needed to follow the path. (so)

- 4 Carrie met a university professor. She wanted to interview him about the Great Barrier Reef. (to)

- 5 James travelled to Greece. His purpose? He wanted to study classical architecture. (in order to)

- 6 Maria is going to study medicine at university. Her intention is to become a surgeon. (so that)

- 7 Sally bought some bunches of flowers. She wanted to brighten up her apartment. (to)

- 8 Work hard today. Then you can have a day off tomorrow. (so)

**2 Finish the sentences with your own ideas. Make sure you express purpose or intention.**

- Harry wants to become a doctor so that \_\_\_\_\_.
- Lara is going to spend six months in London in order to \_\_\_\_\_.
- Joe studied all night so \_\_\_\_\_.
- Alice went to town to \_\_\_\_\_.

**3 Complete the sentences with set and the verbs in the box.**

**off in up about out**

- The first task for the students on the website project was to \_\_\_\_\_ a system for exchanging information.
- It looks as if the rain has \_\_\_\_\_. Let's go home.
- She didn't \_\_\_\_\_ to become famous but that's what happened.
- At dawn the travellers \_\_\_\_\_ on their long journey across the desert.
- When the family arrived at their new home, they \_\_\_\_\_ unpacking their belongings.

# Individual writing: writing about your way of life

You have read an extract from *The White Giraffe* where a young girl comes from England to live in Africa. She has to get used to a **very different culture**.

You have written a story about characters travelling through a city or countryside which is familiar to them but may be **unfamiliar** to some readers.

Now you are going to use a **typical day** in your school as the plot and setting for your story.

Read Student's Book page 34 again. It tells you how to write a story set in another culture.

**Young people go to school all over the world but their experiences are very different.**

Choose a character and give him/her a name. \_\_\_\_\_

**Things to think about. Make notes.**

- 1 What does your character wear for school? \_\_\_\_\_
- 2 How does he/she travel to school? \_\_\_\_\_
- 3 Is the school large or small? \_\_\_\_\_
- 4 What is it built of? \_\_\_\_\_
- 5 How many pupils does it have? \_\_\_\_\_
- 6 How many teachers does it have? \_\_\_\_\_
- 7 What plants and trees grow near it? \_\_\_\_\_
- 8 What time does school start? \_\_\_\_\_
- 9 What time does it finish? \_\_\_\_\_
- 10 Does the school have an assembly? \_\_\_\_\_
- 11 What happens in assembly? \_\_\_\_\_
- 12 Do students have lunch at school? \_\_\_\_\_
- 13 What sort of food is eaten? \_\_\_\_\_
- 14 What languages are taught? \_\_\_\_\_
- 15 What exams are taken? \_\_\_\_\_
- 16 How much homework is set? \_\_\_\_\_
- 17 What do students usually do after school? \_\_\_\_\_

## Remember

- The **plot** is the experiences of your character through a typical school day.
- The **setting** is your school.
- We must learn about your **character** through what he/she does.
- Try to include **details** that you are familiar with but which may not be the same in all schools.

## Useful vocabulary

foreign language  
local food  
timetable

# Listening and speaking

Complete the dialogue. Use the words and expressions from the box.

causes sent dead move coral global looks disaster  
expert healthy temperature do survive screen

According to loads of first of all as simple as that in the way  
at all have a look really weird a couple of



**Jack:** Do you want to \_\_\_\_\_ some work on the project?

**Laura:** Yes, I do but \_\_\_\_\_ I want to \_\_\_\_\_ at those photos that Carrie \_\_\_\_\_ yesterday. There are \_\_\_\_\_ attachments that are really interesting.

**Jack:** Shall I \_\_\_\_\_ my schoolbag? Is it \_\_\_\_\_?

**Laura:** Yes, it is, Jack. I can't see the computer \_\_\_\_\_!

**Jack:** Sorry.

**Laura:** Look, the \_\_\_\_\_ in the first photo is perfectly \_\_\_\_\_. It's brightly coloured and there are \_\_\_\_\_ fish swimming around.

**Jack:** There are no fish \_\_\_\_\_ in the second photo and the coral \_\_\_\_\_ white.

**Laura:** It is white. It's \_\_\_\_\_.

**Jack:** It's \_\_\_\_\_.

**Laura:** It's not just strange. It's a \_\_\_\_\_.

**Jack:** So what \_\_\_\_\_ this?

**Laura:** \_\_\_\_\_ the \_\_\_\_\_ who Carrie interviewed, it's because the sea \_\_\_\_\_ is rising. The coral can't \_\_\_\_\_ in warm water.

**Jack:** So we've got to stop \_\_\_\_\_ warming.

**Laura:** Yes, it's \_\_\_\_\_.

## Individual speaking

Choose a place of outstanding natural beauty in your country which you feel should be protected. Make notes about it.

Name	
Location	
Description	
Are any interesting plants and animals found there? Give details.	
Is this place endangered in any way? How?	
Should this place be protected? Give reasons.	
Have you ever been to this place? If so, when? What do you think about this place?	

Write sentences about your chosen place and find photos of it.

Talk to the class about the place which you have chosen.

You could start like this:

*Hello, everybody. There are many beautiful places in our country. I'm going to talk to you about one of them and explain why I think it should be protected.*

Here is one way you could finish:

*And that is the end of my presentation for today. Thank you for listening.*

## Reading

- 1 Which country did Martine leave? \_\_\_\_\_ Where did she move to? \_\_\_\_\_  
What animal did she go to look for at night? \_\_\_\_\_

## Vocabulary

- 1 Turn to page 138. Do you know the 20 words about a night walk in a game reserve?   
Which word means to feel upset and nervous because of danger or fear? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: verbs. Write the past tense of these verbs.  
a shake \_\_\_\_\_ b spring \_\_\_\_\_ c hurry \_\_\_\_\_
- 2 Transitive and intransitive verbs. Write *T* (transitive) or *I* (intransitive) for the verbs in these sentences.  
a Sam jumped over the gate. \_\_\_\_\_ b Anna opened the gate. \_\_\_\_\_
- 3 Spelling: words with *gh* sounding *f* and silent *gh*. Circle the words with silent *gh*.  
fought coughed caught straight trough
- 4 Language development: clauses. Rewrite these sentences as one sentence. Use conjunctions *and*, *but* or *or*.  
We can go to the beach. We can go to the forest. We can't do both.
- 

## Grammar

- 1 Complete the sentences using the past perfect and the past perfect continuous.  
a Meg \_\_\_\_\_ (tell) her Mum she would not be late so she hurried home.  
b Andy \_\_\_\_\_ (study) for six hours so he was tired by the evening.
- 2 Complete the sentences with *so*, *so that*, *to* or *in order to*.  
a Wear your coat \_\_\_\_\_ you don't get cold. b Take this umbrella \_\_\_\_\_ keep you dry.
- 3 Complete the sentence with the correct verb using *set + off / in / up / about / out*.  
My cousin has \_\_\_\_\_ a successful advertising company in the city centre.

## Writing

- 1 Complete these features of a story.  
What happens is called the p\_\_\_\_\_. Where it happens is called the s\_\_\_\_\_. The people are the c\_\_\_\_\_. In a story from another c\_\_\_\_\_ some details may be unfamiliar.
- 2 Have you made a neat copy of your story set in school?  Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss the photos?
- 2 Have you talked for one minute or more about a place of natural beauty in your country?

Check-out 3 complete

# 4 A great destination

## Reading comprehension

Match the statements to the sections of *Bangkok: The Grand Palace*.

Write the numbers next to the correct heading a to e.

- 1 Your ticket also admits you to the Vimanmek Mansion Museum which is near the Grand Palace.
- 2 Statues representing legendary creatures stand fiercely on guard at entrances.
- 3 There are three parts to the palace complex.
- 4 The Grand Palace stands on the Chao Phraya river.
- 5 King Rama I encouraged Thai culture and literature.
- 6 In the past, the Inner Court was the residence of the queen.
- 7 At first The Grand Palace was a group of traditional wooden buildings.
- 8 The Dusit Maha Prasat Hall is one of the oldest buildings in the palace complex.
- 9 The Grand Palace is no longer the permanent home of the kings of Thailand.

- a Facts about the palace: \_\_\_\_\_
- b History: \_\_\_\_\_
- c Architecture: \_\_\_\_\_
- d Important buildings in the palace complex: \_\_\_\_\_
- e Tips from international visitors: \_\_\_\_\_



Complete the sentences with the words in the box.

residence remarkable decorated foreign truly terraces magnificence ceremony

- 1 The prince was crowned as the new king during a special \_\_\_\_\_.
- 2 It was an occasion of great \_\_\_\_\_.
- 3 Many \_\_\_\_\_ guests were invited.
- 4 Afterwards the guests were received in the royal \_\_\_\_\_.
- 5 The \_\_\_\_\_ were \_\_\_\_\_ with flowers and lights.
- 6 It was a \_\_\_\_\_ occasion.

One word in each sentence is wrong. Underline it and write the correct word at the end.

- 1 The Grand Palace is one of the sights in Bangkok that every teenager should see. \_\_\_\_\_
- 2 The palace is surrounded by a productive wall. \_\_\_\_\_
- 3 More buildings have been added greatly over the centuries. \_\_\_\_\_
- 4 King Rama I encouraged Thai culture and libraries. \_\_\_\_\_
- 5 In the past, the Inner Court was the reception of the queen. \_\_\_\_\_
- 6 Shirts and sleeveless tops are not allowed. \_\_\_\_\_

# Vocabulary

## 1 Read the words in the box. Find the synonyms.

*design    dazzling    adorn    stunning    decorate    remarkable    style    unusual*

Find two synonyms for each definition:

- 1 to make something look attractive by putting nice things with it or on it \_\_\_\_\_
- 2 the way in which something is created so it has a particular appearance \_\_\_\_\_
- 3 impressive and wonderful \_\_\_\_\_
- 4 standing out from others so it is noticed \_\_\_\_\_

## 2 Read the pairs of antonyms in the box. Make sure you understand the meanings. Complete the sentences with the antonyms.

*real / fake    ignore / notice    unimpressive / stunning    decorated / plain*

- 1 Anna thought that the hat that was \_\_\_\_\_ with feathers looked ridiculous and she preferred the one that was completely \_\_\_\_\_.
- 2 Dan \_\_\_\_\_ the new student and walked past him but Sam \_\_\_\_\_ him and asked him if he needed any help.
- 3 When you hold these bank notes up to the light, you can tell that they are \_\_\_\_\_ because the picture which the \_\_\_\_\_ notes have is missing.
- 4 The senior basketball match was \_\_\_\_\_ and our team won 56–22 but the under 16s were very \_\_\_\_\_ and they lost 5–38.

## 3 Find the words in *The Grand Palace*.

- 1 a person who designs buildings \_\_\_\_\_
- 2 the activity of designing buildings \_\_\_\_\_
- 3 of or relating to the design of buildings \_\_\_\_\_
- 4 a person who is received as an invited visitor \_\_\_\_\_
- 5 a person who tries to deceive somebody \_\_\_\_\_

## 4 Circle the words for buildings, parts of buildings or rooms in a building.

*destination    terrace    royal    façade    dazzling    office*

*library    gallery    decorated    hall    ceremony*

## 5 What parts of speech are the words that you did not circle in Exercise 4? Write the parts of speech then list the words for each one.

part of speech      words

_____	_____
_____	_____

## Dictionary work

Use a dictionary. Match the adverbs in the box to the correct definition.

*richly    uniquely    gradually    fiercely*

- 1 angrily; ready to attack \_\_\_\_\_
- 2 in a beautiful and expensive way \_\_\_\_\_
- 3 slowly and in small stages \_\_\_\_\_
- 4 unusually, rarely \_\_\_\_\_



Look up these adjectives. Write the adverb shown at the end of the entry.

- |                    |                      |
|--------------------|----------------------|
| 1 beautiful _____  | 2 incompetent _____  |
| 3 ludicrous _____  | 4 optimistic _____   |
| 5 proficient _____ | 6 satisfactory _____ |

Use three of the adverbs from Exercise 2 in sentences of your own.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

## Spelling

Match the words in the box to the correct definition.

*enclosure    fracture    premature    composure    texture*

- 1 happening too soon or before the usual time \_\_\_\_\_
- 2 the feeling of being calm and relaxed \_\_\_\_\_
- 3 an area that is surrounded by a fence or wall \_\_\_\_\_
- 4 the way that something feels when you touch it \_\_\_\_\_
- 5 a break or crack in a bone or piece of rock \_\_\_\_\_

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

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

## Language development

### 1 Rewrite each of these complex sentences as two simple sentences.

- 1 When John arrived at the station, he found that the train had already left.  
\_\_\_\_\_
- 2 Tall trees grew all over the hillside, tossing their branches in the strong wind.  
\_\_\_\_\_
- 3 The pretty vase was filled with roses which smelled glorious.  
\_\_\_\_\_

### 2 Rewrite each of these complex sentences as three simple sentences.

- 1 Mary carefully opened the box which was decorated with strange letters that she did not recognise.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 First the palace was built then a strong wall was built around it which had four entrances.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 The people hurried through the streets, carrying bags and suitcases containing all their clothes and possessions.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3 Rewrite each group of simple sentences as one complex sentence.



*Remember: a complex sentence has a main clause and at least one subordinate clause.*



*You know these subordinate clauses:*

- **time clauses**, e.g. as soon as / when
- **relative clauses**, e.g. which / that
- **participle -ing clauses**
- **with clauses**.

- 1 The sun rose. Ben jumped out of bed.  
\_\_\_\_\_
- 2 The cat leaped onto the wall. It was holding a dead mouse in its mouth.  
\_\_\_\_\_
- 3 Sam heard a car. It was coming fast along the road. It was roaring like an angry beast.  
\_\_\_\_\_
- 4 This museum used to be a castle. It had a moat all round it. The moat was full of water.  
\_\_\_\_\_
- 5 Tourists can get to the island by a boat. The boat leaves early in the morning.  
\_\_\_\_\_

**1** Report the statements. Change the tenses and make any other changes as necessary.

1 "The Grand Palace is magnificent," said the guide.

*The guide said that*

---

2 "The buildings are highly decorated," she explained.

---

3 "We are enjoying our tour," said the tourists.

---

4 One man said, "I'll definitely return to Thailand."

---

5 "My guide speaks excellent English," said one woman.

---

6 "I can't believe how hot the weather is," said a girl.

---

**2** Report these commands. Use *told* or *asked*.

1 "Follow me, please, everyone," said Miss Mae, our guide.

*Miss Mae, our guide, asked everyone*

---

2 "Drink plenty of water," the mother told her son.

---

3 "Don't wear shorts and sleeveless tops," the guide said to us.

---

4 "Please, lend me your camera, Laura," said Jack.

---

5 "Give it back to me immediately," Laura said to Jack.

---

6 "Take my advice and prepare thoroughly for your exams," said Mr Day to his students.

---

Always think of the meaning of the sentences!



**3** Read the dialogue. Then report it. Use the verbs in brackets.

**Ross:** I can't find my mobile.

**Holly:** I think there's one in the kitchen. I'm always losing my mobile.

**Ross:** There's a mobile on the kitchen table but it's not mine. It's pink.

**Holly:** That's my mobile!

(say, add, exclaim)

---



---



---

# Grammar in use

## 1 Complete the sentences with the verbs in brackets.

Use the present simple to talk about the future.

- A: \_\_\_\_\_ there any good programmes on TV tonight? (be)  
B: There \_\_\_\_\_ an interesting film. It \_\_\_\_\_ at half past eight. (be, start)
- What time \_\_\_\_\_ the next train \_\_\_\_\_? (arrive)
- The plane to Paris \_\_\_\_\_ not \_\_\_\_\_ at ten. It \_\_\_\_\_ at eleven. (leave, take off)
- The day after tomorrow \_\_\_\_\_ not the 6th. It \_\_\_\_\_ the 7th. (be, be)
- This year our exams \_\_\_\_\_ in April. (be)
- There \_\_\_\_\_ a full moon tomorrow night. (be)

## 2 Look at the TV guide for tomorrow evening. Answer the questions.

### TOMORROW'S TV

<b>5.00</b>	Cartoon fun
<b>5.15</b>	Nature's giants: a look at the biggest creatures on the planet
<b>6.00</b>	News and weather
<b>6.30</b>	Beat the clock: family quiz show
<b>7.00</b>	International football: Real Madrid v Chelsea. All the pre-match excitement. Kick-off: 7.30
<b>8.15</b>	News and weather
<b>8.30</b>	International football: Real Madrid v Chelsea (second half) plus the results of other European matches.
<b>9.30</b>	Film: No time like the present. Fast-moving thriller starring Paul Steiger and Candy Roberts.
<b>11.35</b>	Late-night music: the John Bolton Band

- When does the wildlife programme start? \_\_\_\_\_
- When is the quiz show on? \_\_\_\_\_
- How many news programmes are there tomorrow evening? \_\_\_\_\_
- When does the first half of the football match finish? \_\_\_\_\_
- What interrupts the sports programme? \_\_\_\_\_
- What time does the football continue? \_\_\_\_\_
- When does the film start? \_\_\_\_\_
- How many music programmes are there tomorrow evening? \_\_\_\_\_

## 3 Complete the sentences with *hang* and the words in the box.

on    around    up    onto    back

- Professor Brown's study is full of books. He \_\_\_\_\_ every book he buys.
- Some suspicious-looking men \_\_\_\_\_ near the jewellery shop.
- Ask the professor your questions. Be confident. Don't \_\_\_\_\_!
- \_\_\_\_\_! I can't run as fast as you.
- Jack realised he had called the wrong number so he \_\_\_\_\_.

# Individual writing: writing to inform and persuade

You have read about The Grand Palace in Bangkok and written about The Grand Canyon in North America.

Both pieces of writing give readers **information** and **persuade** them to visit.

Now you are going to write a **guide** to a place you know that people would be interested in visiting.

Read Student's Book page 44 again. It tells you how to write to **inform** and **persuade**.

## Think about the area in which you live.

What would people find interesting to visit? It could be a building, a river, a waterfall, a mountain or you could use your own idea.

What are you going to write about? \_\_\_\_\_



## Do your research.

You will need to include lots of **information** in your guide. Use local guidebooks and the internet to find out interesting facts.

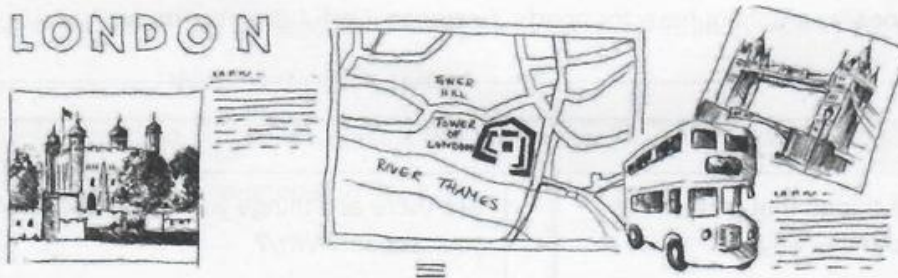
building: How old is it? Who built it? What is it used for? What can you see inside? Is there anything unusual about it? When is it open?  
How much does it cost to go in?

natural feature: How long / tall / wide is it? What lives there? Is there a visitors' centre? How can you travel around it? What months of the year can you visit? How much does it cost?

## Use persuasive language.

- As well as information, you need to write in such a way that people will want to visit. Think carefully about the **descriptive language** you use. Avoid words like *nice*, *pretty* and *good*. Think of interesting **adjectives**.
- Include some **opinions** of people who have visited. You can make them up so that people reading your guide know that visitors really enjoyed themselves.

## Plan the layout of your guidebook text.



It is very important that your guide looks **attractive** so that people want to read it. Look back to page 44 of the Student's Book and read the *Layout* section. Use as many of the **presentational devices** as you can.

## Remember

- You may need to use both **past** and **present tenses**.
- You need to include interesting and useful **information**.
- Use **persuasive** vocabulary and visitors' positive **opinions**.
- Use **presentational devices** to make the guide look attractive.

## Useful vocabulary

ancient  
breath-taking  
impressive  
magnificent  
stunning  
unique

# Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

canteen facilities grounds equipment meals lab hall state boarding  
up-to-date mixed

not bad I bet my thing Let's see pretty though Of course out of this world

Dan: Is your school old or modern, Izzie?

Izzie: It's \_\_\_\_\_ new. The classrooms have got all the latest \_\_\_\_\_.

You should see our science \_\_\_\_\_. It's really \_\_\_\_\_.

Dan: Science isn't really \_\_\_\_\_. How about sporting \_\_\_\_\_? What are they like?

Izzie: \_\_\_\_\_ ... What can I tell you? We've got an amazing new sports \_\_\_\_\_.

The \_\_\_\_\_ outside are a bit small \_\_\_\_\_.

Dan: Are there just girls at your school?

Izzie: No, it's \_\_\_\_\_. There are boys and girls like at most \_\_\_\_\_ schools.

Dan: Do you have lunch at school? Do you have a \_\_\_\_\_?

Izzie: Yes, we do but the food isn't exactly \_\_\_\_\_! \_\_\_\_\_ the food at your school's great.

Dan: It's \_\_\_\_\_. Breakfast could be better.

Izzie: \_\_\_\_\_! I forgot. You're at \_\_\_\_\_ school so you have all your \_\_\_\_\_ there.

## Individual speaking

Make notes about your school.

- 1 Is your school a state school or a private school? \_\_\_\_\_
- 2 How many students are there in the school? \_\_\_\_\_ In your class? \_\_\_\_\_
- 3 Describe a typical classroom. What equipment does it have?  
\_\_\_\_\_
- 4 What facilities does your school have for sports / science / art / drama / music?  
\_\_\_\_\_

Name at least three things that you like about your school and say why.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Are there any things you would like to change about your school? Why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 Write sentences about your school.

3 Talk to the class about your school.

You could start like this:

*Hello, everybody. This morning / afternoon I'm going to talk about our school.*

Here is one way you could finish:

*Thank you for listening. Do you agree with what I've said? I'd be interested to hear your views.*

## Reading

1 Which place in Bangkok is featured in the guidebook? \_\_\_\_\_

Which country is it in? \_\_\_\_\_

2 Circle the visual features that are included in the guidebook.

plan    drawing    chart    photo    map    timetable

## Vocabulary

1 Turn to pages 138–139. Do you know 20 words about a palace in the east?

Which word means the place you are intending to go to \_\_\_\_\_

## Looking at language

1 Dictionary work: adverbs. Write adverbs formed from these adjectives.

a true \_\_\_\_\_    b gradual \_\_\_\_\_    c colourful \_\_\_\_\_    d rich \_\_\_\_\_

2 Spelling: words with *-ture* / *-sure*. Complete the words with *-ture* or *-sure*.

a plea \_\_\_\_\_    b signa \_\_\_\_\_    c lei \_\_\_\_\_    d litera \_\_\_\_\_

3 Language development: complex sentences. Rewrite this complex sentence as two sentences.

The Palace is a complex of several buildings which stands close to the Chao Phraya river.

\_\_\_\_\_

## Grammar

1 Report this speech. "This palace is magnificent," said Susie. "Please take a photo, Harry!"

\_\_\_\_\_

2 Complete the sentence using the present tense to express fixed / certain events in the future.

What time \_\_\_\_\_ the next train to London?

3 Complete the sentence with a phrasal verb using *hang + on / around / up / onto / back*.

Please go and \_\_\_\_\_ your coat in the hall.

## Writing

1 Complete these features of a guidebook.

It gives the reader i \_\_\_\_\_ that includes f \_\_\_\_\_ about the past and the present. It makes the place sound exciting and p \_\_\_\_\_ people to visit.

2 Have you made a neat copy of your guide to a place you know?  Is it in your folder?

## Listening and speaking

1 Did you and your friends discuss your school?

2 Have you talked for one minute or more about your school?

Check-out 4 complete

## Revision 2 (Units 3 and 4)

### 1 Complete the sentences with the verbs in the box. Use the past perfect simple.

make    drench    complete    fall    give

- 1 Ben finished the homework that his teacher \_\_\_\_\_ him.
- 2 By six o'clock in the evening ten centimetres of snow \_\_\_\_\_.
- 3 Harry \_\_\_\_\_ not \_\_\_\_\_ his project so he had to hand it in to his teacher unfinished.
- 4 When the carpenter \_\_\_\_\_ the window, he fixed it into the window frame.
- 5 The week of heavy rainfall \_\_\_\_\_ the dry fields and the grass began to grow.

### 2 Complete the sentences with the verbs in the box. Use the past perfect continuous.

save    operate    try    flicker    hover

- 1 The computer screen \_\_\_\_\_ for half a minute before it went blank.
- 2 Ben decided to spend the money that he \_\_\_\_\_.
- 3 The helicopter \_\_\_\_\_ above the cliff when suddenly it flew away.
- 4 The lock was damaged and Harry knew somebody \_\_\_\_\_ to open his door.
- 5 The surgeon \_\_\_\_\_ since early morning and he was exhausted.

### 3 Complete the sentences with *so that* or *in order to* or *to*.

- 1 Anna wrote Carrie's phone number in her diary \_\_\_\_\_ she wouldn't forget it.
- 2 Ben went to the mall \_\_\_\_\_ buy a new computer game.
- 3 We set off early for the museum \_\_\_\_\_ get ahead of the crowds.
- 4 We are travelling to Bangkok tomorrow \_\_\_\_\_ we can visit the Grand Palace.

### 4 Rewrite each pair of sentences as one sentence. Use *so that* once and *in order to* once.

- 1 Harry learned Spanish. He wanted to talk to his Spanish cousins.  
\_\_\_\_\_

- 2 You should start revising early. You should avoid doing it in a rush.  
\_\_\_\_\_

### 5 Report the statements. Change the tense and make any other changes as necessary.

- 1 The friendly man said, "The palace is closed today."  
\_\_\_\_\_

- 2 Joe replied, "I'm sure it's open."  
\_\_\_\_\_

- 3 Freddy suggested, "We can go and see if it is open."  
\_\_\_\_\_

- 4 "I can take you to another palace," the man said.  
\_\_\_\_\_

**6 Report the commands. Use *told* or *asked*.**

- 1 "Please, show me your tickets," said the guide. \_\_\_\_\_
- 2 "Take this plan of the palace," he said. \_\_\_\_\_
- 3 "Don't stand too long in the sun," Joe said to Freddy. \_\_\_\_\_
- 4 "Please, could I have some water?" Freddy said to Joe. \_\_\_\_\_

**7 Complete the paragraph with the verbs in the box. Use the present simple.**

*begin   continue   close   start   be*

"Listen carefully," said the guide. "There \_\_\_\_\_ a talk about the castle today. It \_\_\_\_\_ at 3. After that, the film show \_\_\_\_\_ and it \_\_\_\_\_ until 5. The castle \_\_\_\_\_ at 5.30."

**8 Complete this sentence with the correct word in brackets.**

The present simple can be used for fixed \_\_\_\_\_ events. (present / future)

**9 Write the past tenses of these verbs.**

- 1 drink \_\_\_\_\_   2 blow \_\_\_\_\_   3 lose \_\_\_\_\_   4 stand \_\_\_\_\_   5 spring \_\_\_\_\_

**10 Write the adverbs formed from these adjectives. Use them to complete the sentences.**

true \_\_\_\_\_   majestic \_\_\_\_\_   gradual \_\_\_\_\_   fierce \_\_\_\_\_

- 1 The king rode \_\_\_\_\_ through the streets of his city.
- 2 The guard dogs growled \_\_\_\_\_ from inside the palace gates.
- 3 The sky darkened and \_\_\_\_\_ faint stars could be seen.
- 4 The prisoner was \_\_\_\_\_ sorry for the harm he had done.

**11 Spelling: Complete the words with *gh* or *ph*. Then write *f* for words with *gh* / *ph* sounding *f* and *s* for silent *gh*.**

- 1 cou\_\_\_\_\_   2 rou\_\_\_\_\_ly   3 fli\_\_\_\_\_t   4 gra\_\_\_\_\_   5 throu\_\_\_\_\_

**12 Spelling: Complete the words. Write *-ture* or *-sure*.**

- 1 trea\_\_\_\_\_   2 pres\_\_\_\_\_   3 cul\_\_\_\_\_   4 mea\_\_\_\_\_   5 fea\_\_\_\_\_   6 crea\_\_\_\_\_   7 plea\_\_\_\_\_

**13 Join these sentences using conjunctions *and*, *but* or *or*.**

The palace was fascinating. We were very tired. We agreed to sit down and rest.

\_\_\_\_\_

**14 Rewrite this group of sentences as a single complex sentence.**

The building was dark inside. It had many passages. It would be easy to lose your way.

\_\_\_\_\_

**15 Complete this sentence with phrasal verbs with *set + up* / *in* / *off* / *out* / *about*.**

When bad weather \_\_\_\_\_ they immediately \_\_\_\_\_ preparing to leave the beach.

**16 Complete this sentence with phrasal verbs with *hang + on* / *around* / *up* / *onto* / *back*.**

A man was \_\_\_\_\_ the station platform; he did not get on the train, but \_\_\_\_\_ uncertainly.

# 5 Beyond this world

## Reading comprehension

### 1 Answer the questions. Write short answers.

- 1 What is special about Kepler? \_\_\_\_\_
- 2 Who is Kepler's father? \_\_\_\_\_
- 3 Which ocean did Kepler see first? \_\_\_\_\_
- 4 Which two oceans did Kepler see next? \_\_\_\_\_
- 5 What was Kepler's weight on the Moon compared with Earth? \_\_\_\_\_
- 6 How did Kepler feel when the Earth ferry finally landed? \_\_\_\_\_
- 7 Why did Kepler get a nose-bleed? \_\_\_\_\_

### 2 Match the words and pictures. Then complete the sentences.

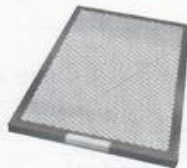
*orbit*    *electrostatic filter*    *laboratory*    *hydroponic garden*    *force of gravity*

1



\_\_\_\_\_

2



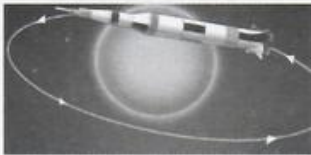
\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

- 1 The \_\_\_\_\_ made Kepler's nose bleed.
- 2 Kepler got a good view of the oceans during the space ferry's last \_\_\_\_\_.
- 3 Because of the \_\_\_\_\_ people on the Moon had oxygen for free.
- 4 Cleaning of clothes was done in the \_\_\_\_\_.
- 5 Dirt was removed by \_\_\_\_\_.

### 3 Who are they?

*bystander*    *convict*    *stewardess*    *governor*

A person who ...

- 1 is in charge of a place or area is a \_\_\_\_\_
- 2 looks after passengers on a flight is a \_\_\_\_\_
- 3 sees an event happen but is not directly involved in it is a \_\_\_\_\_
- 4 has been found guilty of a crime and put in prison is a \_\_\_\_\_

## 2 Complete the sentences with the adjectives and adverbs in the box.

exotically    casual    crudely    steely    feeble    blurrily    sympathetic    eagerly

- The wooden statue was \_\_\_\_\_ carved and it was hard to see what it was.
- The \_\_\_\_\_ coloured butterflies fluttered around the rainforest flowers.
- Mum was \_\_\_\_\_ when Dad was in hospital and took him some football magazines.
- My uncle met his business partner through a \_\_\_\_\_ meeting on the beach!
- Ben's teacher said that his project was \_\_\_\_\_ and he had to do it again.
- Ben waited \_\_\_\_\_ for his exam results because he was confident he had done well.
- The policeman gave the thief a \_\_\_\_\_ glare when he saw the stolen jewels in his bag.
- Dad looked around \_\_\_\_\_ when he came round from the operation.

## 3 Find the words.

icepack    discomfort    apparent    force    wheelchair    birthright    minimal    hint

- Find three abstract nouns: \_\_\_\_\_
- Find three compound nouns: \_\_\_\_\_
- Find two adjectives: \_\_\_\_\_

## 3 Write the verbs next to the correct definition.

hesitate    charge    extract    mill around    brake    crane    increase    transfer

- to move, or to move someone or something, from one place to another \_\_\_\_\_
- to stretch your neck out to see something \_\_\_\_\_
- to ask for money in payment for something \_\_\_\_\_
- to become larger in number or amount \_\_\_\_\_
- to slow down a vehicle by applying a mechanism that reduces speed \_\_\_\_\_
- to pause for a moment because of being nervous or unsure \_\_\_\_\_
- to move about with no particular purpose \_\_\_\_\_
- to take out \_\_\_\_\_

## 4 Complete the sentences with the words in the box.

stuff    comparison    luxury    pressure    shimmer    Universe

- The \_\_\_\_\_ of silk on the market stall caught Anna's eye.
- The strongest telescopes in the world can tell us more about the \_\_\_\_\_.
- Ben put all his football \_\_\_\_\_ in his sports bag.
- A rabbit is a small animal in \_\_\_\_\_ with a donkey.
- Suddenly Ben felt the \_\_\_\_\_ of a hand on his shoulder and he turned quickly.
- My uncle works hard and even one day's holiday is a \_\_\_\_\_ for him.

## Dictionary work

Some compound words are **hyphenated**.

**close** /kləʊs/ adjective (**closer, closest**) only a short distance away

**close-up** /kləʊs-ʌp/ noun [C] photograph of someone or something that is taken from a position very near them

**1** Three of these compound words should be hyphenated when they are used as adjectives. Check in a dictionary and write them correctly.

- 1 spacewalk      2 starlight      3 nonfiction      4 worldfamous

\_\_\_\_\_

- 5 sunrise      6 earthquake      7 faroff

\_\_\_\_\_



**2** Use two of the hyphenated words from Exercise 1 in sentences of your own.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

## Spelling

-y at the end of a word can make the sound /i/.

I craned my neck *eagerly* ... Washing was a *luxury* ...

It can also make the /aɪ/ sound.

It felt as if my brain was going to burst.

**1** Say the words in the box. Write them in the correct list.

*groggy*    *rely*    *deny*    *every*    *apply*    *tidy*    *occupy*    *deeply*

1 y sounding /i/: \_\_\_\_\_

2 y sounding long /aɪ/ sound: \_\_\_\_\_

Very few common words in English end in the letter y.

**2** These words end in -y sounding /i/. Write the definitions.

1 taxi \_\_\_\_\_

2 khaki \_\_\_\_\_

3 spaghetti \_\_\_\_\_

4 broccoli \_\_\_\_\_



**3** These words end in -y with a /aɪ/ sound. Use a dictionary. Write the definitions.

1 alibi \_\_\_\_\_

2 alkali \_\_\_\_\_

# Language development

**1** Rewrite this dialogue. Add words to make complete grammatically correct sentences. Keep the informal style by using short forms of the verbs.

- |                                  |            |
|----------------------------------|------------|
| Dan: All right?                  | Dan: _____ |
| Joe: Yes, OK, thanks.            | Joe: _____ |
| Dan: Going to football practice? | Dan: _____ |
| Joe: On my way.                  | Joe: _____ |
| Dan: Bit late, aren't you?       | Dan: _____ |
| Joe: Missed the school bus.      | Joe: _____ |
| Dan: Oh, shame! Walking there?   | Dan: _____ |
| Joe: Yes. Two kilometres!        | Joe: _____ |
| Dan: Better hurry, then!         | Dan: _____ |
| Joe: Yes. See you later!         | Joe: _____ |

**2** Rewrite this paragraph so that all the sentences are complete and none begins with a conjunction. Kepler's father is talking to the reporters:

*Strange feeling being Earth weight again! It's good to be back. But Moon is home now. I'm looking forward to discussions with the mining companies about our refinement process. And the water charges, of course. I'm sure this will be a productive visit. And it's my son's first experience of life on Earth. Everything's new to him!*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**3** Complete the words. Write the prefix *trans-*. Write the words next to the correct definition.

- \_\_\_\_\_form    \_\_\_\_\_late    \_\_\_\_\_mit    \_\_\_\_\_fusion    \_\_\_\_\_lucent

- allowing some light to pass through but not completely transparent \_\_\_\_\_
- to change spoken or written words into another language \_\_\_\_\_
- to send an electronic signal such as radio or television \_\_\_\_\_
- to change, or to make someone or something change, and become completely different \_\_\_\_\_
- a medical procedure in which the blood from one person is put into the body of another person \_\_\_\_\_

**4** Complete the sentences with the words in Exercise 3. Make changes to the form as necessary.

- In our exam we had to \_\_\_\_\_ a paragraph with very difficult words.
- The football match was \_\_\_\_\_ live to more than 50 countries.
- A caterpillar \_\_\_\_\_ into a butterfly.
- The accident was serious and the injured man needed a \_\_\_\_\_ immediately.
- The \_\_\_\_\_ glass window glowed orange in the rays of the setting sun.

## Report these statements.

1 "I have just arrived," said the boy.

*The boy said*

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2 "We flew to Earth on the Earth-ferry," he explained.

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3 He told the reporters, "The journey took a very long time."

---

4 "I felt ill towards the end," he added.

---

5 The stewardess admitted to Kepler, "The force of gravity has sometimes made me ill."

---

6 "We have waited a long time to talk to you," the reporters told the boy.

---

7 "Your father has already spoken to us," they said to Kepler.

---

8 "I didn't hear my father's interview," admitted the boy.

---

## Read the speech bubbles. Complete the sentences with the reporting verbs in the box.

*promise   whisper   complain   shout   explain   admit*

1 *I didn't do my homework.* The girl \_\_\_\_\_

2 *We won't make the same mistakes again.* The boys \_\_\_\_\_ their teacher \_\_\_\_\_

3 *The books are ours.* The girls \_\_\_\_\_

4 *Shh! You have to be very quiet.* Mum \_\_\_\_\_ to us that \_\_\_\_\_

5 *Our exams were too hard.* The students \_\_\_\_\_

6 *You can't play football near my house!* The man \_\_\_\_\_ to us that \_\_\_\_\_

**2 Complete the sentences with the correct words in brackets.**

- Ten years ago there were \_\_\_\_\_ cars on the roads. (fewer / less)
- The thieves showed \_\_\_\_\_ sympathy for their victim. (few / little)
- There was \_\_\_\_\_ news about the accident on TV than in the newspaper. (fewer / less)
- Out of all the students Kevin shows \_\_\_\_\_ talent for languages. (the fewest / the least)
- Laura sent \_\_\_\_\_ photos of her school to Robert in Kenya. (a few / a little)
- This class has \_\_\_\_\_ students in the whole school. (the fewest / the least)
- I'm afraid that there is \_\_\_\_\_ hope of recovering the stolen jewellery. (little / a little)
- Meg won't be lonely in Paris as she has \_\_\_\_\_ friends there. (few / a few)

**3 Complete the sentences with the words in the box.**

*few a few fewer the fewest little a little less the least*

- The tourists couldn't ski because there was so \_\_\_\_\_ snow on the mountain.
- George earns \_\_\_\_\_ money today than he did two years ago.
- If you have \_\_\_\_\_ hours to spare, come and see me.
- Of all the students Joanna shows \_\_\_\_\_ pride in her appearance.
- "I'm sorry to say that \_\_\_\_\_ of you have passed the test," said the teacher.
- Out of all the teams John's scored \_\_\_\_\_ goals in the whole competition.
- Are you busy? Can you give me \_\_\_\_\_ help?
- In the test Mark made \_\_\_\_\_ mistakes than Ben.

**4 Write sentences of your own using the words in brackets.**

- (fewer than) \_\_\_\_\_
- (less than) \_\_\_\_\_
- (the fewest) \_\_\_\_\_
- (the least) \_\_\_\_\_

**5 Complete the sentences using take and the words in the box.**

*off after in up down*

- My grandfather \_\_\_\_\_ running marathons in his sixties.
- Laura dictated the address and Ross \_\_\_\_\_ it \_\_\_\_\_.
- Sally is very musical. She \_\_\_\_\_ her aunt, who is an opera singer.
- Fred \_\_\_\_\_ his boots and warmed his cold feet by the fire.
- The professor gave us so much information that we couldn't \_\_\_\_\_ it all \_\_\_\_\_.

# Individual writing: writing a science fiction story

You have read an extract from *Goodbye to the Moon* where Kepler journeys to the Earth for the first time and you have written about Conrad's journey to the Moon. Now you are going to continue Kepler's **science fiction** adventure. We left him standing at the top of the ramp at the exit hatch. His last thought was, "It really was a new world down there at the end of the ramp."

Read Student's Book page 54 again. It tells you how to write a **science fiction story**.

## Look at the photograph

While you are doing this piece of writing, have your Student's Book open at page 55. Look at the photograph of the Moon in front of you. This is where Kepler comes from and it will remind you how different the Moon is from Earth. Compare it with the sketch on this page.



## Things to think about. Make notes.

- 1 Where has the Earth-ferry landed?  
Are there buildings / trees / cars?  
What is different from the Moon?
- 2 The photograph of the Moon shows a colourless landscape.  
What colours can you see as you take your first steps on Earth?  
What do you think about these colours?
- 3 The photograph of the Moon shows a dense, black sky.  
What is the sky like on Earth? What is the weather like?
- 4 We know that you were six times lighter on the Moon.  
How do you feel as you walk down the ramp?
- 5 Do you think you will like Earth or not? Explain to the reader your thoughts and feelings.

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Use your notes to continue Kepler's science fiction adventure.

## Remember

- You are writing in the **past tense** and the **first person**.
- This is your first visit to the Earth. Your readers must understand what you find different and how you **feel** about it.

## Useful vocabulary

airy	clouds
colourful	crowded
homesick	light
overwhelmed	unsteady
vegetation	vivid



## Reading

- 1 Where had Kepler Masterman lived all his life? \_\_\_\_\_
- 2 What natural force did Kepler experience on landing on Earth? \_\_\_\_\_
- 3 Circle the words and phrases you would connect with science fiction writing.  
moon-ferry space station steely shimmer orbit nose-bleed washroom oxygen

## Vocabulary

- 1 Turn to page 139. Do you know 20 words about travelling in space?   
Which word means to explode or break open? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: compound words. Write the words.  
a a verb that begins with *over-* \_\_\_\_\_ b a noun that begins with *post-* \_\_\_\_\_
- 2 Spelling: words with *y* sounding *i*. Complete these words with *y* or *i*.  
a s\_\_\_\_mpathetic b p\_\_\_\_lon c c\_\_\_\_trus d rh\_\_\_\_thm e happ\_\_\_\_ly
- 3 Language development: informal styles in fiction. Write the full question.  
Going somewhere? \_\_\_\_\_
- 4 words beginning *trans-*. Complete the sentence.  
Glass is \_\_\_\_\_ but breaks easily and is difficult to \_\_\_\_\_ safely.

## Grammar

- 1 Report this statement.  
"We have won the competition," said Joe. \_\_\_\_\_
- 2 Complete the sentence with *few* and *little*.  
There are \_\_\_\_\_ animals and \_\_\_\_\_ food in the desert.
- 3 Complete the sentence with a phrasal verb using *take* and *off / after / in / up / down*.  
I've just \_\_\_\_\_ playing the violin!

## Writing

- 1 Complete these features of science fiction writing:  
It is usually written in the \_\_\_\_\_ tense. The s\_\_\_\_\_ is usually imaginary.  
Language is to do with s\_\_\_\_\_ and t\_\_\_\_\_.
- 2 Have you made a neat copy of your science fiction story?  Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss the arts?
- 2 Have you talked for one minute or more about a visit to the theatre or cinema?

Check-out 5 complete

# 6 I remember

## Reading comprehension



### 1 Underline the correct ending for each sentence.

- As soon as Madhur got home she  
a slid on a spoon    b sat down smoothly    c ate a pudding
- Madhur's mother was knitting for her daughters because  
a they were living in a cold mountain climate    b they were at school    c they were Himalayan
- Madhur's mother believed that almonds were  
a good for children    b a good way of getting through exams    c good for the brain
- Madhur's mother would try to distract her daughter if  
a the honey-seller came    b she worked too hard    c the servants were off-duty
- The man said his honey was good because it smelled  
a pure    b of flowers    c of honey-comb
- The cook said Madhur's mother had been duped because  
a the honey was not pure    b he could put a fly into the syrup    c the fly did not prove anything

### 2 Complete the sentences with the words in the box.

lime    rice    terracotta    almond    sugar    honey-comb    wool

- After school, Madhur ate a pudding made of \_\_\_\_\_.
- The pudding was set in a jar made of \_\_\_\_\_.
- Madhur's mother was knitting clothes made of \_\_\_\_\_.
- She gave Madhur balls made of \_\_\_\_\_ before her exam.
- There were pieces of \_\_\_\_\_ in the honey.
- The cook threw a fly into a jar of \_\_\_\_\_ syrup.
- Madhur's mother kept the syrup for sweetening \_\_\_\_\_ juice.

### 3 What part of speech are all the words in the box?

Write the words next to the correct meaning.

shallow    annual    gross    pure    adept    unfortified    exhausted    frigid    sweaty    wily

part of speech: \_\_\_\_\_

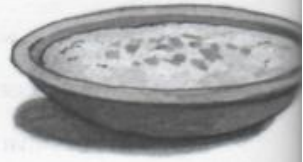
- damp from the liquid the skin releases in heat \_\_\_\_\_
- extremely cold \_\_\_\_\_
- not strengthened and protected \_\_\_\_\_
- extremely tired \_\_\_\_\_
- nothing mixed in to spoil the quality \_\_\_\_\_
- once a year \_\_\_\_\_
- clever and willing to trick someone \_\_\_\_\_
- expert and skilled \_\_\_\_\_
- extremely bad and not what should be done \_\_\_\_\_
- having little depth \_\_\_\_\_

# Vocabulary

**1** Find these words in *The honey-seller* then answer the questions. Check in a dictionary.

*aroma    syrup    coarsely    neglect    surface    odour    pudding    form    mercilessly*

- 1 Which word is an adverb meaning 'in an unkind way'? \_\_\_\_\_
- 2 Which two words are synonyms for the noun 'smell'? \_\_\_\_\_
- 3 Which word is an antonym for 'finely'? \_\_\_\_\_
- 4 Which word is an abstract noun? \_\_\_\_\_
- 5 Which words have these meanings?  
a a dessert \_\_\_\_\_ b a sweet liquid \_\_\_\_\_ c a type of something \_\_\_\_\_ d the top part of something \_\_\_\_\_



**2** Complete the sentences with the words in the box.

*sweaty    frigid    unfortified    exhausted    pure    annual    wily    adept    shallow    gross*

- 1 After running the 13 kilometre race, Ben felt horribly \_\_\_\_\_ and so \_\_\_\_\_ that he just wanted to sleep for a week!
- 2 The really \_\_\_\_\_ areas of the world are around the north and south poles.
- 3 The lake is large but too \_\_\_\_\_ for big ships.
- 4 The city was completely \_\_\_\_\_ and was easily taken by the attacking army.
- 5 The \_\_\_\_\_ old shopkeeper was \_\_\_\_\_ at getting high prices from tourists who visited his shop.
- 6 The festival is an \_\_\_\_\_ event that happens every spring.
- 7 The work was full of really \_\_\_\_\_ mistakes and the student failed.
- 8 The water in the mountain rivers was so \_\_\_\_\_ that it was safe to drink it.

**3** Write the verbs in the box in alphabetical order.

*knit    suffer    fare    assume    distract    suspend    stump    sink    fling    dupe    tease*

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**4** Write the verbs from Exercise 3 next to the correct meaning. Then check in a dictionary.

- 1 to throw with force \_\_\_\_\_
- 2 to trick \_\_\_\_\_
- 3 to get on, make progress \_\_\_\_\_
- 4 to hang \_\_\_\_\_
- 5 to say something to someone in order to have fun by annoying them or making them feel silly \_\_\_\_\_
- 6 to make clothing with wool using thin sticks known as needles \_\_\_\_\_
- 7 to get someone's attention and stop them from concentrating on something \_\_\_\_\_
- 8 to puzzle someone so they cannot give an explanation \_\_\_\_\_
- 9 to go down, usually into liquid \_\_\_\_\_
- 10 to experience pain or harm in your mind or body \_\_\_\_\_
- 11 to believe that something is true even though you cannot be certain \_\_\_\_\_

## Dictionary work

Use a dictionary. Here are the word family members for the adjective *necessary*. Write the part of speech for each one. Use each word in a sentence of your own.

- necessity part of speech: \_\_\_\_\_  
sentence: \_\_\_\_\_
- necessarily part of speech: \_\_\_\_\_  
sentence: \_\_\_\_\_
- necessitate part of speech: \_\_\_\_\_  
sentence: \_\_\_\_\_
- unnecessary part of speech: \_\_\_\_\_  
sentence: \_\_\_\_\_
- unnecessarily part of speech: \_\_\_\_\_  
sentence: \_\_\_\_\_

## Spelling

The words in the box have a silent *t* before an *-le* ending. Match each word to the correct definition.

wrestle castle rustle whistle thistle bustle

- a large strong building with thick walls that was built in the past to protect the people inside from being attacked \_\_\_\_\_
- a wild plant with a thick, round, purple or white flower and leaves with sharp points \_\_\_\_\_
- a sound that you make by forcing air through your lips \_\_\_\_\_
- to fight someone by pushing or throwing them to the ground, especially as a sport \_\_\_\_\_
- a lot of noisy activity in a crowded place \_\_\_\_\_
- to produce a sound like leaves or sheets of paper make when they move \_\_\_\_\_



These unusual words all have a silent *t*. Use a dictionary and write the definitions.

- hustle \_\_\_\_\_
- glisten \_\_\_\_\_
- mortgage \_\_\_\_\_

## Language development

### 1 Underline the subordinate clause in these sentences.

- 1 This is our new computer, which we bought last week.
- 2 Ben thought that he had missed the bus.
- 3 When we arrived, the show had already started.
- 4 The little boy sat on the bench, swinging his legs in a nervous manner.
- 5 The house stood in front of him, deserted and dark.

Remember: the main clause has a complete verb. Subordinate clauses have a verb form but it is not complete. A subordinate clause does not make sense by itself.



Make sure you don't underline the main clause.

### 2 Find and underline two subordinate clauses in each sentence.

- 1 Anna saw at once that the vase had been broken, smashed into a thousand pieces.
- 2 After the storm had passed, the trees were covered in raindrops, glittering in the sunlight.
- 3 The tall man, who was carrying a large box, was behaving strangely, glancing nervously around him all the time.



### 3 Find and underline four subordinate clauses. Circle two conjunctions. Answer the questions.

When he had interviewed old Mrs Hill, who seemed quite anxious, the reporter felt sure that she was very worried about something but, being a rather timid person, he was too unconfident to offer his help and he left.

Who was ...

- 1 unconfident? \_\_\_\_\_
- 2 anxious? \_\_\_\_\_
- 3 timid? \_\_\_\_\_
- 4 worried? \_\_\_\_\_

### 4 Write the words next to the correct definition. Check in a dictionary if necessary.

fatherhood    neighbourhood    brotherhood    adulthood    likelihood    falsehood

- 1 the chance that something might happen \_\_\_\_\_
- 2 the friendship between men or boys \_\_\_\_\_
- 3 an untrue thing \_\_\_\_\_
- 4 a particular area of a town \_\_\_\_\_
- 5 the time of being grown up \_\_\_\_\_
- 6 the state of being a father \_\_\_\_\_

### 5 Complete the sentences with the words in Exercise 4.

- 1 This is a pleasant \_\_\_\_\_ with lots of gardens and wide streets.
- 2 My uncle enjoys \_\_\_\_\_ and plays with his children every weekend.
- 3 Never tell a \_\_\_\_\_ if you want people to trust you.
- 4 There's not much \_\_\_\_\_ of rain today – look at that blue sky!
- 5 Ben and his cousins formed a close \_\_\_\_\_ that lasted into \_\_\_\_\_.

**1** Complete the sentences with the verbs in the box.

The sentences are describing the present time.

*finish do play switch start get give watch read chat go eat*

- 1 As soon as Harry and his brother \_\_\_\_\_ home from school, their mother \_\_\_\_\_ them a drink and a sandwich.
- 2 They \_\_\_\_\_ to their mum while they \_\_\_\_\_.
- 3 When Harry \_\_\_\_\_ his snack, he \_\_\_\_\_ doing his homework.
- 4 He never \_\_\_\_\_ TV until he \_\_\_\_\_ his homework.
- 5 Before he \_\_\_\_\_ to bed, he \_\_\_\_\_ computer games with his brother.
- 6 The boys usually \_\_\_\_\_ before their mother \_\_\_\_\_ off the light.

**2** Complete the sentences with the correct verb in brackets.

The sentences are talking about the future.

- 1 When Lucy \_\_\_\_\_ school next year, she \_\_\_\_\_ to university. (leave, go)
- 2 Before she \_\_\_\_\_ her course, she \_\_\_\_\_ the summer travelling. (start, spend)
- 3 She \_\_\_\_\_ her aunt in Paris, as soon as she \_\_\_\_\_ in France. (visit, arrive)
- 4 They \_\_\_\_\_ all the sights before it \_\_\_\_\_ time for Lucy to leave. (see, be)
- 5 "Don't \_\_\_\_\_ to phone me as soon as you \_\_\_\_\_ home," said her aunt. (forget, get)
- 6 "And \_\_\_\_\_ my love to your mum and dad when you \_\_\_\_\_ them." (send, see)

**3** Complete the sentences with the verbs in the box. Use past tenses.

*turn sleep put help fall have leave  
do look catch knock stop*

- 1 As a boy, my grandfather often \_\_\_\_\_ after the sheep while his sister \_\_\_\_\_ with the housework.
- 2 Last night while we \_\_\_\_\_, snow \_\_\_\_\_ silently.
- 3 While we \_\_\_\_\_ dinner, someone \_\_\_\_\_ at the door.
- 4 As soon as Harry \_\_\_\_\_ his homework, he \_\_\_\_\_ on the TV.
- 5 The girl \_\_\_\_\_ not \_\_\_\_\_ screaming until someone \_\_\_\_\_ the mouse.
- 6 Jenny \_\_\_\_\_ on her new shoes before she \_\_\_\_\_ for the party.

# Grammar in use



## 1 Agree with Laura.

- 1 I'm feeling fine. *So am I.* \_\_\_\_\_
- 2 I enjoy school. \_\_\_\_\_
- 3 I've worked hard this term. \_\_\_\_\_
- 4 I'll pass my exams. \_\_\_\_\_
- 5 I must revise. \_\_\_\_\_
- 6 I spoke to my friend just now. \_\_\_\_\_

## 2 Agree with Jack.

- 1 I can't play the violin. *Neither can I.* \_\_\_\_\_
- 2 I wasn't late for school today. \_\_\_\_\_
- 3 I don't speak Japanese. \_\_\_\_\_
- 4 I won't forget my homework. *Nor* \_\_\_\_\_
- 5 I shouldn't waste my time. \_\_\_\_\_
- 6 I didn't stay up late last night. \_\_\_\_\_



## 3 Respond to the statements. Use the words in brackets. Start with So, Neither or Nor.

- 1 The students are exhausted. (their teacher) *So is their teacher.* \_\_\_\_\_
- 2 Laura loves New York. (her brother) \_\_\_\_\_
- 3 She won't forget her trip there. (her friends) \_\_\_\_\_
- 4 Sally hasn't been to America. (her parents) \_\_\_\_\_
- 5 Jane's science exam was difficult. (ours) \_\_\_\_\_
- 6 Molly doesn't play the piano. (her sisters) \_\_\_\_\_

## 4 Complete the sentences with the phrasal verbs in the box.

*do up (x2)    do without    could do with    do away with*

- 1 I've got too much work to do. I really \_\_\_\_\_ some help.
- 2 The apartment was very old but it looked fine when we \_\_\_\_\_ it \_\_\_\_\_.
- 3 Some of the school rules are very old-fashioned. I think we should \_\_\_\_\_ them.
- 4 \_\_\_\_\_ your trainers \_\_\_\_\_ properly or you'll trip over.
- 5 The professor relies on his secretary to help him. He can't \_\_\_\_\_ her.

You have read an extract from Madhur Jaffrey's **autobiography** *Climbing the Mango Trees* and have written an imaginary **autobiographical extract** about Jack and the day of the swimming competition.

Now you are going to recount something that happened when you were younger.

**Read Student's Book page 64 again. It tells you how to write an autobiography.**

Choose something that happened when you were younger that you remember very well. It could be someone visiting, a trip, a birthday, a special day at school or you can use your own idea.

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**Things to think about. Make notes.**

**Make notes on what happened, in the order that they happened – the facts.**

Where were you? Who else was there? What were you doing? What happened?

**The details**

- Where were you?

You could write a detailed description of:  
the weather

your surroundings – inside / outside?

If you travelled from home, how did you get there?

- Who else was there?

Give details of the other people. Did you know all of them? Was there someone you had never seen before? What did people do and say?

- What did you do?

Did you talk, watch something, do something, eat, make something?

- Thoughts and feelings

Your thoughts and feelings about what happened and the other people involved are very important.

Did you enjoy yourself? Was it an awful experience?

Were the other people friendly and helpful? Did anyone make things difficult?

Was there someone there you particularly liked / disliked?

How did you feel at the beginning of your recount? How did you feel at the end?

**Write your recount.**

## Remember

- Write in the **first person** and **past tenses**.
- Include **factual information** about where you were, what happened and the other people.
- Include lots of **detail** so the reader can imagine what happened.
- Let the reader know your **thoughts** and **feelings**.

## Useful vocabulary

disastrous  
exciting  
memorable  
nervous  
once in a lifetime  
strange

# Listening and speaking



Complete the dialogue. Use the words and expressions from the boxes.

test   hobby   homework   free time   So do I  
to write   taken up   revising   to prepare

Really?   on top of all that   Poor you!   masses of  
a couple of   by heart   in my opinion

Holly: Do you get much \_\_\_\_\_ at your school, Jack?

Jack: Yes, I get \_\_\_\_\_ it.

Holly: \_\_\_\_\_. Far too much \_\_\_\_\_. I always have compositions \_\_\_\_\_ and presentations \_\_\_\_\_.

Jack: I spent all weekend \_\_\_\_\_ for a science \_\_\_\_\_. And \_\_\_\_\_ I had to learn a long poem \_\_\_\_\_.

Holly: \_\_\_\_\_! It sounds like you spend all your \_\_\_\_\_ doing schoolwork.

Jack: Not really. I go swimming \_\_\_\_\_ times a week and I've just \_\_\_\_\_ the guitar.

Holly: \_\_\_\_\_? What a great \_\_\_\_\_!

## Individual speaking

Think about how you spend your free time. Make notes.

What are your hobbies? (Choose between one and four hobbies.)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

How often do you do these activities? Every day? Once a week? Twice a week? Other?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

How much time do you spend on your hobbies each time you do them?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

How much time do you spend on your homework every week? \_\_\_\_\_

Do you spend more or less time on your homework than your hobbies? \_\_\_\_\_

Do you keep a good balance between your hobbies and your schoolwork? \_\_\_\_\_

If not, what changes should you make? \_\_\_\_\_

Why is it important to have hobbies? \_\_\_\_\_

Write sentences about how you spend your free time.

Talk to the class about your hobbies, your schoolwork and whether you achieve a good balance between the two.

You could start like this:

*Hello, everyone. Today I'm going to talk to you about my hobbies, my schoolwork and whether I achieve a good balance between the two.*

Here is one way you could finish:

*I hope you enjoyed my presentation this morning / afternoon. If you have any questions, I'll be happy to answer them.*

## Reading

- In which country did Madhur Jaffrey grow up? \_\_\_\_\_  
What was the man who came to the house selling? \_\_\_\_\_
- What is the word for a person's life story, written by that person? \_\_\_\_\_

## Vocabulary

- Turn to page 139. Do you know 20 words about an Indian childhood?   
Which one means the top layer or outside part of something? \_\_\_\_\_

## Looking at language

- Dictionary work: word families. Write the other words in this family.  
believe (v) \_\_\_\_\_ (n) \_\_\_\_\_ (adj) \_\_\_\_\_ (adv)
- Spelling: silent t. Write words with silent t that match these definitions.  
a where kings used to live \_\_\_\_\_ b what the referee blows \_\_\_\_\_
- Language development: subordinate clauses. Underline the subordinate clause in this sentence.  
My grandfather has always believed that it is important to do some exercise every day.
- Write the word. What is the word for the time when you are a child? \_\_\_\_\_

## Grammar

- Complete the sentences with a suitable time word or phrase.  
\_\_\_\_\_ I got home, I began my essay. I'll finish it \_\_\_\_\_ I go to school tomorrow.
- Write the correct responses of agreement.  
a I've finished my essay! \_\_\_\_\_ b I didn't find it easy. \_\_\_\_\_
- Complete the sentence with verbs using *do + up / without / could ... with / away with*.  
I can't \_\_\_\_\_ my coat because I've lost the buttons so I'll \_\_\_\_\_ it although it's cold.

## Writing

- Complete these features of an autobiography.  
It is written in the \_\_\_\_\_ person and mainly uses the \_\_\_\_\_ tense. It gives information through f \_\_\_\_\_ and d \_\_\_\_\_. It also tells you how the author f \_\_\_\_\_ and th \_\_\_\_\_ at different times.
- Have you made a neat copy of your autobiography?  Is it in your folder?

## Listening and speaking

- Did you and your friends discuss how much time you spend on schoolwork and hobbies?
- Have you talked for one minute or more about balancing schoolwork and hobbies?

Check-out 6 complete

# Revision 3 (Units 5 and 6)

## 1 Report these statements.

- 1 Anna told Nina, "I haven't read much science fiction but my brother has just given me his CD of *Jurassic Park*."  
\_\_\_\_\_
- 2 Nina replied, "I got *The War of the Worlds* from the library last week but I haven't read it all yet."  
\_\_\_\_\_
- 3 "My sister's read that book," Anna informed Nina. "She had to study it for an exam."  
\_\_\_\_\_
- 4 "I've read four chapters," Nina explained. "I didn't find the book easy but I've enjoyed reading it," she added.  
\_\_\_\_\_

## 2 Complete the sentences with the words in the box.

few   a few   fewer   the fewest   little (x2)   a little   less   the least

- 1 Most people have \_\_\_\_\_ chance of space travel and only \_\_\_\_\_ people have orbited Earth.
- 2 Hydroponic gardens need water but they only use \_\_\_\_\_ soil.
- 3 Unfortunately, there was very \_\_\_\_\_ snow in the mountains this winter so there were very \_\_\_\_\_ tourists.
- 4 Ben won the prize because he made \_\_\_\_\_ mistakes in the exam.
- 5 There were \_\_\_\_\_ storms and \_\_\_\_\_ rainfall last year than the year before.
- 6 We didn't get into the quiz final because we won \_\_\_\_\_ points out of all the teams.

## 3 Complete the sentences with the verbs in the box. The sentences all include time phrases.

tell   arrive   clean   go (x2)   write   know   have   tidy   get   come   talk   ring   be

- 1 When I \_\_\_\_\_ home yesterday, Mum \_\_\_\_\_ me I had a new baby cousin.
- 2 As soon as we \_\_\_\_\_ at the beach tomorrow, we \_\_\_\_\_ swimming in the sea.
- 3 Remember! Always \_\_\_\_\_ your teeth before you \_\_\_\_\_ to bed.
- 4 I \_\_\_\_\_ not \_\_\_\_\_ how to swim until I \_\_\_\_\_ swimming lessons in school last year.
- 5 I \_\_\_\_\_ my bedroom before Mum \_\_\_\_\_ home later this evening.
- 6 While the teacher \_\_\_\_\_ on the board a moment ago, some students at the back of the class \_\_\_\_\_.
- 7 When the bell \_\_\_\_\_ in five minutes, it \_\_\_\_\_ time to end the lesson.

## 4 Agree with these statements.

- 1 I can't swim. \_\_\_\_\_
- 2 I've got a sister. \_\_\_\_\_
- 3 I must hurry. \_\_\_\_\_
- 4 I won't forget. \_\_\_\_\_
- 5 I don't like bananas. \_\_\_\_\_
- 6 I didn't go to school yesterday. \_\_\_\_\_
- 7 I haven't got a pen. \_\_\_\_\_
- 8 I shouldn't be late. \_\_\_\_\_

**5 Reply to these comments. Use the words in brackets. Start with So, Neither or Nor.**

- 1 My bus is late. (our) \_\_\_\_\_
- 2 Ben won't go tomorrow. (Dan) \_\_\_\_\_
- 3 Sue hasn't been to London. (her cousins) \_\_\_\_\_
- 4 Dan mustn't be late. (his brothers) \_\_\_\_\_
- 5 We don't like swimming. (our parents) \_\_\_\_\_

**6 Make compound words using a word from each box.**

earth space star key over

light board craft coat quake

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- 4 \_\_\_\_\_ 5 \_\_\_\_\_

**7 Dictionary work: Complete the word families.**

noun	verb	adjective	opposite	adverb	opposite
help			unhelpful		
	produce	productive			

**8 Spelling: Complete these words. Write i or y.**

- 1 s\_\_\_\_mpathetic 2 ox\_\_\_\_gen 3 s\_\_\_\_gn 4 rh\_\_\_\_thm 5 s\_\_\_\_lky

**9 Spelling: Complete these words. Write s or silent t.**

- 1 bus\_\_\_\_le 2 lis\_\_\_\_en 3 fas\_\_\_\_en 4 les\_\_\_\_on 5 wres\_\_\_\_le 6 mas\_\_\_\_ive 7 cas\_\_\_\_le

**10 Write the question in formal English.**

Going fishing? \_\_\_\_\_

**11 Underline the subordinate clauses.**

- 1 Hardly believing what he saw, the archaeologist held the small statue that he had just found.
- 2 Running across the grass, Ben tried to remember what his football coach had told him.

**12 Complete the sentence with some of the words in the box. Make any changes as necessary.**

childhood neighbourhood transmit transform

Our local \_\_\_\_\_ has been \_\_\_\_\_ by a new park and a playground.

**13 Complete the sentence using take + off / after / in / up / down.**

My cousin \_\_\_\_\_ her mother and they have the same green eyes.

**14 Complete the sentence using do + up / without / could ... with / away with.**

We decided to \_\_\_\_\_ our old car and buy a new one.

# 7 Questions, questions

## Reading comprehension

**1** Who said it? Write the answers then check.

Luke    Dad    the first security officer    the second man

- 1 "How did you get that map?" \_\_\_\_\_
- 2 "Have you still got the map?" \_\_\_\_\_
- 3 "What kept you?" \_\_\_\_\_
- 4 "Which is it, yes or no?" \_\_\_\_\_
- 5 "Can I go now?" \_\_\_\_\_
- 6 "That's interesting." \_\_\_\_\_
- 7 "Wait." \_\_\_\_\_
- 8 "It's just a map of the desert." \_\_\_\_\_
- 9 "I have your passport here." \_\_\_\_\_
- 10 "What map?" \_\_\_\_\_



**2** Number the events in order. Write the sentences as a paragraph.

- a \_\_\_\_\_ Abruptly, he let Luke go.
- b \_\_\_\_\_ Luke's father thought it was interesting.
- c \_\_\_\_\_ He was taken to an interview room.
- d \_\_\_\_\_ She gave the map to Luke.
- e \_\_\_\_\_ Luke told his father what had happened.
- f \_\_\_\_\_ A second man asked some more questions.
- g \_\_\_\_\_ His passport was taken away at immigration control.
- h \_\_\_\_\_ There was a reason why they let Luke keep the map.
- i \_\_\_\_\_ A security officer asked him some questions.
- j \_\_\_\_\_ Miranda bought a map in a second-hand book shop.
- k \_\_\_\_\_ He looked at the map silently.
- l \_\_\_\_\_ Luke arrived at the airport.

**3** Read these verbs from the story. Make sure you understand the meanings.

Circle all the verbs that are to do with the voice and speaking.

escort    stammer    mumble    suggest    aim for    sort out    relax    gulp

hiss    exclaim    snap    enquire    explain    panic

## 1 Complete the sentences with the verbs in the box.

escort   aim for   panic   sort out   relax   raise

- If we can \_\_\_\_\_ this problem quickly I promise that I won't \_\_\_\_\_.
- The seaside is a good place to \_\_\_\_\_ after a hard year's work.
- Try to \_\_\_\_\_ your expectations of yourself and \_\_\_\_\_ a high mark in your exam.
- The children were \_\_\_\_\_ to school every day and they never went alone.

## 2 Write these words next to their meanings. Check in a dictionary.

hostile   even (adj)   protest   feeble   nauseous   deserted   tone   abruptly   sharply

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1 extremely weak _____          | 2 unfriendly and threatening _____    |
| 3 empty of people _____         | 4 steady, not going up and down _____ |
| 5 in an annoyed way _____       | 6 sound of voice _____                |
| 7 suddenly _____                | 8 feeling sick _____                  |
| 9 complaint, disagreement _____ |                                       |

## 3 Find these words in the story. Without using a dictionary, write them next to the correct synonyms. Check in a dictionary if necessary.

assertive   attentively   determination   hesitantly

- 1 firmness \_\_\_\_\_   2 uncertainly \_\_\_\_\_   3 carefully \_\_\_\_\_   4 confident \_\_\_\_\_

## 4 Use your dictionary to help you complete this table.

verb			
assert		assertive	
attend	attention		
	determination		determinedly
hesitate			hesitantly

## 5 Complete the sentences with words from Exercise 4.

- You must always pay \_\_\_\_\_ to your teacher in class.
- Sam \_\_\_\_\_ before diving into the freezing cold river.
- Anna was \_\_\_\_\_ that she would pass her exam.
- The captain spoke to the guard \_\_\_\_\_ and he was allowed to see the prisoner.
- Ben has shown real \_\_\_\_\_ to play well this year and he should be in the first team.
- The students listened \_\_\_\_\_ while the teacher explained the experiment.
- My uncle is a very \_\_\_\_\_ person and people always do what he says.
- Freddy opened the door \_\_\_\_\_ and peered into the room.

# Looking at language

## Dictionary work

- Look back at the three definitions of *officer* on Student's Book page 71. Use each definition in a sentence of your own.

Sentence for definition 1: \_\_\_\_\_

Sentence for definition 2: \_\_\_\_\_

Sentence for definition 3: \_\_\_\_\_

- Look up the noun *hall* in a dictionary. Write two definitions and a sentence of your own to show you clearly understand the different meanings.

1 Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

2 Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_



## Spelling

Some words ending in *-ious* come from root words ending in *-y*.

The *y* changes to *i* before *-ous* is added: *envy* - *envious*    *mystery* - *mysterious*

- Add *-ous* or *-ious* to these words.

1 adventure \_\_\_\_\_      2 vary \_\_\_\_\_      3 ceremony \_\_\_\_\_

4 victory \_\_\_\_\_      5 fury \_\_\_\_\_      6 peril \_\_\_\_\_

7 industry \_\_\_\_\_      8 study \_\_\_\_\_      9 harmony \_\_\_\_\_

There are a few words that end in *-eous* in which the *e* clearly sounds as *ee*: *nauseous*

*e* comes before *-ous* when a *g* has to be soft: *courage* - *courageous*

- Match each *-eous* word in the box to the correct definition.

*courteous*    *hideous*    *righteous*    *spontaneous*    *gorgeous*

1 very ugly, frightening or unpleasant \_\_\_\_\_

2 very beautiful or pleasant \_\_\_\_\_

3 polite \_\_\_\_\_

4 morally good or correct \_\_\_\_\_

5 happening in a natural way without being planned or thought about \_\_\_\_\_

## Write the verbs next to the correct definition.

mumble   insist   whisper   suggest   snap   assert   exclaim   stammer

- to speak angrily \_\_\_\_\_
- to put forward an idea \_\_\_\_\_
- to speak quietly and unclearly \_\_\_\_\_
- to speak firmly \_\_\_\_\_
- to repeat sounds when speaking because of fear or nervousness \_\_\_\_\_
- to speak loudly or suddenly because of surprise or another strong feeling \_\_\_\_\_
- to make a statement in a strong and confident tone of voice \_\_\_\_\_
- to speak very quietly on purpose so that others cannot hear \_\_\_\_\_

## Use reporting words to complete dialogues A and B.

A: Ben is angry and Sam is upset and unconfident.

B: Both girls are cross.

Use appropriate reporting words from this page or any other suitable words you know.

- A** "Look what you've done," Ben \_\_\_\_\_.
- "It wasn't my fault," \_\_\_\_\_ Sam.
- "Yes, it was," \_\_\_\_\_ Ben. "You dropped it on purpose."
- "I didn't," \_\_\_\_\_ Sam. "Really, I didn't," he \_\_\_\_\_.
- "Nonsense!" \_\_\_\_\_ Ben. "I saw you do it."

- B** "Hey, that's my pen," \_\_\_\_\_ Anna. "Give it back!" she \_\_\_\_\_.
- "It isn't yours," \_\_\_\_\_ Sue.
- "I'm sure it is," \_\_\_\_\_ Anna. "Look, it's got my name on it."
- "Well, I was only borrowing it," Sue \_\_\_\_\_.
- "Well, you should ask, next time, shouldn't you?" \_\_\_\_\_ Anna.



Hint! Look at the punctuation in Exercises 2 and 3.

## Write the speech marks correctly in these sentences.

Use suitable reporting verbs.

- Oh, dear! I'll never pass this exam, Polly \_\_\_\_\_ unhappily.
- We could go swimming tomorrow, couldn't we? \_\_\_\_\_ Harry.
- What a horrible dress! \_\_\_\_\_ Nina.



## Punctuate these sentences correctly.

- Oh no Polly screamed look at this mess  
\_\_\_\_\_
- We ll have to clear it up quickly Susie muttered  
\_\_\_\_\_
- Yes we will Polly agreed And it isn t even our mess she grumbled  
\_\_\_\_\_



## Answer the questions.

- 1 Did she send the parcel to her uncle? Yes, she sent it to him.
- 2 Did he show the souvenirs to his sister? \_\_\_\_\_
- 3 Did you lend the money to your friends? \_\_\_\_\_
- 4 Did she buy that magazine for me? \_\_\_\_\_
- 5 Did they give the presents to the children? \_\_\_\_\_
- 6 Did she make that cake for you and me? \_\_\_\_\_

## 2 Rewrite the sentences. Replace the underlined words with the correct indirect object pronoun.

- 1 John sent a birthday card to his grandmother. John sent her a birthday card.
- 2 The teacher told a story to the children. \_\_\_\_\_
- 3 Laura wrote a letter to Professor Brown. \_\_\_\_\_
- 4 My uncle bought a DVD for my brother and me. \_\_\_\_\_
- 5 Joe lent his camera to his sister. \_\_\_\_\_
- 6 Jane gave a carrot to the horse. \_\_\_\_\_

## 3 Complete the sentences with possessive adjectives which match the underlined words.

- 1 Luke's father put the luggage into his car.
- 2 My sister never leaves the house without \_\_\_\_\_ mobile.
- 3 We always spend the summer at \_\_\_\_\_ house at the seaside.
- 4 Jack and Laura enjoyed \_\_\_\_\_ trip to New York very much.
- 5 I am sure I'll pass \_\_\_\_\_ exams.
- 6 There was such heavy rainfall that the river burst \_\_\_\_\_ banks.

## 4 Complete the sentences with the correct possessive pronouns.

- 1 This is Laura's camera. It's \_\_\_\_\_.
- 2 That house belongs to my grandparents. It's \_\_\_\_\_.
- 3 Do these books belong to you? Are they \_\_\_\_\_?
- 4 That's Jack's computer game. It's \_\_\_\_\_.
- 5 These CDs belong to me and my brother. They're \_\_\_\_\_.

These are my sunglasses.  
They're **mine**.



## Complete the sentences with suitable reflexive pronouns.

- The boy was very impolite. He should be ashamed of \_\_\_\_\_.
- The play was a huge success. The actors can be proud of \_\_\_\_\_.
- Welcome to the party, everybody! Please help \_\_\_\_\_ to food and drinks.
- We put up our umbrellas to protect \_\_\_\_\_ from the hot sun.
- Japanese is so difficult! I often ask \_\_\_\_\_ why I decided to study it.
- You swam very well, Billy. You should be proud of \_\_\_\_\_.

## Look at the pictures and answer the questions. Use the verbs in the box and reflexive pronouns.

enjoy look hurt wash



- What is the girl doing? \_\_\_\_\_
- What is the cat doing? \_\_\_\_\_
- What are the children doing? \_\_\_\_\_
- What has the boy done? \_\_\_\_\_

## Answer the questions. Use the words in brackets and reflexive pronouns.

- Did Holly's mother make this cake? (No, she) No, she made it herself.
- Who designed the costumes for the play? (We) \_\_\_\_\_
- Who wrote this beautiful poem? (I) \_\_\_\_\_
- Can you help me do my homework? (No, you must) \_\_\_\_\_
- Who painted this classroom? (The students) \_\_\_\_\_

## Complete the sentences with make or do.

- When you leave the house, \_\_\_\_\_ sure you lock the door.
- If he \_\_\_\_\_ not \_\_\_\_\_ anything wrong, why is he looking so guilty?
- Ross \_\_\_\_\_ some very interesting points in his presentation yesterday.
- The children need to be obedient and \_\_\_\_\_ as they are told at once.
- The team didn't win their match but at least they \_\_\_\_\_ their best.

# Individual writing: writing a detective story interview

You have read an extract from *The desert map* where Luke is **interviewed** by airport officers about a map.

You have written a telephone **conversation** that Luke and his sister, Miranda, had about the map.

Now write an **interview** between Miranda and the shopkeeper who sold her the map.

Read Student's Book page 74 again. It tells you how to write a **detective story**.

## Things to think about.

Miranda wants to help her brother. She goes back to the bookshop to get as much **information** as possible about the map from the shopkeeper.

Before you begin writing you must decide:

- Has the shopkeeper marked the burial sites on the map? Why?
- Does he know nothing about the marked map?
- If he has no information about the markings on the map, what can he remember about the person who sold him the book?
- Does Miranda believe the shopkeeper?



## Make notes.

1 How is Miranda feeling when she goes back to the bookshop?

---

---

2 How does the shopkeeper feel when Miranda starts to question him?

---

---

3 What questions does Miranda ask the shopkeeper?

What answers does he give?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Use your notes and write the conversation.

## Remember

- Show what sort of people Miranda and the shopkeeper are through **what they say** and **how they say it**.
- Use **synonyms** for *said*.
- Set out the **direct speech** correctly.

## Useful vocabulary

<i>angrily</i>	<i>curiously</i>
<i>insisted</i>	<i>enquired</i>
<i>grumbled</i>	<i>helpfully</i>
<i>muttered</i>	<i>nervously</i>
<i>pleaded</i>	<i>pleasantly</i>
	<i>yelled</i>

# Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

destroyed man-made disaster pollution  
collapsed natural spill loss floods  
earthquake banks erupted burst  
serious tanker

on top of all that a couple Thank goodness  
pretty Really? remember? At least Loads of



Laura: Have you heard? A volcano has \_\_\_\_\_ in South America.  
Ross: \_\_\_\_\_? How \_\_\_\_\_ was it?  
Laura: It seems nobody was hurt but \_\_\_\_\_ of villages have been \_\_\_\_\_.  
Ross: That's the fourth environmental \_\_\_\_\_ this month. There was that \_\_\_\_\_ in Thailand, \_\_\_\_\_? \_\_\_\_\_ buildings \_\_\_\_\_.  
Laura: \_\_\_\_\_ there wasn't any \_\_\_\_\_ of life there.  
Ross: And the \_\_\_\_\_ in Australia when those rivers \_\_\_\_\_ their \_\_\_\_\_.  
Laura: And \_\_\_\_\_ there was that oil \_\_\_\_\_ in Scotland.  
Ross: That was dreadful. It caused terrible \_\_\_\_\_.  
Laura: \_\_\_\_\_ the first three were \_\_\_\_\_ disasters.  
Ross: But that oil \_\_\_\_\_ crashing onto the rocks, that was a \_\_\_\_\_ disaster.  
Laura: Yes, something like that is \_\_\_\_\_ shocking.

## Individual speaking

2 Find out about an environmental disaster. Look on the internet and in your library. Ask your family. If possible, find pictures.

3 Make notes.

Type of disaster (flood, earthquake, oil spill, etc): \_\_\_\_\_  
Location: \_\_\_\_\_ Date: \_\_\_\_\_  
Cause: \_\_\_\_\_  
Details: \_\_\_\_\_  
The effects of the disaster  
a) on the environment: \_\_\_\_\_  
\_\_\_\_\_   
b) on people: \_\_\_\_\_  
\_\_\_\_\_   
What happened afterwards? \_\_\_\_\_  
Who helped? \_\_\_\_\_  
The situation now: \_\_\_\_\_

4 Write sentences about your topic if you wish. Alternatively, just use your notes when you give your presentation.

5 Think of a way to start your presentation: \_\_\_\_\_  
Think of a way to end your presentation: \_\_\_\_\_

6 Talk to the class about an environmental disaster.

## Reading

- 1 Who was Luke going to stay with for the summer holidays? \_\_\_\_\_
- 2 What object in Luke's luggage interested the security officers? \_\_\_\_\_
- 3 What is the word for a conversation of questions and answers in a detective story? \_\_\_\_\_

## Vocabulary

- 1 Turn to page 139. Do you know 20 words on airport arrival?   
Which word means to speak quietly and not clearly? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: words with two or more meanings. What word has these definitions?  
a a school for very young children; b a place where plants are grown \_\_\_\_\_
- 2 Spelling: words with *-ous* / *-ious*. Write the adjectives formed from these nouns. Use *-ous* or *-ious*.  
mystery \_\_\_\_\_ ridicule \_\_\_\_\_
- 3 Language development: reporting verbs. Circle the words that suggest forceful speech.  
demanded insisted stammered shouted mumbled whispered snapped

## Grammar

- 1 Complete the sentences using pronouns and possessive adjectives.  
Ben wanted the computer game very much so \_\_\_\_\_ Dad bought \_\_\_\_\_ for \_\_\_\_\_.  
First Ben played it \_\_\_\_\_ then he asked Sam to play \_\_\_\_\_ with \_\_\_\_\_.
- 2 Complete the sentences with *make* or *do*.  
I just want to \_\_\_\_\_ one point: \_\_\_\_\_ sure that you \_\_\_\_\_ your best in the exam. If you \_\_\_\_\_ something wrong, \_\_\_\_\_ sure you correct it.

## Writing

- 1 Complete this feature of a detective story.  
A detective story usually contains \_\_\_\_\_ speech.
- 2 Punctuate this sentence.  
Where have you come from the officer asked
- 3 Write four synonyms for *said*. \_\_\_\_\_
- 4 Have you made a neat copy of your conversation?  Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss environmental disasters?
- 2 Have you talked for one minute or more about an environmental disaster?

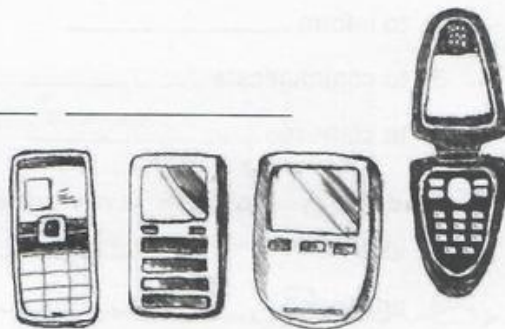
Check-out 7 complete

# 8 In my view

## Reading comprehension

### 1 Write the names.

- 1 Who is against text messaging? \_\_\_\_\_
- 2 Who is for text messaging? \_\_\_\_\_
- 3 Who sees both sides of the argument? \_\_\_\_\_



### 2 Write T (true) or F (false).

- 1 Text messaging improves spelling and punctuation. \_\_\_\_\_
- 2 Text messaging is a quick way to make arrangements. \_\_\_\_\_
- 3 The language and conventions of texting should not be used in other forms of written English. \_\_\_\_\_
- 4 Adults do not use text messaging. \_\_\_\_\_
- 5 Without punctuation, written English is perfectly clear. \_\_\_\_\_

### 3 Correct the false statements.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 4 Complete each sentence with the correct noun in the box.

notion    ability    vicinity    communication    norm

- 1 As a form of \_\_\_\_\_, texting is quick and efficient.
- 2 Somehow I got the \_\_\_\_\_ that my friend was refusing to answer my messages.
- 3 Using a capital letter for double letters is the \_\_\_\_\_ in texting.
- 4 I have the \_\_\_\_\_ to text while I am watching TV!
- 5 The message said that we should meet in the \_\_\_\_\_ of the theatre.

### 5 Complete the sentences.

- 1 If someone is proficient at something, they are \_\_\_\_\_.
- 2 If someone is efficient, they are \_\_\_\_\_.
- 3 If something is appropriate, it is \_\_\_\_\_.
- 4 If something is problematic, it is \_\_\_\_\_.
- 5 If something is advantageous, it is \_\_\_\_\_.

### 6 Your views: Think carefully about all you have read about text messaging. Write your views on texting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1 Find the abstract nouns in Text messaging – Gr8 or not? that are formed from these verbs.**

- |                        |                       |
|------------------------|-----------------------|
| 1 to inform _____      | 2 to arrange _____    |
| 3 to communicate _____ | 4 to punctuate _____  |
| 5 to converse _____    | 6 to abbreviate _____ |

**2 Find the synonyms in Text messaging – Gr8 or not? for these words.**

- |                       |               |
|-----------------------|---------------|
| 1 idea _____          | 2 hard _____  |
| 3 answering _____     | 4 good _____  |
| 5 place near by _____ | 6 short _____ |

**3 Find the antonyms in Text messaging – Gr8 or not? for these words.**

- |                     |                    |
|---------------------|--------------------|
| 1 appropriate _____ | 2 appearing _____  |
| 3 slow _____        | 4 meaningful _____ |

**4 Circle the words to do with the English language.**

spelling    imagine    norm    double letters    punctuation    expressed    represent  
 capital letters    adults    full stops    bonnet    analyse    vocabulary    notion

**5 What parts of speech are the words that you did not circle in Exercise 4?**

Write the parts of speech then list the words for each one.

<u>part of speech</u>	<u>words</u>
_____	_____
_____	_____

**6 Which of the words in bold is a noun and which is a verb?**

- The disease **affects** old people. \_\_\_\_\_
- The **effect** of the new medicine is positive. \_\_\_\_\_

**7 Use each one in a sentence to show you clearly understand the meaning.**

- \_\_\_\_\_
- \_\_\_\_\_

## Dictionary work

Use a dictionary to complete this entry.

foul <sup>1</sup> /faʊl/	_____	very dirty or very unpleasant	_____
_____	verb [T/I]	_____	_____
_____	_____	_____	_____

Use the word **foul** in three sentences of your own. Each one must be a different part of speech.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



Read the words.

young    limit    adult    private    stop    telephone

- 1 Which of them can be a noun and a verb?  
 \_\_\_\_\_
- 2 Which of them can be an adjective and a noun?  
 \_\_\_\_\_



## Spelling

Complete the table.

root word	+ing	+ed
advertise		
organise		
emphasise		
exercise		

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

emphasise    prioritise    enterprise

- 1 I have to do the most important job first. I have to \_\_\_\_\_.
- 2 They are planning a new theme park in the city. It is a very big \_\_\_\_\_.
- 3 I have to \_\_\_\_\_ the heading of my work by underlining it.

## Language development

### Read the sentence and answer the questions.

What we have to do is to ensure that young people know that the language and conventions of texting, with all their abbreviations, missing punctuation and odd spellings, are appropriate **only** for texting and should not be used in any other form of written communication.

- 1 What does *their* refer to? \_\_\_\_\_
- 2 What should not be used in any other form of written communication?  
\_\_\_\_\_
- 3 Which pronoun is omitted and understood? \_\_\_\_\_

### Circle the pronouns. Write the noun that each circled word refers to.



- 1 The students were looking forward to their visit to the castle but when they reached its gates, they were firmly closed.  
\_\_\_\_\_
- 2 The boys wanted to use their pocket money to buy train tickets but they were expensive and their cost was far more than they could pay.  
\_\_\_\_\_
- 3 Peter and James sent a text message to their teacher but he didn't receive it and they were unable to discuss their problem with him.  
\_\_\_\_\_

### Rewrite the sentences using pronouns where possible.

- 1 Our teacher started a discussion in class and the discussion went on for ages because everyone was interested so our teacher let us continue the discussion in the next lesson.  
\_\_\_\_\_
- 2 I couldn't read the text message that my cousin sent me because the text message had no punctuation and my cousin hadn't used any capital letters so without punctuation and capital letters the text message was completely incomprehensible.  
\_\_\_\_\_

### Complete the reported questions.

- 1 "Do the students have mobile phones?"

The teacher wants to know \_\_\_\_\_.

- 2 "Did Holly send a text message?"

Laura is asking \_\_\_\_\_.

- 3 "Where does the professor live?"

I wonder \_\_\_\_\_.

- 4 "What did Ross buy at the mall?"

Jack wants to know \_\_\_\_\_.

- 5 "Is she neglecting her studies?"

Laura's father is asking \_\_\_\_\_.

- 6 "When will the train arrive?"

The passengers want to know \_\_\_\_\_.

Don't change any tenses when the reporting verb is in the present tense!



Tenses change when the reporting verb is in the past tense.



### Complete the reported questions.

- 1 "Can Laura return to the project?"

Professor Brown wanted to know \_\_\_\_\_.

- 2 "What is Lucy reading?"

The teacher asked \_\_\_\_\_.

- 3 "Why did you go to New York, Holly?"

A journalist asked Holly \_\_\_\_\_.

- 4 "When does your plane take off?"

Laura asked her father \_\_\_\_\_.

- 5 "Will my son pass his exams?"

The mother wanted to know \_\_\_\_\_.

- 6 "Is our team going to win?"

The supporters wondered \_\_\_\_\_.

Check that your word order is correct!



Remember! Pronouns and possessive adjectives sometimes need to change!



# Grammar in use

## 1 Complete the exclamations with the words in the box.

How    What    What a    What an

- \_\_\_\_\_ stupid mistake to make!
- \_\_\_\_\_ fluently Sergei speaks English!
- \_\_\_\_\_ marvellous music the orchestra is playing!
- \_\_\_\_\_ expensive mobile!
- \_\_\_\_\_ extraordinary opinions some people have!
- \_\_\_\_\_ tired Ross looks today!

Remember!  
An exclamation finishes with  
an exclamation mark!



## 2 Complete the exclamations with your own ideas.

- That film is so exciting!
- Professor Brown is such an \_\_\_\_\_
- The choir is singing so \_\_\_\_\_
- I have just finished reading such a \_\_\_\_\_
- Laura and Ross are such \_\_\_\_\_
- I have never seen such \_\_\_\_\_

## 3 Write the sentences correctly. They all contain result clauses.

- were    severe    was    that    The    so    buildings    storm    damaged.    many  
The storm was so severe that many buildings were damaged.
- that    played    so    The    they    won    team    match.    well    the  
\_\_\_\_\_
- such    was    rain    There    that    burst    river    its    the    banks.    heavy  
\_\_\_\_\_
- question    was    a    not    difficult    it.    could    It    such    I    answer    that  
\_\_\_\_\_
- so    that    Joe    many    teacher    mistakes    angry.    made    became    terribly    his  
\_\_\_\_\_

## 4 Complete the sentences with the phrasal verbs in the box.

make out    make up    make do with    make off    make up for

- The prisoner quietly climbed over the high wall and \_\_\_\_\_ into the night.
- What has Jack written? I can't \_\_\_\_\_ his hand-writing.
- Holly wanted new shoes for the party but she had to \_\_\_\_\_ her old ones.
- Joe was mean to his little sister. To \_\_\_\_\_ it he bought her some sweets.
- When I was a child, my grandfather used to \_\_\_\_\_ wonderful stories to tell us.

You have read an article from *Language Magazine* where people expressed their **opinions** about text messaging.

You have written about **different opinions** on a subject your class has discussed.

Now you are going to conduct your own **survey** and write it up.

Read Student's Book page 84 again. It tells you how to write about opinions.

- Choose a subject from Student's Book page 85 that you did not discuss and write about in class. OR Choose something that you feel strongly about.

Survey subject: \_\_\_\_\_

- Make notes on your opinion:

For / Against \_\_\_\_\_

Reasons: \_\_\_\_\_

- Choose four people – friends, relatives, your teacher – and ask for their opinion.

1 For / Against \_\_\_\_\_

Reasons: \_\_\_\_\_

2 For / Against \_\_\_\_\_

Reasons: \_\_\_\_\_

3 For / Against \_\_\_\_\_

Reasons: \_\_\_\_\_

4 For / Against \_\_\_\_\_

Reasons: \_\_\_\_\_

Use your notes to write up the results of your survey.

## Remember

- Make it clear in the **introduction** what the survey is about.
- Each person's opinion must be written in the **first person**.
- Make sure the people who express an opinion give their **reasons**.
- Use the **second person**, **questions** and **persuasive language** to get the reader involved.

## Useful vocabulary

absolutely certain  
feel strongly  
I'm sure you agree.  
It should not be allowed!  
makes no sense  
the best thing  
the worst thing  
very good reasons why

# Listening and speaking

Complete the conversational expressions. Use the words in the box.

matter    easy    nuisance    afraid    world    down    family  
earth    calm    mistake    shame    rush    panic

- 1 Don't run in the corridor! Why are you in such a \_\_\_\_\_?
- 2 How on \_\_\_\_\_ did you lose your mobile?
- 3 A: What's the \_\_\_\_\_?  
B: I can't find my keys. Oh, what a \_\_\_\_\_!  
A: Take it \_\_\_\_\_. It's not the end of the \_\_\_\_\_.
- 4 A: Help! Help! Where is it? I can't find it! Help!  
B: \_\_\_\_\_ down! There's no need to get in a \_\_\_\_\_.
- 5 I looked everywhere for my watch. Eventually I tracked it \_\_\_\_\_.
- 6 A: I'm \_\_\_\_\_ I can't come to your party.  
B: Oh, what a \_\_\_\_\_! Why not?
- 7 My mother can sing and so can my brother and my sister. It runs in the \_\_\_\_\_.
- 8 I didn't mean to break the vase. I did it by \_\_\_\_\_.

## Individual speaking

Have you, or someone you know, ever lost something important or valuable? Make notes.

Who lost this item? \_\_\_\_\_ What was the item? \_\_\_\_\_  
Why was it important or valuable? \_\_\_\_\_  
When was it lost? \_\_\_\_\_ Where was it lost? \_\_\_\_\_  
How was it lost? \_\_\_\_\_  
How did you (or the other person) feel when you (he/she) realised that the item was lost?  
\_\_\_\_\_



What happened afterwards? Did you (he/she) try to find it? \_\_\_\_\_  
What did you (he/she) do? \_\_\_\_\_  
Did you (he/she) get the item back? \_\_\_\_\_  
How did you (he/she) feel? \_\_\_\_\_  
What lessons can you learn from this incident? \_\_\_\_\_  
\_\_\_\_\_

2 Write sentences about your topic if you wish.

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

3 Think of a way to start your presentation: \_\_\_\_\_

Think of a way to end your presentation: \_\_\_\_\_

4 Talk to the class about the incident.

## Reading

- 1 What was the survey conducted by *Language Magazine* about? \_\_\_\_\_  
How many replies were featured in the article? \_\_\_\_\_
- 2 When you express your opinion you write in the \_\_\_\_\_ person.

## Vocabulary

- 1 Turn to pages 139–140. Do you know 20 words about opinion on communicating through texting?   
Which word means very personal and not for others to see? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: words that have two or more meanings when they are different parts of speech. What parts of speech can *uniform* be?  
\_\_\_\_\_
- 2 Spelling: words with *-ise* / *-yse*. Complete these words with *-ise* or *-yse*.  
a adv\_\_\_\_\_ b anal\_\_\_\_\_ c disgu\_\_\_\_\_
- 3 Language development: pronouns. What pronoun does *they* replace in this sentence?  
My students send text messages but they realise that texts are not formal English. \_\_\_\_\_

## Grammar

- 1 Write this sentence as reported speech.  
Dad asked, "Where's Ben?" \_\_\_\_\_
- 2 Complete these exclamations with *How*, *What a* / *an* or *What*.  
a \_\_\_\_\_ fantastic car!      b \_\_\_\_\_ wonderful!  
c \_\_\_\_\_ amazing pattern!      d \_\_\_\_\_ kindness!
- 3 Complete the sentence with a phrasal verb using *make + out / up / do with / off / up for*.  
You can't \_\_\_\_\_ the answers in your exam so please learn the work thoroughly.

## Writing

Complete these features of expressing an opinion.

- 1 When you write your opinion you must give r\_\_\_\_\_ for your views. To get the reader involved you can use the \_\_\_\_\_ person. You can also ask q\_\_\_\_\_. If you want people to agree with you, use p\_\_\_\_\_ language.
- 2 Have you made a neat copy of your survey results?  Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss things family members have lost?
- 2 Have you talked for one minute or more about an important or valuable thing that was lost?

Check-out 8 complete

# Revision 4 (Units 7 and 8)

## 1 Rewrite the sentences. Replace the underlined words with pronouns.

- 1 The officer gave the passport to Luke. He gave it to him.
- 2 Miranda bought the map for Luke.
- 3 Dad sent the photos to Miranda.
- 4 The tourists paid the money to the guide.

## 2 Rewrite the sentences. Replace the underlined words with indirect object pronouns.

- 1 Miranda made a present for Dad. Miranda made him a present.
- 2 Luke told the truth to the officer.
- 3 The stewardess brought a drink for the lady.
- 4 The pilot gave the signal to the mechanics.

## 3 Complete the sentences with possessive adjectives.

- 1 Isn't this Aunt Jane's hat? I'm sure it's \_\_\_\_\_.
- 2 You dropped these keys so I thought they must be \_\_\_\_\_.
- 3 This book has my name on so you can see it's \_\_\_\_\_.
- 4 We picked up the rubbish in the playground, even though none of it was \_\_\_\_\_.
- 5 The boys say this ball is \_\_\_\_\_ but I think it belongs to us.
- 6 Don't touch Dad's computer because it's \_\_\_\_\_ and he doesn't like anyone else using it.

## 4 Complete the sentences with reflexive pronouns.

- 1 We reminded \_\_\_\_\_ to back up our files.
- 2 Anna didn't see the accident \_\_\_\_\_ but she says Ben hurt \_\_\_\_\_ quite badly.
- 3 If you want people to help \_\_\_\_\_ to coffee you'll have to tell them.

## 5 Report the questions.

- 1 "Do you know where my phone is, Mum?"  
Anna is asking her mum \_\_\_\_\_.
- 2 "Have you left it in your room?"  
Mum wants to know \_\_\_\_\_.
- 3 "Did you take part in the magazine survey?"  
Ben asked Anna \_\_\_\_\_.

## 6 Complete these exclamations and sentences with how / what / what a / so / such an / such.

- 1 \_\_\_\_\_ annoying! Everyone says it's \_\_\_\_\_ exciting film and now we can't go.  
I'm \_\_\_\_\_ cross! \_\_\_\_\_ nuisance!
- 2 I see you've broken your leg. \_\_\_\_\_ bad luck!
- 3 \_\_\_\_\_ great drawings you've done. It adds \_\_\_\_\_ individuality to your work.

**7** Complete the result clauses with *so*, *such* or *such a*. Complete the sentences with the endings in the box.

he was given extra marks    we lost marks    she gave up in the end    it took several days to read them

- Joe's teacher had \_\_\_\_\_ difficulty reading his writing that \_\_\_\_\_.
- Ben worked \_\_\_\_\_ hard on his essay that \_\_\_\_\_.
- \_\_\_\_\_ many people sent responses to the survey that \_\_\_\_\_.
- We took \_\_\_\_\_ long time to finish our project that \_\_\_\_\_.

**8** Complete the sentences with *make* or *do*.

- When you \_\_\_\_\_ a point in an essay, \_\_\_\_\_ it clearly so that it can be understood.
- If you \_\_\_\_\_ something wrong, \_\_\_\_\_ sure you \_\_\_\_\_ your best to put it right.

**9** Complete the sentences with *make + out / up / do / off / up for*.

- It was dark so Ben couldn't \_\_\_\_\_ the shadowy figures ahead of him.
- For our English project, we \_\_\_\_\_ a play about tricksters who \_\_\_\_\_ with a valuable statue from the British Museum in London.

**10** Dictionary work: The object words in the box belong with *nursery*. Write the objects next to the correct sentence.

lemon tree    toys    paints    rose bush    puzzle    plants    seeds    games

- If you like gardening, you should visit the nursery. \_\_\_\_\_
- My little sister goes to a nursery twice a week. \_\_\_\_\_

**11** Choose verbs that can also be nouns to complete this sentence.

begin    start    complete    finish

You can \_\_\_\_\_ your project after this lesson and you must \_\_\_\_\_ it next week.

**12** Spelling *-ous* or *-ious*: Write the adjectives formed from these nouns.

- mischief \_\_\_\_\_
- nerve \_\_\_\_\_
- mystery \_\_\_\_\_
- fame \_\_\_\_\_

**13** Spelling: Complete the words. Write *-ise* or *-yse*.

- rev \_\_\_\_\_
- surpr \_\_\_\_\_
- anal \_\_\_\_\_
- real \_\_\_\_\_
- paral \_\_\_\_\_

**14** Punctuate this sentence. Complete the sentence with the reporting verbs in the box.

laugh    sob    shout    whisper

I feel terrible. Anna \_\_\_\_\_ My head aches and my throat hurts. She \_\_\_\_\_ as tears began to roll down her cheeks.

**15** Circle the pronouns. Write the noun/s that each pronoun refers to.

Mum and Anna went to their favourite city restaurant but it was too crowded so they went to a quiet café with tables outside it where they could sit and watch the tourists having their pictures taken in front of the fountain with its glistening showers of clear water.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 9 What a wonder!

## Reading comprehension



### 1 Match the phrases to the correct sections in the article.

- |                        |       |  |
|------------------------|-------|--|
| 1 Hampton Court        | _____ | a deepest lake in England                  |
| 2 Stonehenge           | _____ | b about 40,000 basalt columns              |
| 3 Ben Nevis            | _____ | c used initially as a burial site          |
| 4 Castle Howard        | _____ | d designed by George London and Henry Wise |
| 5 Wastwater            | _____ | e 1,000 acres of gardens                   |
| 6 The Giant's Causeway | _____ | f highest point in Great Britain           |

### 2 Write T (true) or F (false).

- 1 The response to the competition was overwhelming. \_\_\_\_\_
- 2 Hampton Court was built by Henry VIII. \_\_\_\_\_
- 3 Stonehenge is a World Heritage site. \_\_\_\_\_
- 4 Ben Nevis is the highest peak in England. \_\_\_\_\_
- 5 Castle Howard was designed by John Vanburgh. \_\_\_\_\_
- 6 Wastwater is 79 metres deep. \_\_\_\_\_
- 7 The Giant's Causeway is in the Lake District National Park. \_\_\_\_\_

### 3 Correct the false statements.

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### 4 Who was:

- 1 James Robertson? \_\_\_\_\_  
\_\_\_\_\_
- 2 Henry Wise? \_\_\_\_\_  
\_\_\_\_\_

### 5 Your views

You could visit either Castle Howard or Stonehenge. Which would you choose? Explain your reasons.

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**1 Write each word from the box before the correct definition.**

residence    prehistoric    initially    monument    fatalities    hectare

- 1 \_\_\_\_\_ deaths that are caused by an accident, war, violence or disease
- 2 \_\_\_\_\_ a house or other place where someone lives
- 3 \_\_\_\_\_ a unit for measuring an area of land
- 4 \_\_\_\_\_ relating to the period of time before anything was written down by humans
- 5 \_\_\_\_\_ at the beginning
- 6 \_\_\_\_\_ structure that is built in a public place

**2 Find the words in the article.**

- 1 Find four words to do with buildings: \_\_\_\_\_
- 2 Find four words to do with landscape: \_\_\_\_\_

**3 Find the nouns in the article which are formed from these verbs.**

- 1 to respond \_\_\_\_\_
- 2 to ascend \_\_\_\_\_
- 3 to select \_\_\_\_\_
- 4 to compete \_\_\_\_\_
- 5 to attract \_\_\_\_\_
- 6 to tour \_\_\_\_\_
- 7 to erupt \_\_\_\_\_
- 8 to construct \_\_\_\_\_
- 9 to reside \_\_\_\_\_
- 10 to visit \_\_\_\_\_

**4 Add un-, dis- or in- to form the antonyms of these words.**

- 1 important \_\_\_\_\_
- 2 popular \_\_\_\_\_
- 3 continue \_\_\_\_\_
- 4 organised \_\_\_\_\_
- 5 attractive \_\_\_\_\_
- 6 complete \_\_\_\_\_

**5 Use each antonym in Exercise 4 in a sentence of your own.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# Looking at language

## Dictionary work

- 1 Use a dictionary. Which words in the box can be used as a noun, a verb and an adjective?

model wide mean remains visitor  
light reason columns lead deepest



- 2 Choose one of the words you have written in Exercise 1. Write three sentences.

Here is an example:

- 1 I lost my **set** of keys. (noun) 2 Will you **set** the table? (verb) 3 The **set** time for the project was two weeks. (adj)

Sentence 1: Use your word as a noun. \_\_\_\_\_

Sentence 2: Use your word as a verb. \_\_\_\_\_

Sentence 3: Use your word as an adjective. \_\_\_\_\_

## Spelling

- 1 Match each word in the box to the correct definition.

laboratory celery cookery glossary temporary

- existing, done or used for only a limited period of time \_\_\_\_\_
- a list of difficult words and their meanings \_\_\_\_\_
- room or building for scientific experiments \_\_\_\_\_
- a pale green vegetable consisting of long leaf stems \_\_\_\_\_
- the skill or activity of preparing and cooking food \_\_\_\_\_



- 2 Complete each noun with **-ary**, **-ery** or **-ory**.

- bak\_\_\_\_\_ 2 summ\_\_\_\_\_ 3 mem\_\_\_\_\_ 4 mis\_\_\_\_\_ 5 Febru\_\_\_\_\_ 6 fact\_\_\_\_\_
- 7 hist\_\_\_\_\_ 8 libr\_\_\_\_\_ 9 gall\_\_\_\_\_ 10 diction\_\_\_\_\_ 11 categ\_\_\_\_\_ 12 machin\_\_\_\_\_

A few nouns end in **-ury**: It was constructed in the 16th **century** ...

- 3 Look up these words in the dictionary. Use each one in a sentence of your own.

- jury \_\_\_\_\_  
\_\_\_\_\_
- mercury \_\_\_\_\_  
\_\_\_\_\_
- treasury \_\_\_\_\_  
\_\_\_\_\_

# Language development



**1** Read the main clauses 1–5. Match them to the subordinate clauses a–e.

- 1 the new airport has been greatly admired
  - 2 we decided to accept our uncle's invitation to stay overnight
  - 3 the mountaineers finally arrived back at base camp
  - 4 Charlie decided to get help from the internet
  - 5 the explorers set off to find the river
- 
- a gasping with breathlessness and shivering with cold \_\_\_\_\_
  - b designed by an unknown architect \_\_\_\_\_
  - c without having any idea of which direction to take or how to get through the jungle \_\_\_\_\_
  - d too late to catch the bus and too tired to walk home \_\_\_\_\_
  - e finding the task his teacher had set both challenging and difficult \_\_\_\_\_

**2** Write sentences using a matching main clause and subordinate clause from Exercise 1. Decide if the subordinate clause has to come before or after the main clause.

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**3** Complete the sentences using the verbs in the box. Make changes as necessary.

*overhear    overlook    overload    overshoot    overpower*

- 1 The officer was \_\_\_\_\_ by the thieves who escaped with the money.
- 2 The plane \_\_\_\_\_ the runway and crashed into the fence.
- 3 Sue \_\_\_\_\_ her parents discussing their summer holiday.
- 4 Our apartment \_\_\_\_\_ the railway so it's quite noisy.
- 5 It's dangerous to \_\_\_\_\_ the electrical circuit in a house.

**4** Write the adjectives in the box next to the correct phrases.

*overhead    overpriced    overdue    overcast*

- 1 cloudy and dull \_\_\_\_\_
- 2 past the expected time \_\_\_\_\_
- 3 high up \_\_\_\_\_
- 4 too expensive \_\_\_\_\_

# Grammar

## 1 Rewrite the sentences. Use the present continuous passive.

- 1 People are ignoring the rules. The rules are being ignored.
- 2 People are cutting down the forests. \_\_\_\_\_
- 3 Someone is selling this land. \_\_\_\_\_
- 4 They're building new houses. \_\_\_\_\_
- 5 Someone is planning an expedition. \_\_\_\_\_

## 2 Rewrite the sentences. Use the past continuous passive.

- 1 All day yesterday they were cleaning the house. All day yesterday the house was being cleaned.
- 2 People were tidying rooms. \_\_\_\_\_
- 3 People were sweeping the floors. \_\_\_\_\_
- 4 They were polishing the furniture. \_\_\_\_\_
- 5 They were preparing a fine meal. \_\_\_\_\_

## 3 Answer the questions. Start your answers with the underlined words. Include the words in brackets in your answers.

- 1 Who is taking the tests? (the whole school) The tests are being taken by the whole school.
- 2 What is making that loud noise? (the wind) \_\_\_\_\_
- 3 Who is using these buildings? (the university) \_\_\_\_\_
- 4 Who was riding the horse? (a young boy) \_\_\_\_\_
- 5 Who was buying the souvenirs? (Japanese tourists) \_\_\_\_\_

## 4 Write a sentence about each picture using the present continuous passive.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**2** Complete the sentences with the prepositions in the box.

to from with for about of

- 1 My town is famous \_\_\_\_\_ its ancient castle.
- 2 Annie was furious \_\_\_\_\_ her friend for being late.
- 3 We're fed up \_\_\_\_\_ watching boring TV programmes.
- 4 Bob's parents are very proud \_\_\_\_\_ their son's success.
- 5 Jane's opinions are very different \_\_\_\_\_ her brother's.
- 6 Holly can't go shopping because she is short \_\_\_\_\_ money.
- 7 Paul is very talented. He is capable \_\_\_\_\_ great achievements.
- 8 James is very grateful \_\_\_\_\_ his sister.
- 9 He is grateful \_\_\_\_\_ her help.
- 10 Sam is very worried \_\_\_\_\_ his exams.

**2** Answer the questions with your own ideas.

- 1 At school what subjects are you good at?  
\_\_\_\_\_
- 2 What hobbies are you keen on?  
\_\_\_\_\_
- 3 What kind of TV programmes are you interested in?  
\_\_\_\_\_
- 4 Are you similar to anyone in your family?  
\_\_\_\_\_
- 5 What stories in the news are you concerned about?  
\_\_\_\_\_

**3** Complete the sentences with the phrasal verbs in the box.

talk round talk into talk back talk down talk over

- 1 Joe didn't want to go to the match but his brother \_\_\_\_\_ him \_\_\_\_\_ going.
- 2 Lucy had some problems at school. She \_\_\_\_\_ them \_\_\_\_\_ with her mum.
- 3 Billy got into trouble at school for \_\_\_\_\_ to his teacher.
- 4 Dad said we couldn't have a pet but I'm sure I can \_\_\_\_\_ him \_\_\_\_\_.
- 5 That girl thinks she's so clever that she \_\_\_\_\_ to everyone.

# Individual writing: writing a magazine article

You have read a **magazine article** about *Wonders of the United Kingdom* and you have written part of a magazine article on *The Seven Wonders of the Ancient World*.

Now you are going to write a **magazine article** about three places in your own area or country that you think are 'Wonders'.

Read Student's Book page 94 again. It tells you how to write a **magazine article**.

**Think about the three places you are going to write about.**

They can be buildings.

e.g. *museum / castle / theatre / palace*

They can be natural features.

e.g. *waterfall / river / mountain / park*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**Do your research.**

Use books, magazines and the internet. It is also a good idea to get information from your local tourist office or town hall.

**Make brief notes here.**

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Use your notes to write your article.**

## Remember

- Think of an eye-catching **headline**.
- Write an interesting **opening paragraph** so the reader knows what the article is about.
- Choose your **tenses** carefully.
- Include **detailed information**.
- Use **sub-headings** and attractive **illustrations**.

## Useful vocabulary

*historical  
ancient  
magnificent  
century  
tourist attraction  
significant  
breathtaking*

# Listening and speaking

- Complete the dialogue. Use the words and expressions from the boxes.

snacks    vegetables    yourself    fast food  
 packets    healthy    unhealthy  
 keen    especially    chips

loads    Hang on!  
 do without    to be honest    I bet  
 In other words



Holly: Do you eat a \_\_\_\_\_ diet, Ross?

Ross: Well, \_\_\_\_\_, I'm not very \_\_\_\_\_ on fruit and \_\_\_\_\_ and I eat lots of burgers and \_\_\_\_\_ and pizzas.

Holly: \_\_\_\_\_, \_\_\_\_\_ which is full of salt and fat. Do you eat many \_\_\_\_\_ during the day? \_\_\_\_\_ you do.

Ross: I eat a few \_\_\_\_\_ of crisps every day and I love sweets, \_\_\_\_\_ chocolate.

Holly: Too much chocolate is very \_\_\_\_\_.

Ross: \_\_\_\_\_! You eat \_\_\_\_\_ of chocolate \_\_\_\_\_.

Holly: You're right! I just can't \_\_\_\_\_ it!

## Individual speaking

- Think about the food and drink that you consume. Make notes.

What are your favourite things to eat and drink? \_\_\_\_\_

Is there any dish you particularly enjoy? \_\_\_\_\_ Who makes this? \_\_\_\_\_

### Eating habits:

What do you normally eat for ... breakfast? \_\_\_\_\_ lunch? \_\_\_\_\_ dinner? \_\_\_\_\_

What snacks do you eat? \_\_\_\_\_ How often do you eat them? \_\_\_\_\_

### Which of these do you eat / drink? (circle)

fruit    vegetables    meat    bread    cakes    cheese    sweets    desserts    milk    fruit juice    water    fizzy drinks (e.g. cola)

Do you eat / drink too much / many of the items above? \_\_\_\_\_

Should you eat / drink more of any of the items above? \_\_\_\_\_

Do you consider your diet to be healthy or unhealthy? Why? \_\_\_\_\_

Should you make any changes to your diet? Why? / Why not? \_\_\_\_\_

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

Think of a way to start your presentation: \_\_\_\_\_

Think of a way to end your presentation: \_\_\_\_\_

- Talk to the class about your diet.

## Reading

- 1 What did the competition aim to find? \_\_\_\_\_  
How many wonders mentioned in the article were natural? \_\_\_\_\_
- 2 What important feature comes first in a magazine article? \_\_\_\_\_

## Vocabulary

Turn to page 140. Do you know 20 words about wonderful places?

Which word means to think about something or have a view about something? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: circle the words that can be a verb and an adjective.  
light          heat          number          model          clear
- 2 Spelling: Complete the words with *-ary*, *-ery* or *-ory*.  
a hist\_\_\_\_\_      b myst\_\_\_\_\_      c imagin\_\_\_\_\_      d machin\_\_\_\_\_      e categ\_\_\_\_\_
- 3 Language development: subordinate clauses. Underline the subordinate clause in this sentence.  
As one of the most popular buildings in England, Hampton Court is visited by thousands every year.
- 4 Prefix *over-*. Write the word that means having too many people: \_\_\_\_\_

## Grammar

- 1 Change these sentences to the passive.  
a They are repairing the building. \_\_\_\_\_  
b Someone was painting the door. \_\_\_\_\_
- 2 Complete the sentence with a verb using *talk + round / into / back / down / over*.  
Our teacher encourages us to \_\_\_\_\_ any difficulties we have with our studies.

## Writing

- 1 Complete these features of a magazine article.  
It is often written in the \_\_\_\_\_ tense. Historical facts are written in the \_\_\_\_\_ tense.  
It contains detailed i\_\_\_\_\_. The article is usually divided by s\_\_\_\_\_ and includes attractive i\_\_\_\_\_ such as photos, pictures or maps.
- 2 Have you made a neat copy of your article?  Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss your diets and food you like / dislike?
- 2 Have you talked for one minute or more about your diet?

Check-out 9 complete

# 10 Communications

## Reading comprehension

**1** Write T (true), F (false) or ? (not stated).

- 1 Vancouver is a city in Canada. \_\_\_\_\_
- 2 The Canadian Museum of Civilization is in Vancouver. \_\_\_\_\_
- 3 *The Spirit of the Haida Gwaii* is a large statue. \_\_\_\_\_
- 4 The Northern Cree is the name of a First Nation people. \_\_\_\_\_
- 5 Carly's grandmother sent a box made from a porcupine. \_\_\_\_\_
- 6 There are porcupines in Canada and in Africa. \_\_\_\_\_
- 7 Robert speaks another language apart from English. \_\_\_\_\_
- 8 Carly does not like dancing. \_\_\_\_\_



**2** Who was it? Write the name.

Sofia   Robert's aunt   Ellie   Robert   Mrs Chego   Brad   Carly   Dr Davis

- 1 Who took part in the 2010 Winter Olympics™ opening ceremony? \_\_\_\_\_
- 2 Who wants to find out more about Canadian aboriginal people? \_\_\_\_\_
- 3 Who sent the museum website address to Robert and Sofia? \_\_\_\_\_
- 4 Who sent email addresses to Robert? \_\_\_\_\_
- 5 Who was excited about pottery? \_\_\_\_\_
- 6 Who does beautiful embroidery? \_\_\_\_\_
- 7 Who was inspired by hand drum competitions? \_\_\_\_\_
- 8 Who does traditional beadwork? \_\_\_\_\_
- 9 Who liked the quill box? \_\_\_\_\_
- 10 Who is a shawl dancer? \_\_\_\_\_

**3** Complete the statements. Try to answer without looking at *The First Nations*.

- 1 The Vancouver Winter Olympics™ took place in the year \_\_\_\_\_.
- 2 Dr Paul Davis wrote a \_\_\_\_\_ about the excavations.
- 3 *The Spirit of the Haida Gwaii* is on the Canadian \_\_\_\_\_ note.
- 4 The quill box was sent to Robert in the \_\_\_\_\_.
- 5 Robert's aunt believes it is important to keep traditional cultures \_\_\_\_\_.
- 6 Ellie danced at the opening with a \_\_\_\_\_.

# Vocabulary

1 Read the proper nouns in the box. Write them in the correct list.

Algonquin    Mi'kmaq    Vancouver    Northern Cree    Quebec    Kikuyu    Haida    Thika

nations: \_\_\_\_\_

cities: \_\_\_\_\_

languages: \_\_\_\_\_

2 Write the words in the box next to the correct definition.

spirit    excavation    ancestors    occasion    civilisation    craft    clip    freedom

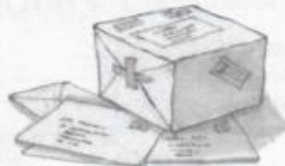
- 1 people who lived a long time ago and who are related to you \_\_\_\_\_
- 2 the real meaning and character of something \_\_\_\_\_
- 3 a very large group of people who have developed their own culture and ways of doing things \_\_\_\_\_
- 4 a time at which something happens \_\_\_\_\_
- 5 the right or opportunity to do what you want \_\_\_\_\_
- 6 the process of digging in the ground to find objects from the past \_\_\_\_\_
- 7 a traditional skill of making things by hand \_\_\_\_\_
- 8 a short extract from a film, video or TV programme \_\_\_\_\_

3 Label the pictures with the words in the box.

shawl    pottery    post    embroidery    porcupine    beadwork    quill



1 \_\_\_\_\_    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_



5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_

4 Complete the sentences with the words in the box.

authentic    grateful    recent    modern    inspiring

- 1 I was \_\_\_\_\_ to my friend for helping me with my project.
- 2 A \_\_\_\_\_ building is one that has been constructed in \_\_\_\_\_ times.
- 3 This headdress is \_\_\_\_\_ and it was made 200 years ago.
- 4 The speech given by the president was \_\_\_\_\_ and everyone felt encouraged by it.

## Dictionary work

Match each phrase in the box next to the correct definition.

against all the odds    as a last resort    from scratch    give the game away  
get to the bottom of something

- 1 from the very beginning \_\_\_\_\_
- 2 find out the true cause or explanation of a bad situation \_\_\_\_\_
- 3 do something only after trying everything else to solve a problem \_\_\_\_\_
- 4 succeed despite problems and difficulties \_\_\_\_\_
- 5 reveal a secret when you did not mean to \_\_\_\_\_

Write two sentences for each pair of phrases to make it clear that you understand the difference.

- 1 a have a lot to lose                      b have nothing to lose

a \_\_\_\_\_  
 \_\_\_\_\_  
 b \_\_\_\_\_  
 \_\_\_\_\_

- 2 a in order                                  b out of order

a \_\_\_\_\_  
 \_\_\_\_\_  
 b \_\_\_\_\_  
 \_\_\_\_\_

## Spelling

Use each of these words in a sentence of your own to show clearly that you understand the meaning.

- 1 fault \_\_\_\_\_
- 2 caution \_\_\_\_\_
- 3 withdraw \_\_\_\_\_
- 4 audible \_\_\_\_\_
- 5 crawl \_\_\_\_\_

Complete the sentences with *au* or *aw* words.

- 1 People who \_\_\_\_\_ speak very slowly.
- 2 If something is very bad it is \_\_\_\_\_.
- 3 A person who writes a book is an \_\_\_\_\_.
- 4 A person who goes into space is an \_\_\_\_\_.
- 5 A \_\_\_\_\_ is a bird of prey.



## Language development

### 1 Match the clauses. Write complete sentences using the conjunction so.

Sam's computer crashed last night

Ben left his homework in the classroom

Dad's plane was delayed because of fog

Our dog rolled in a muddy puddle

he got home a day late

we washed him in the bath

we couldn't finish our project

he had to run back to fetch it

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Do these sentences express purpose or result? \_\_\_\_\_

### 2 Match the clauses. Write complete sentences using the conjunction so.

We took torches into the cave

My uncle bought a smaller car

I'm starting my project early

You had better take an umbrella

my aunt could learn to drive

you don't get wet

we would be able to see in the dark

I can easily finish it on time

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Do these sentences express purpose or result? \_\_\_\_\_

### 3 Write endings for the sentences to show result.

1 We thought the film was boring \_\_\_\_\_

2 I realised I'd made several mistakes in my essay \_\_\_\_\_

### 4 Write endings for the sentences to show purpose.

1 The boys ran to catch the bus \_\_\_\_\_

2 Sam bought a magazine at the station \_\_\_\_\_

Remember, in clauses of purpose you can use so or so that.



### 5 Write two sentences of your own.

Use so + result clause and so + clause of purpose.

\_\_\_\_\_

\_\_\_\_\_

## Complete the third conditional sentences with the verbs in brackets.

- If the Hampton team \_\_\_\_\_ not \_\_\_\_\_ to New York, they \_\_\_\_\_ not \_\_\_\_\_ friends from around the world. (go, make)
- If Professor Brown \_\_\_\_\_ not \_\_\_\_\_ to Laura's parents, she \_\_\_\_\_ the project. (speak, leave)
- Robert \_\_\_\_\_ less about the First Nations if Professor Davis \_\_\_\_\_ not \_\_\_\_\_ him valuable help. (know, give)
- Holly \_\_\_\_\_ lots of souvenirs if she \_\_\_\_\_ more money. (buy, have)
- If Carly and Annie \_\_\_\_\_ not \_\_\_\_\_ Robert information, his work \_\_\_\_\_ not \_\_\_\_\_ so good. (send, be)
- Jack \_\_\_\_\_ lots of photographs if he \_\_\_\_\_ not \_\_\_\_\_ his camera. (take, forget)

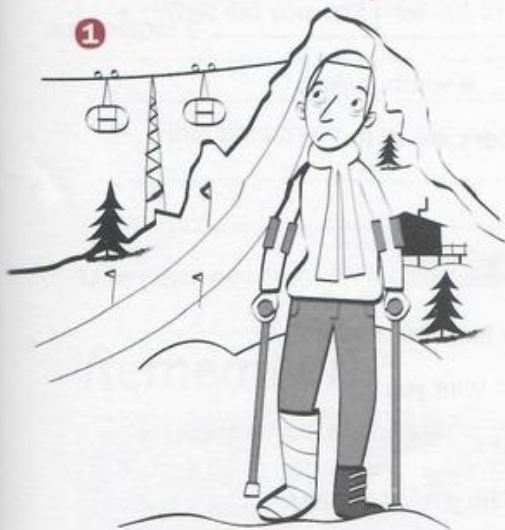
## Complete the sentences with your own ideas.

- If I had gone to another school, \_\_\_\_\_.
- If I had visited New York in the holidays, \_\_\_\_\_.
- I would have been very disappointed if \_\_\_\_\_.
- The girls would have enjoyed their holiday more if \_\_\_\_\_.
- If Sam had got up earlier, \_\_\_\_\_.

## Write third conditional sentences about the pictures.

The words under the pictures can help you.

1



John fell over.

2



Sue did not go to New York.

3



Sam overslept.

- If John had not fallen over, \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Grammar in use

**1** Complete the sentences with *would* and the words or phrases in the box.

*get here    speak up    stop    open it    leave me alone    stop crying*

- 1 I want to go for a walk. I wish the rain \_\_\_\_\_.
- 2 I don't want to talk to anyone. I wish you \_\_\_\_\_.
- 3 We're going to be late. I wish the bus \_\_\_\_\_.
- 4 What's the matter with the baby? I wish she \_\_\_\_\_.
- 5 I can't hear what the actors are saying. I wish they \_\_\_\_\_.
- 6 What's in Harry's parcel? I wish he \_\_\_\_\_.

**2** Complete the sentences with your own ideas. Use *wish* + past simple or past continuous.

- 1 Jenny doesn't like the cold winter weather. She \_\_\_\_\_.
- 2 John can understand French but he \_\_\_\_\_.
- 3 Jack always gets lots of homework. He \_\_\_\_\_.
- 4 The students are taking a hard exam. They \_\_\_\_\_.
- 5 Meg doesn't like her short, red hair. She \_\_\_\_\_.
- 6 Our apartment is very small. I \_\_\_\_\_.

**3** Complete the sentences with the verbs in the box. Use the past perfect.

*last    take    put on    buy    see    have*

- 1 Did you enjoy the film? I wish I \_\_\_\_\_ it.
- 2 The concert was too short. I wish it \_\_\_\_\_ longer.
- 3 Our visit to the castle was a little rushed. I wish we \_\_\_\_\_ more time.
- 4 The shoes I got yesterday are rather uncomfortable. I wish I \_\_\_\_\_ a larger size.
- 5 I didn't realise it was so cold. I wish I \_\_\_\_\_ a warm jacket.
- 6 My camera's broken. I wish you \_\_\_\_\_ better care of it.

**4** Complete the sentences with *pay* and the phrases in the box.

*attention    a compliment    a visit    the price    good money*

- 1 The football team \_\_\_\_\_ for not training. They lost the match 7-0.
- 2 You should always \_\_\_\_\_ to what your teacher tells you.
- 3 Why isn't the TV working? We \_\_\_\_\_ for this set.
- 4 While Jane was in Paris, she \_\_\_\_\_ to her uncle, who lives there.
- 5 Professor Brown \_\_\_\_\_ Laura \_\_\_\_\_ on her photos of New York.

You have read formal and informal letters, texts and emails.  
 You have written a formal letter requesting information about the artist Bill Reid.  
 You are now going to write an **informal letter** to a friend.

**Read Student's Book page 104 again. It tells you how to write a formal letter.**

### In an informal letter:

- Your address and the date go at the top on the right-hand side.
- You do not need to write the recipient's address.
- The greeting should have the person's first name, e.g.  
*Dear Sam,*
- For handwritten letters, indent the beginning of each paragraph. For typed letters, use block paragraphs.
- The first paragraph should ask about the person you are writing to.  
*How are you? How was your holiday?*
- For the body of the letter use a friendly, chatty style, including contractions.
- The final paragraph could be signing off or making future plans.
- End the letter informally, e.g.  
*Love / Lots of love / See you soon*

A friend was coming to stay for the weekend but was ill and couldn't come.  
 You had planned a trip. He/She wrote to you to ask how the trip went. Write back.

### Things to think about. Make notes.

- Your friend's name: \_\_\_\_\_
- The trip you planned, e.g. museum / theatre / theme park \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What did you do? How did the trip go? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Final paragraph, e.g. say you hope your friend gets better soon and make arrangements to meet  
 \_\_\_\_\_  
 \_\_\_\_\_

Use your notes to write the informal letter.

## Remember

- Use the **first paragraph** to say you:
  - hope your friend is feeling better
  - are sorry he/she couldn't come
- Describe the trip in **detail** so your friend knows exactly what you did.
- Use a **friendly, chatty style**.
- **Sign off** in a friendly way.

## Useful expressions

*bad luck  
 get well soon  
 good fun  
 hope you're feeling better  
 let's meet up  
 missed you  
 not the same without you*

# Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

centres website massive bicycles fumes ban  
transport feature serious pollution healthier jams

Well right You're joking! Not much what's more Absolutely!



Jack: What do you know about air \_\_\_\_\_?

Ross: \_\_\_\_\_. Why?

Jack: I want to do a \_\_\_\_\_ on it for the \_\_\_\_\_.

Ross: \_\_\_\_\_, in big cities cars are a \_\_\_\_\_ problem.

Think of all those traffic \_\_\_\_\_ and all those \_\_\_\_\_ going into the air.

Jack: So what can we do about it?

Ross: I think there should be a \_\_\_\_\_ on cars in city \_\_\_\_\_.

Jack: What? \_\_\_\_\_!

Ross: And everyone should use public \_\_\_\_\_ or ride \_\_\_\_\_ or walk.

Jack: Are you \_\_\_\_\_?

Ross: \_\_\_\_\_! The air would be cleaner and, \_\_\_\_\_, we'd all be much \_\_\_\_\_.

Jack: Hmm ... You are joking, \_\_\_\_\_?

## Individual speaking

2 Think about environmental concerns in your country. Make notes.

Tick any of the following which are a problem today or which have been in the past.

destroying forests

an oil spill

endangered species

recycling

pollution

water conservation

Any others? \_\_\_\_\_

3 Give details.

What exactly is the problem? \_\_\_\_\_

Where is this problem? \_\_\_\_\_

How / Why did this happen? \_\_\_\_\_

Who / What is to blame? \_\_\_\_\_

How do you think the situation can be improved? \_\_\_\_\_

4 Write sentences about your topic if you wish.

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

5 Think of a way to start your presentation: \_\_\_\_\_

Think of a way to end your presentation: \_\_\_\_\_

6 Talk to the class about environmental concerns in your country.

## Reading

- Which Canadians performed in the opening ceremony of the 2010 Winter Olympics™? \_\_\_\_\_  
Which three written forms of communication did you read? \_\_\_\_\_
- Where do you write your address on a letter? top left / bottom left / top right / bottom right

## Vocabulary

Turn to page 140. Do you know 20 words about aboriginal people?

Which word means happening or starting a short time ago? \_\_\_\_\_

## Looking at language

- Dictionary work: complete the phrases with *new*, *life* and *distance*.  
a the time of my \_\_\_\_\_ b into the \_\_\_\_\_ c as good as \_\_\_\_\_
- Spelling: complete these words with *au* or *aw*.  
a \_\_\_\_\_thor b \_\_\_\_\_ful c f\_\_\_\_\_lt d cr\_\_\_\_\_l
- Language development: conjunction *so*. Rewrite each pair of sentences as one sentence using *so*.  
a It rained. We got wet. \_\_\_\_\_  
b Let's light a fire. We can get warm. \_\_\_\_\_  
Which sentence expresses purpose? \_\_\_\_\_ Which sentence expresses result? \_\_\_\_\_

## Grammar

- Complete the third conditional sentence with *visit* and *see*.  
If we \_\_\_\_\_ not \_\_\_\_\_ the museum, we \_\_\_\_\_ not \_\_\_\_\_ the sculpture.
- Complete the sentences using *wish*.  
a It's so cold and windy. I \_\_\_\_\_ the bus \_\_\_\_\_.  
b We're going to Paris tomorrow. I \_\_\_\_\_ we \_\_\_\_\_ there now!
- Complete the sentence with *pay + attention / a compliment / a visit / the price / good money*.  
You must \_\_\_\_\_ to detail in your work and check spelling and punctuation.

## Writing

- Complete these features of formal letter writing.  
The writer's address appears on the top \_\_\_\_\_ side of the page. The address of the person being written to goes on the line below and on the \_\_\_\_\_ side of the page. The first paragraph should state the p\_\_\_\_\_ of the letter.
- Have you made a neat copy of your informal letter?  Is it in your folder?

## Listening and speaking

- Did you and your friends discuss environmental problems?
- Have you talked for one minute or more about your environmental concerns?

Check-out 10 complete

# Revision 5 (Units 9 and 10)

## 1 Rewrite the sentences. Use the present continuous passive.

- 1 People are taking the competition seriously. The competition is being taken seriously. \_\_\_\_\_
- 2 They are suggesting many different sites. \_\_\_\_\_
- 3 Someone is drawing up a final list. \_\_\_\_\_
- 4 People are discussing the sites online. \_\_\_\_\_
- 5 Someone is setting up the voting system. \_\_\_\_\_

## 2 Rewrite the sentences. Use the past continuous passive.

- 1 People were preparing the palace. \_\_\_\_\_
- 2 They were cleaning all the rooms. \_\_\_\_\_
- 3 Someone was putting out leaflets. \_\_\_\_\_
- 4 Someone was printing a floor plan. \_\_\_\_\_
- 5 They were tidying the gardens. \_\_\_\_\_

## 3 Rewrite the sentences in the passive. Use the underlined words to start your answers.

- 1 Who is writing the text? (Jack and Holly) \_\_\_\_\_
- 2 Who is taking the photos? (Laura and Ross) \_\_\_\_\_
- 3 What was causing the computer problem? (a virus) \_\_\_\_\_
- 4 Who is launching the website? (Professor Brown) \_\_\_\_\_
- 5 What was creating air pollution? (traffic) \_\_\_\_\_

## 4 Complete the sentences with the prepositions in the box.

to from about with for of

- 1 Canada is famous \_\_\_\_\_ its mountains and forests.
- 2 Don't get too worried \_\_\_\_\_ your exams.
- 3 You should be proud \_\_\_\_\_ yourself for what you've done.
- 4 The factory manager was furious \_\_\_\_\_ the lazy workers.
- 5 Dad was grateful \_\_\_\_\_ his uncle for helping us to move into our new house.
- 6 The rainforest climate is different \_\_\_\_\_ the desert climate.

## 5 Complete the third conditional sentences with the verbs in brackets.

- 1 If Ben \_\_\_\_\_ not \_\_\_\_\_ Mum a text message, she \_\_\_\_\_ about his accident. (send, know)
- 2 If you \_\_\_\_\_ your essay, you \_\_\_\_\_ some of your mistakes. (re-read, find)
- 3 Sam \_\_\_\_\_ air pollution if his internet connection \_\_\_\_\_ not \_\_\_\_\_ . (research, break)
- 4 We \_\_\_\_\_ not \_\_\_\_\_ you if the problem \_\_\_\_\_ not \_\_\_\_\_ urgent. (contact, be)

### 6 Complete the sentences using the verbs in brackets.

- You're driving too fast. I wish you \_\_\_\_\_ . (slow down)
- Nina's room is a mess. Mum wishes she \_\_\_\_\_ it. (tidy)
- Harry wants to speak Chinese and he wishes he \_\_\_\_\_ it. (learn)
- It's too dim to take a photo. I wish the sun \_\_\_\_\_ . (shine)
- Sam found the exam very hard and he wishes he \_\_\_\_\_ for it. (revise)
- That was my favourite vase. I wish I \_\_\_\_\_ not \_\_\_\_\_ it. (drop)
- I thought this dress was nice but now I wish I \_\_\_\_\_ not \_\_\_\_\_ it. (buy)

### 7 Complete the sentence with *talk + round / back / into / over / down*.

Nina wouldn't \_\_\_\_\_ her problems with her brother because he always \_\_\_\_\_ to her.

### 8 Complete the sentence with *pay + attention / a compliment / a visit / the price / good money*.

My cousin \_\_\_\_\_ to my mother when he \_\_\_\_\_ to our house and she was very pleased.

### 9 Dictionary work: Underline the words that can be used as a noun and also as a verb.

monitor      email      letter      photograph      message      wonder

### 10 Complete the phrases with these words: *order, bottom, lose, distance*.

- 1 nothing to \_\_\_\_\_      2 out of \_\_\_\_\_      3 from a \_\_\_\_\_      4 get to the \_\_\_\_\_ of

Which phrase means: to find out the cause of a problem or difficulty? \_\_\_\_\_

### 11 Spelling: Complete these words. Write *-ery, -ory* or *-ary*.

- 1 machin\_\_\_\_\_      2 fact\_\_\_\_\_      3 libr\_\_\_\_\_      4 gall\_\_\_\_\_      5 hist\_\_\_\_\_

### 12 Spelling: Complete the words. Write *au* or *aw*.

- 1 \_\_\_\_\_thor      2 c\_\_\_\_\_tious      3 sh\_\_\_\_\_l      4 dr\_\_\_\_\_n      5 f\_\_\_\_\_lt

### 13 Write complex sentences with the clauses in the box.

*the cave was found by no one at all      when the hurricane arrived  
hidden by undergrowth      people hurried to safety*

- \_\_\_\_\_
- \_\_\_\_\_

### 14 Join two clauses from the box using *so / so that* to express purpose or result.

*I got a good mark      I re-read my project      I corrected my mistakes      I could find my mistakes*

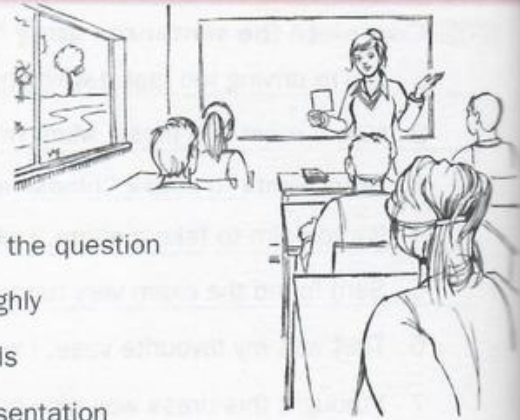
- purpose: \_\_\_\_\_
- result: \_\_\_\_\_

### 15 Prefix *over-*: Write two verbs beginning with *over-* that match these definitions.

- to put too much of something onto something else: \_\_\_\_\_
- to have a view of something from above: \_\_\_\_\_

# 11 I'm going to talk about ...

## Reading comprehension



**1** Match the phrases on the right to the sections in *Giving a class presentation*.

- |   |                                  |
|---|----------------------------------|
| 1 Giving a class presentation _____               | a review notes                   |
| 2 At the beginning _____                          | b make a note of the question    |
| 3 Research _____                                  | c prepare thoroughly             |
| 4 Organising the text _____                       | d using visual aids              |
| 5 Making your presentation more interesting _____ | e duration of presentation       |
| 6 Last-minute tips _____                          | f glass of water                 |
| 7 And remember ... _____                          | g several sources of information |

**2** Write *T* (true) or *F* (false).

- |  |   |
|--|---|
| 1 Choose something you know nothing about. _____ | 2 Don't give your audience anything to look at. _____ |
| 3 Use several sources of information. _____      | 4 Come in when your audience is seated. _____         |
| 5 Condense your notes on small cards. _____      | 6 Speak as quickly as you can. _____                  |

**3** Correct the false statements.

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**4** Choose the correct word from the box to complete each sentence.

*relevant   beforehand   duration   tedious   thoroughly*

- 1 If you prepare \_\_\_\_\_, you will give a good presentation.
- 2 Practise \_\_\_\_\_ with any equipment you may want to use.
- 3 If you just read out your presentation, it could be quite \_\_\_\_\_ for your audience.
- 4 Choose objects \_\_\_\_\_ to your talk to show the audience.
- 5 Check on the \_\_\_\_\_ of your talk so you know how long it needs to be.

**5** Your views: Explain what you would find nerve-wracking and what you would enjoy about giving a presentation.

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**1** Find homophones for these words in *Giving a class presentation*. Write the homophones.

- |               |              |              |
|---------------|--------------|--------------|
| 1 sauce _____ | 2 no _____   | 3 sum _____  |
| 4 knead _____ | 5 knot _____ | 6 maid _____ |
| 7 right _____ | 8 quay _____ | 9 here _____ |

**2** Complete the table.

word	part of speech	
thoroughly	adverb	adjective = <i>thorough</i>
privacy		adjective =
select		noun =
required		noun =
review	verb	noun =
tedious		adverb =
relevant		noun =

**3** Join the word from Box A to the correct synonym from Box B.

Box A
tedious
select
duration
several
ensure
condense

Box B
make shorter
make certain
more than two or three / a few
choose
boring
length of time

**4** Use two words from Box A in sentences of your own.

1 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_

# Looking at language

## Dictionary work

Write each phrasal verb from the box next to the correct definition. Use a dictionary to help you.

take care of    pass out    break free    see to [something]    call on    find out

- 1 discover \_\_\_\_\_      2 deal with \_\_\_\_\_      3 visit \_\_\_\_\_  
4 escape \_\_\_\_\_      5 look after \_\_\_\_\_      6 faint \_\_\_\_\_

Use three of the phrasal verbs from Exercise 1 in sentences of your own.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

## Spelling

The letter *u* is silent in a few English words.

When it follows the letter *q*, it makes a sound like the letter *w*.

This will help you to quickly organise the final text.

Write the *qu*- words next to the correct definition. Use a dictionary.

queue    quarry    quadrant    quibble    quadruped

- 1 argue or complain about things that are not important \_\_\_\_\_  
2 a line of people waiting for something \_\_\_\_\_  
3 a quarter of a circle \_\_\_\_\_  
4 any animal that walks on four legs \_\_\_\_\_  
5 a place where stone is dug out of the ground \_\_\_\_\_



Complete the sentences with silent *u* words.

- 1 If someone comes to stay with you, they are a *g*\_\_\_\_\_ in your house.  
2 When you write *d*\_\_\_\_\_ in your stories, you need to use speech marks.  
3 Someone who *b*\_\_\_\_\_ houses is a *b*\_\_\_\_\_.  
4 I *g*\_\_\_\_\_ the answer correctly.  
5 We have read a *g*\_\_\_\_\_ about the Grand Palace at Bangkok.



Use these *qu*- words in sentences of your own.

- 1 quarrel = noun \_\_\_\_\_  
2 quarrel = verb \_\_\_\_\_  
3 question = noun \_\_\_\_\_  
4 question = verb \_\_\_\_\_

Write the correct meaning of **however** in each sentence.

*in whatever way    in spite of that    no matter how    in what way*

- John planned to get up early, however, he overslept. \_\_\_\_\_
- Ben likes his younger brother, however naughty he is sometimes. \_\_\_\_\_
- We were allowed to decorate our classroom however we liked. \_\_\_\_\_
- However hard I try, I still find spelling very tricky. \_\_\_\_\_
- However we wanted to spend time on holiday, it was always fine with Dad. \_\_\_\_\_
- "However did your football boots get so dirty?" Mum asked. \_\_\_\_\_

Complete the dialogue with the adverbs in the box. Use each word at least once.

*moreover    nevertheless    however    furthermore*



- Dad:** You don't seem to be getting very far with your project, Ben.
- Ben:** I am trying, Dad. But \_\_\_\_\_ hard I try, I just can't get started.
- Dad:** Hmm. \_\_\_\_\_, Ben, the work has to be done.
- Ben:** Yes, Dad.
- Dad:** \_\_\_\_\_, Ben, it has to be done properly.
- Ben:** Yes, Dad.
- Dad:** Why is it difficult, Ben? Didn't your teacher say you could do it \_\_\_\_\_ you liked?
- Ben:** Yes, she did. But that's just the trouble, Dad. There's too much choice.
- Dad:** Oh, for goodness sake, Ben! \_\_\_\_\_, I can see your point. It can be hard to decide how to get started.
- Ben:** Exactly. And, \_\_\_\_\_, Dad, I know so much about the subject that I don't know what to include.
- Dad:** Well, perhaps I can help you get started.
- Ben:** I'd be really grateful, Dad.
- Dad:** What's the project about?
- Ben:** Text messaging.
- Dad:** Text messaging! \_\_\_\_\_ do you expect me to know about that?

Complete the sentences with words ending in **-dom**.

- The ruler of the \_\_\_\_\_ was a cruel man.
- Harry isn't interested in anything so he often complains of \_\_\_\_\_.
- After ten years, the prisoner finally regained his \_\_\_\_\_.
- Do you think people have more \_\_\_\_\_ as they get older?

**1 Complete the sentences with the verbs in the box. Use the future continuous.**

play rise snow take wait celebrate

- At ten o'clock tomorrow morning Sergei \_\_\_\_\_ his English exam.
- This time next week they \_\_\_\_\_ Holly's birthday.
- Tomorrow afternoon Tom \_\_\_\_\_ in his first basketball match.
- When you get off the train, a taxi \_\_\_\_\_ for you.
- It \_\_\_\_\_ in the mountains so take a warm jacket.
- If you get up at five o'clock, the sun \_\_\_\_\_ just \_\_\_\_\_.

**2 Write sentences about yourself. Use the future continuous.**

- What will you be doing at eight o'clock this evening?

\_\_\_\_\_

- What will you be doing this time next week?

\_\_\_\_\_

- What will you be doing in half an hour's time?

\_\_\_\_\_

**3 Make polite questions.**

- you this will holidays spending your summer? Where be

\_\_\_\_\_

- your having a sister year? party be birthday this Will

\_\_\_\_\_

- be will airport? leaving the for When the president

\_\_\_\_\_

**4 Complete the sentences with the verbs in the box. Use the future continuous.**

shut feel start take off sleep put

- I wish I was at the theatre with Jack and Laura. The play \_\_\_\_\_ just about now.
- The men have been working since dawn. They \_\_\_\_\_ exhausted.
- You can't knock on the door at this time of night. Everyone \_\_\_\_\_.
- It's eight o'clock. The shops \_\_\_\_\_ now.
- Don't phone Aunt Lucy now. She \_\_\_\_\_ the children to bed.
- At this very moment Tom's plane \_\_\_\_\_ for Australia.

**1 Complete the sentences with question tags.**

- 1 The website launch will take place at ten o'clock, \_\_\_\_\_
- 2 Sergei will be able to see it, \_\_\_\_\_
- 3 Carrie won't be sleeping, \_\_\_\_\_
- 4 Brad won't miss the launch, \_\_\_\_\_
- 5 They'll wake him up, \_\_\_\_\_
- 6 You'll be looking at the website, \_\_\_\_\_

Don't forget the question marks!

**2 Complete the sentences with question tags.**

- 1 The teams have enjoyed working on the project, \_\_\_\_\_
- 2 Laura has taken some excellent photos, \_\_\_\_\_
- 3 We've been looking forward to the launch, \_\_\_\_\_
- 4 It's been a fascinating project, \_\_\_\_\_
- 5 Sergei has been especially helpful, \_\_\_\_\_
- 6 They've never worked so hard before, \_\_\_\_\_

**3 Complete the sentences with your own ideas. Use question tags.**

- 1 I ought to \_\_\_\_\_
- 2 We can \_\_\_\_\_
- 3 You shouldn't \_\_\_\_\_
- 4 The girls can't \_\_\_\_\_
- 5 That film might \_\_\_\_\_
- 6 The students mustn't \_\_\_\_\_

**4 Complete the sentences with the phrasal verbs in the box.**

*hand round hand down hand in hand back hand over*

- 1 Harry didn't keep the money he found in the playground. He \_\_\_\_\_ it \_\_\_\_\_.
- 2 Jane held the baby for a few minutes and then \_\_\_\_\_ him \_\_\_\_\_ to his mother.
- 3 The hunting skills of this tribe are \_\_\_\_\_ from father to son.
- 4 That's my CD, not yours. You can't have it. \_\_\_\_\_ it \_\_\_\_\_.
- 5 At the party Meg poured the fruit juice into glasses and Sue \_\_\_\_\_ them \_\_\_\_\_.

# Individual writing: preparing for a class presentation

You have read advice about how to prepare for a **class presentation** and you have written short notes to help you remember what to say. Now you are going to prepare a **class presentation** of your own.

Read Student's Book page 114 again. It tells you how to write a **class presentation**.

**Choose a topic that you know something about and are interested in.**

Topic: \_\_\_\_\_

**Do your research and make notes.**

List the books, magazines and websites you found most useful. It is always wise to keep a list of your sources in case you want to go back and check your facts.

Books and magazines:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Websites:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Order your notes so that you group the information under different headings.**

What headings are you going to use?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Add more if you need them.

**Condense your notes.**

It is a good idea to have one heading on each small card and see if you can fit all the information you need on that card for each aspect of your presentation.

**Decide if you are going to use technology and / or visual aids.**

Make sure you have practised using the technology.

**Practise your presentation.**

Practise when you are on your own to see if you can expand your notes into full sentences as you speak.

## Remember

- Use only **key words** and **phrases** in your notes.
- Don't write **complete** sentences.
- Use **numbers, symbols**, etc. to keep your notes short.

## Useful short forms

*First letters for:*  
countries, e.g. B = Brazil  
directions, e.g. S = south  
numbers, e.g. 23 (twenty-three)  
symbols, e.g. & = and

Complete the dialogue. Use the words and expressions from the boxes.



bedroom    herself    promise    presentations    expensive  
 living-room    research    peace and quiet    laptop    pocket

anyway    Well    Hang on    Exactly!    It's not fair!  
 We'll see    Certainly not!    right

**Jack:** Mum, can I have a \_\_\_\_\_?  
**Mum:** \_\_\_\_\_! They're much too \_\_\_\_\_.  
**Jack:** \_\_\_\_\_! Laura's got one.  
**Mum:** Laura paid for that \_\_\_\_\_. She saved up her \_\_\_\_\_ money for months. Why do you want one \_\_\_\_\_?  
**Jack:** I need to do \_\_\_\_\_ for my \_\_\_\_\_.  
**Mum:** You can use the family computer in the \_\_\_\_\_.  
**Jack:** But I need \_\_\_\_\_ when I'm studying.  
**Mum:** And you can only get that in your \_\_\_\_\_, \_\_\_\_\_?  
**Jack:** \_\_\_\_\_!  
**Mum:** \_\_\_\_\_, I'll talk to Dad. \_\_\_\_\_ ...  
**Jack:** Thanks, Mum!  
**Mum:** \_\_\_\_\_ a minute! I didn't \_\_\_\_\_ anything. I only said we'll see.

## Individual speaking

Think about creating a website for the students at your school. Make notes.

What features would it contain? Tick the boxes.

- |  |  |  |
|--|--|--|
| News about the school <input type="checkbox"/> | News about students <input type="checkbox"/> | News about teachers <input type="checkbox"/>         |
| Class timetables <input type="checkbox"/>      | Exam information <input type="checkbox"/>    | Sports fixtures and results <input type="checkbox"/> |
| Blogs <input type="checkbox"/>                 | Message board <input type="checkbox"/>       | Discussion forum <input type="checkbox"/>            |
| Competitions <input type="checkbox"/>          |  |  |

Other features you would like to see: \_\_\_\_\_  
 \_\_\_\_\_

Would such a website be popular? \_\_\_\_\_

How would it be useful for students? \_\_\_\_\_  
 \_\_\_\_\_

How would you make it attractive and entertaining? \_\_\_\_\_  
 \_\_\_\_\_

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

Think of a way to start your presentation: \_\_\_\_\_  
 Think of a way to end your presentation: \_\_\_\_\_

Talk to the class about your ideas for a student website.

## Reading

- 1 What sort of presentation did you read about? \_\_\_\_\_
- 2 What can you use during your presentation to make it more interesting?  
\_\_\_\_\_
- 3 List three things you need to have with you when you do your presentation.  
\_\_\_\_\_

## Vocabulary

Turn to page 140. Do you know 20 words about giving a presentation?

Which word means important and directly connected with the subject? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: phrasal verbs. Complete the sentence.  
Phrasal verbs consist of a root verb and an \_\_\_\_\_ or a \_\_\_\_\_.
- 2 Spelling: words with silent *u*: Complete this sentence.  
If you don't know a word in a text, try to \_\_\_\_\_ the meaning from the context.
- 3 Language development: compound adverbs. Complete the sentence.  
The day started sunny. By two o'clock, \_\_\_\_\_, it was raining hard.

## Grammar

- 1 Complete this future continuous sentence using *live*.  
Dad's got a new job and next year, we \_\_\_\_\_ in Australia.
- 2 Complete the questions with the correct tags.  
You will write to me, \_\_\_\_\_?      You've been working hard, \_\_\_\_\_?
- 3 Complete the sentence with *hand + round / down / in / back / over*.  
Ben please \_\_\_\_\_ the sweets to everyone and \_\_\_\_\_ that computer game right now – I've told you before about playing games when we've got visitors.

## Writing

- 1 Complete these features of preparing for a class presentation.  
You can research your subject by using \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
Notes consist of important w \_\_\_\_\_ and p \_\_\_\_\_.  
2 Have you made a neat copy of your presentation?       Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss what you use computers for?
- 2 Have you talked for one minute or more about creating a student website?

Check-out 11 complete

# 12 A new website

## Reading comprehension



### 1 Circle the correct words to complete the sentences.

- 1 The message is from the website **students** / **creators** / **staff**.
- 2 The task has been to find out young people's **discussions** / **information** / **experiences**.
- 3 The website can grow into an **encyclopaedia** / **environment** / **conference** of ideas.
- 4 You can read **reviews** / **reports** / **responses** about the New York visit.
- 5 Dalia has learned so much about other **places** / **countries** / **people**.
- 6 For education, where you live makes a big difference to your **situation** / **circumstances** / **opportunities**.
- 7 Many children in **India** / **Africa** / **Kenya** still cannot go to school.
- 8 Greg commented that we need **soldiers** / **arms** / **armies** to keep us safe.
- 9 The first recount is about a journey to school by **canoe** / **by the Amazon** / **by boat**.
- 10 Thai students learned **geology** / **geometry** / **geography** from a helicopter.

### 2 Complete the sentences. Try to answer without looking at [www.globalyouthlink.org](http://www.globalyouthlink.org). Then check if you need to.

- 1 The four fields on the website are \_\_\_\_\_.
- 2 The participating countries were \_\_\_\_\_.
- 3 Altogether, the number of team members who were involved in the project was \_\_\_\_\_.
- 4 The name of the student whose picture is shown on the site is \_\_\_\_\_.
- 5 Crucially, he/she learned about \_\_\_\_\_.
- 6 The number of comments shown in response to the Views section is \_\_\_\_\_.
- 7 The sport shown in the video window is \_\_\_\_\_.
- 8 The recorded poetry recital is from \_\_\_\_\_.
- 9 The recorded creation myth is from \_\_\_\_\_.
- 10 The country with the highest number of school profiles is \_\_\_\_\_.

### 3 Complete the phrases with the words in the box.

**discussions**   **poetry**   **gallery**   **video**   **snail**   **tracks**   **media**   **rights**

- |                |                |                    |
|----------------|----------------|--------------------|
| 1 _____ mail   | 2 human _____  | 3 _____ conference |
| 4 social _____ | 5 photo _____  | 6 _____ recital    |
| 7 sound _____  | 8 online _____ |                    |

# Vocabulary

Write the words next to the correct definition.



circumstances    content    conference    catalogue  
archive    ability    expectation    encyclopaedia

- 1 a collection of old public documents that people can have access to \_\_\_\_\_
- 2 a list of items often with a short description of each item \_\_\_\_\_
- 3 a large book, or a set of books, giving information on many different subjects \_\_\_\_\_
- 4 a large meeting where people interested in a particular subject discuss ideas \_\_\_\_\_
- 5 the facts or conditions that affect a situation \_\_\_\_\_
- 6 a belief or hope that something will be good \_\_\_\_\_
- 7 the subject and ideas that are included in a piece of writing, a book, TV programme, etc. \_\_\_\_\_
- 8 the skill that you need in order to do something \_\_\_\_\_

Which word has a different meaning when the stress is on the second syllable? \_\_\_\_\_

What is the meaning? \_\_\_\_\_

Complete the sentences with the words in the box. Make changes as necessary.

expand    assemble    arms    crucially    constantly    submit    responsible    friendship

- 1 Ben decided to \_\_\_\_\_ his essay for the writing competition.
- 2 When metal is heated it \_\_\_\_\_.
- 3 Car parts are brought to this factory and the cars are \_\_\_\_\_ here.
- 4 The defeated soldiers threw down their \_\_\_\_\_ and put their hands up.
- 5 The boys were \_\_\_\_\_ talking in class and their teacher separated them.
- 6 Preparing well for a class presentation is \_\_\_\_\_ important.
- 7 The girls marked their \_\_\_\_\_ by giving each other small presents.
- 8 My uncle is a surgeon and he is \_\_\_\_\_ for a team of doctors.

Use two verbs, two nouns and two adverbs from this page in sentences of your own.

---

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## Dictionary work

### 1 Look up the word **sound** (noun) in a dictionary.

You will see there are many other words you could use instead of **sound**.

Rewrite this paragraph using other words instead of **sound**. Make any other changes as necessary.

Last night it was very windy. There was a loud **sound** when the door slammed shut. I heard a **sound** when a large tree in the garden fell over. Someone had left a window open and it made a **sound** as it moved in the wind. I had left my bicycle outside and I could hear a **sound** as the wind blew through the chain. The wind blew some heavy books off my windowsill and they made a loud **sound** as they hit the floor.




---



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---



---

### 2 Use each of these synonyms for the verb **talk** in a sentence of your own.

- 1 to chat \_\_\_\_\_
- 2 to discuss \_\_\_\_\_
- 3 to gossip \_\_\_\_\_
- 4 to speak \_\_\_\_\_

## Spelling

### 1 Copy each word and add the missing apostrophe.

- |              |                 |                |
|--------------|-----------------|----------------|
| 1 cant _____ | 2 couldnt _____ | 3 shell _____  |
| 4 Im _____   | 5 isnt _____    | 6 doesnt _____ |
| 7 hes _____  | 8 theyre _____  | 9 lets _____   |

### 2 Copy the words and fill in the missing letters.

- |                 |                |                   |                 |
|-----------------|----------------|-------------------|-----------------|
| 1 whis ____le   | 2 g ____ometry | 3 ad ____res ____ | 4 dif ____icult |
| 5 begin ____ing | 6 tomor ____ow | 7 lov ____ly      | 8 he ____lthy   |

### 3 Each word has one or more pairs of double consonants missing.

Read the clues and complete the words.

- |   |                                   |
|---|-----------------------------------|
| 1 adding up: a ____ ition               | 2 opposite of easy: di ____ icult |
| 3 something you own: po ____ e ____ ion | 4 where you live: a ____ re ____  |
| 5 not guilty: i ____ ocent              | 6 right now: i ____ ediatey       |
| 7 happening once a year: a ____ ual     | 8 on the other side: o ____osite  |
| 9 argue: qua ____ el                    | 10 made of wool: woo ____ en      |

# Language development

Match the five extracts to the kinds of writing in the box.

a website comment   a report   an email to a friend   an email to a teacher   a point of view

- I have looked for the information on the internet but I haven't been able to find anything appropriate. I would like to get your advice, if possible.  
\_\_\_\_\_
- I've never seen this before! Incredible. So amazing. Loved the photos. Really took my breath away – more please!!  
\_\_\_\_\_
- The faces of the people left a deep impression on all of us who saw them. They had clearly seen something extraordinary but it was hard to persuade them to talk about it.  
\_\_\_\_\_
- The problem is one of the most difficult I have ever encountered. It will not be easy to persuade the government to take action but that is certainly what needs to happen.  
\_\_\_\_\_
- I'm finding this topic a real problem. I can't find the information anywhere. Can we talk about it? Let me know – I'm getting desperate!  
\_\_\_\_\_

Add **-age** to these words. Write them next to the correct definition.

bagg\_\_\_\_\_   pack\_\_\_\_\_   aver\_\_\_\_\_   advant\_\_\_\_\_   band\_\_\_\_\_   marri\_\_\_\_\_

- a good thing that helps you \_\_\_\_\_
- usual or ordinary \_\_\_\_\_
- luggage \_\_\_\_\_
- a strip of cloth for covering a wound \_\_\_\_\_
- becoming husband and wife \_\_\_\_\_
- a small parcel \_\_\_\_\_

Add **-ship** to these words. Use them to complete the sentences.

fellow\_\_\_\_\_   partner\_\_\_\_\_   relation\_\_\_\_\_   scholar\_\_\_\_\_   hard\_\_\_\_\_

- My dad's \_\_\_\_\_ with my uncle is very successful and now they own several shops.
- There is a direct \_\_\_\_\_ between vehicle speed and road accidents.
- My brother has won a \_\_\_\_\_ to study in America.
- When no rain falls, many farmers experience great \_\_\_\_\_ because the crops fail.
- When times are difficult, kindness and \_\_\_\_\_ help people to survive.

### 1 Make sentences with either ... or ...

1 Jane will give a presentation or Linda will give a presentation.

*Either Jane or Linda will give a presentation.*

---

2 Billy will win the prize or James will win the prize.

---

3 Sam will study science or he will study engineering.

---

4 You can watch a film or you can play computer games.

---

5 They can have burgers and chips for lunch or they can have burgers and chips for dinner.

---



Be careful with the verbs!

### 2 Make sentences with neither ... nor ...

1 Ross didn't see Laura and he didn't see Holly.

*Ross saw neither Laura nor Holly.*

---

2 The professor doesn't speak French and he doesn't speak Spanish.

---

3 Jack didn't take any photos and Holly didn't take any photos.

---

4 The sick man couldn't eat and he couldn't drink.

---

5 The girl didn't feel sad but she didn't feel happy either.

---

### 3 Complete the sentences with the verbs in the box. Use the past perfect passive.

give raise send catch write feed

1 We ate fish which \_\_\_\_\_ that morning.

2 Jane lost the ring which \_\_\_\_\_ to her by her grandmother.

3 When George opened the letter, he saw that it \_\_\_\_\_ in 1896.

4 After the animals \_\_\_\_\_, the farmer had his own dinner.

5 Some of the audience left the theatre before the curtain \_\_\_\_\_ even \_\_\_\_\_.

6 The letter did not arrive because it \_\_\_\_\_ to the wrong address.

# Grammar in use

## Complete the sentences with the phrases in the box.

exceptionally hard    too salty    absolutely fascinating    incredibly dull  
 extremely dangerous    highly unlikely    terribly loudly    so quickly

- 1 She wants to become a professional musician but I think that's \_\_\_\_\_.
- 2 I couldn't put the book down. It was \_\_\_\_\_.
- 3 Those dogs are barking \_\_\_\_\_.
- 4 Holly thought the film was really exciting but Ross found it \_\_\_\_\_.
- 5 The sharks that inhabit this reef are \_\_\_\_\_.
- 6 Lucy is a very good student who works \_\_\_\_\_.
- 7 Nobody will understand you if you speak \_\_\_\_\_.
- 8 Joe couldn't eat his pizza because it was \_\_\_\_\_.

## Use your own ideas to write sentences about the pictures. Use an adverb of degree and either an adjective or an adverb.

1



2



3



4



5

$$\frac{1}{4} W_{uv} W^w - \frac{1}{4} + L_v (10_v - \frac{1}{2} grw)$$

6



- 1 This racing car can move unbelievably fast.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Complete the sentences with the correct form of say or tell.

- 1 I'm not very good at \_\_\_\_\_ jokes.
- 2 Tilly is a very honest girl. She never ever \_\_\_\_\_ a lie.
- 3 When Jimmy left, he forgot \_\_\_\_\_ goodbye.
- 4 How \_\_\_\_\_ you \_\_\_\_\_ the difference between a diamond and a piece of glass?
- 5 The teacher is showing the children how \_\_\_\_\_ the time.

You have looked at some web pages from [www.globalyouthlink.org](http://www.globalyouthlink.org). You have written an **evaluation** of the project website. Now you are going to write an **evaluation** of a website that you have used.

Read Student's Book page 124 again. It tells you how to write an evaluation.

Choose a website that you have used recently. It may have been for research for schoolwork or something to do with your hobbies.

Website address: \_\_\_\_\_

Choose a page from the website which has lots on it, e.g. text, photos, links, adverts, etc. It is difficult to evaluate a web page if it is only text.

Website page title: \_\_\_\_\_

Make brief notes.

1 Purpose \_\_\_\_\_

2 Audience \_\_\_\_\_

3 Content \_\_\_\_\_

4 Comments

parts of the web page that are successful	need improving
_____	_____
_____	_____
_____	_____

5 Layout and illustrations \_\_\_\_\_

6 Final paragraph – sum up your evaluation \_\_\_\_\_

Use your notes to produce a written evaluation of the web page.

## Remember

- Make it clear in your **first paragraph** what you are evaluating.
- **Describe** the purpose, audience, content, etc. but keep it brief.
- Your **evaluation** is the most important part.
- Use the **final paragraph** to sum up.

## Useful vocabulary

*could be improved by clear navigation*  
*fit for purpose*  
*successful*  
*target audience*  
*unsuccessful*  
*varied content*

# Listening and speaking

Complete the conversational expressions with the words in the box.

loads of stuff    I bet    plus    Well done    Hang on    Three cheers  
How about    couple of    don't you think?

- \_\_\_\_\_ Tippi's sad that she can't go to the party.
- \_\_\_\_\_ a second! What did you say?
- I like \_\_\_\_\_ about the website. \_\_\_\_\_ you?
- The website's easy to navigate. That's a \_\_\_\_\_.
- It's looking fantastic, \_\_\_\_\_?
- We've received a \_\_\_\_\_ of emails already.
- It's a marvellous website. \_\_\_\_\_, everybody!
- \_\_\_\_\_ for the website project!



## Individual speaking

Look at the [www.globalyouthlink.org](http://www.globalyouthlink.org) home page on page 118 of your Student's Book. What do you think of it? Make notes.

What is the first thing you notice about the home page? \_\_\_\_\_

What do you think of the design? \_\_\_\_\_

Will this home page appeal to young people? Why? / Why not? \_\_\_\_\_

Which items on the home page look the most interesting to you? Why? \_\_\_\_\_

Would you change anything about it? \_\_\_\_\_

What do you think of the website as a whole? How is it useful or valuable to young people? \_\_\_\_\_

How do you think the website will develop in the future? \_\_\_\_\_

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

Think of a way to start your presentation: \_\_\_\_\_

Think of a way to end your presentation: \_\_\_\_\_

Talk to the class about your opinion of [www.globalyouthlink.org](http://www.globalyouthlink.org).

## Reading

- 1 What is the website name? \_\_\_\_\_
- 2 What are the four subject sections on the website? \_\_\_\_\_
- 3 What else can you get on the website apart from text? \_\_\_\_\_

## Vocabulary

Turn to page 140. Do you know 20 words about websites and their content?

Which word means a chance to do something? \_\_\_\_\_

## Looking at language

- 1 Dictionary work: synonyms. Circle the synonyms for *famous*.  
renowned      glorious      notorious      eminent      victorious      legendary
- 2 Spelling: tricky words. Complete.    a nece\_\_\_\_ary    b begi\_\_\_\_ing    c g\_\_\_\_tar    d cas\_\_\_\_le
- 3 Language development: different tones in writing. Circle the features of formal writing.  
missing words      complete sentences      exclamations      precise vocabulary
- 4 Word building: Complete with *-age* or *-ship*.    a friend\_\_\_\_    b cour\_\_\_\_    c bagg\_\_\_\_    d hard\_\_\_\_

## Grammar

- 1 Complete the past perfect passive sentence with *write*.  
The story \_\_\_\_\_ by a young person living near the Amazon.
- 2 Complete these sentences using *either / or* and *neither / nor*.  
\_\_\_\_\_ my brother \_\_\_\_\_ my sister is at home now. I'll \_\_\_\_\_ read \_\_\_\_\_ watch TV.
- 3 Complete the sentences with *rather*, *very*, *quite*, *extremely*.  
Deserts get \_\_\_\_\_ hot. The Arctic is \_\_\_\_\_ cold. English summers are \_\_\_\_\_ warm and the winters \_\_\_\_\_ wet.
- 4 Complete the sentences with *say* or *tell*.  
Can you \_\_\_\_\_ the difference between a star and a planet? Can you \_\_\_\_\_ the names of the planets?

## Writing

- 1 Complete these features of evaluative writing.  
When you evaluate something, you think about its p\_\_\_\_\_. What is its aim? You also think about the a\_\_\_\_\_. Who is it for? You make comments and give r\_\_\_\_\_ for your views.
- 2 Have you made a neat copy of your website evaluation?     Is it in your folder?

## Listening and speaking

- 1 Did you and your friends discuss the website?
- 2 Have you talked for one minute or more about what you think of the website?

Check-out 12 complete

# Revision 6 (Units 11 and 12)

**1** Complete the sentences with the verbs in the box. Use the future continuous.

go live   use   go   feel   try

- 1 When Harry does his presentation, he \_\_\_\_\_ a projector.
- 2 Nina \_\_\_\_\_ nervous before her presentation tomorrow.
- 3 She \_\_\_\_\_ to relax beforehand.
- 4 If it is raining this afternoon we \_\_\_\_\_ not \_\_\_\_\_ to the beach.
- 5 At four o'clock the website \_\_\_\_\_ just \_\_\_\_\_.

**2** Complete the sentences with question tags.

- 1 We'll all be watching the film tonight, \_\_\_\_\_?
- 2 Harry won't mind if I borrow his phone, \_\_\_\_\_?
- 3 Lots of people have been involved in this project, \_\_\_\_\_?
- 4 I haven't got to finish this essay today, \_\_\_\_\_?
- 5 Joe hasn't got his own computer, \_\_\_\_\_?
- 6 We must send an email to Professor Brown, \_\_\_\_\_?
- 7 We oughtn't to arrive late, \_\_\_\_\_?
- 8 Sam should be arriving this morning, \_\_\_\_\_?

**3** Write sentences with *either ... or*.

- 1 You can travel to the museum by bus or you can travel by train.  
\_\_\_\_\_
- 2 Ben is going to choose the chocolate cake or he's going to choose the lemon cake.  
\_\_\_\_\_

**4** Write sentences with *neither ... nor*.

- 1 I couldn't do the French exam and I couldn't do the German exam.  
\_\_\_\_\_
- 2 We didn't see birds and we didn't see animals in the forest.  
\_\_\_\_\_

**5** Complete the sentences with the verbs in the box. Use the past perfect passive.

give   look at   leave   treat   climb

- 1 The driver \_\_\_\_\_ by the doctor before the police arrived.
- 2 Before Anna started music lessons, she \_\_\_\_\_ a violin by her uncle.
- 3 Until our recent ascent, the mountain \_\_\_\_\_ only \_\_\_\_\_ once before.
- 4 I knew the website \_\_\_\_\_ already \_\_\_\_\_ by a lot of people because loads of comments \_\_\_\_\_ in the Views section.

### 6 Choose an adverb and an adjective to complete each sentence.

dangerously rather unbelievably quite

childish hard pretty exhausted

- Oh dear! This homework is \_\_\_\_\_!
- Anna thought the dress was \_\_\_\_\_ and eventually, she decided to buy it.
- The runner was becoming \_\_\_\_\_ so he decided that he had to stop and rest.
- This magazine is getting \_\_\_\_\_ so I don't think I'll buy it any more.

### 7 Complete the sentence with *hand + round / down / in / back / over*.

If you borrow something, you should \_\_\_\_\_ it \_\_\_\_\_ as soon as possible, however, this watch was \_\_\_\_\_ to me.

### 8 Complete the sentences with *say* or *tell*.

My cousin can \_\_\_\_\_ the alphabet but he can't \_\_\_\_\_ the time yet. When we meet him he always \_\_\_\_\_ hello. He likes me to \_\_\_\_\_ him stories and he \_\_\_\_\_ that he wants to learn to read.

### 9 Dictionary work: Complete the sentences with the phrasal verbs in the box.

find out pass out call on

- We \_\_\_\_\_ my aunt yesterday because we haven't seen her for a while.
- Two ladies \_\_\_\_\_ on the station platform because it was so hot.
- Can you \_\_\_\_\_ on your phone when the next train is due?

### 10 Write two synonyms for each verb.

- eat: \_\_\_\_\_
- talk: \_\_\_\_\_

### 11 Spelling: Complete the sentences with words using silent *u* or *u* sounding like *w*.

- There was a long *q*\_\_\_\_\_ of people waiting for the bus.
- My brothers get on really well together and they never *q*\_\_\_\_\_ about anything.
- Can you *g*\_\_\_\_\_ when this palace was *b*\_\_\_\_\_?

### 12 Spelling: Read the clues and write the words. Check your spelling.

- The day after this is: *t*\_\_\_\_\_
- At the top right of a letter you write your: *a*\_\_\_\_\_

### 13 Complete the sentence with two different compound adverbs.

\_\_\_\_\_ much chocolate Mum eats she doesn't get any fatter but, \_\_\_\_\_, she only has a tiny piece each week.

### 14 Complete the words. Write suffixes *-age*, *-ship* or *-dom*.

- band\_\_\_\_\_
- friend\_\_\_\_\_
- king\_\_\_\_\_
- free\_\_\_\_\_
- pass\_\_\_\_\_
- hard\_\_\_\_\_

### 15 Number the sentences to match these kinds of writing.

1 a website comment 2 a report 3 an email to a friend

- Thousands of people wanted to visit the new aquarium but the gates were closed early today. \_\_\_\_\_
- I'd like to go to the aquarium because it looks fantastic. \_\_\_\_\_
- Great aquarium but a bit crowded so go early and don't forget to take a camera! \_\_\_\_\_