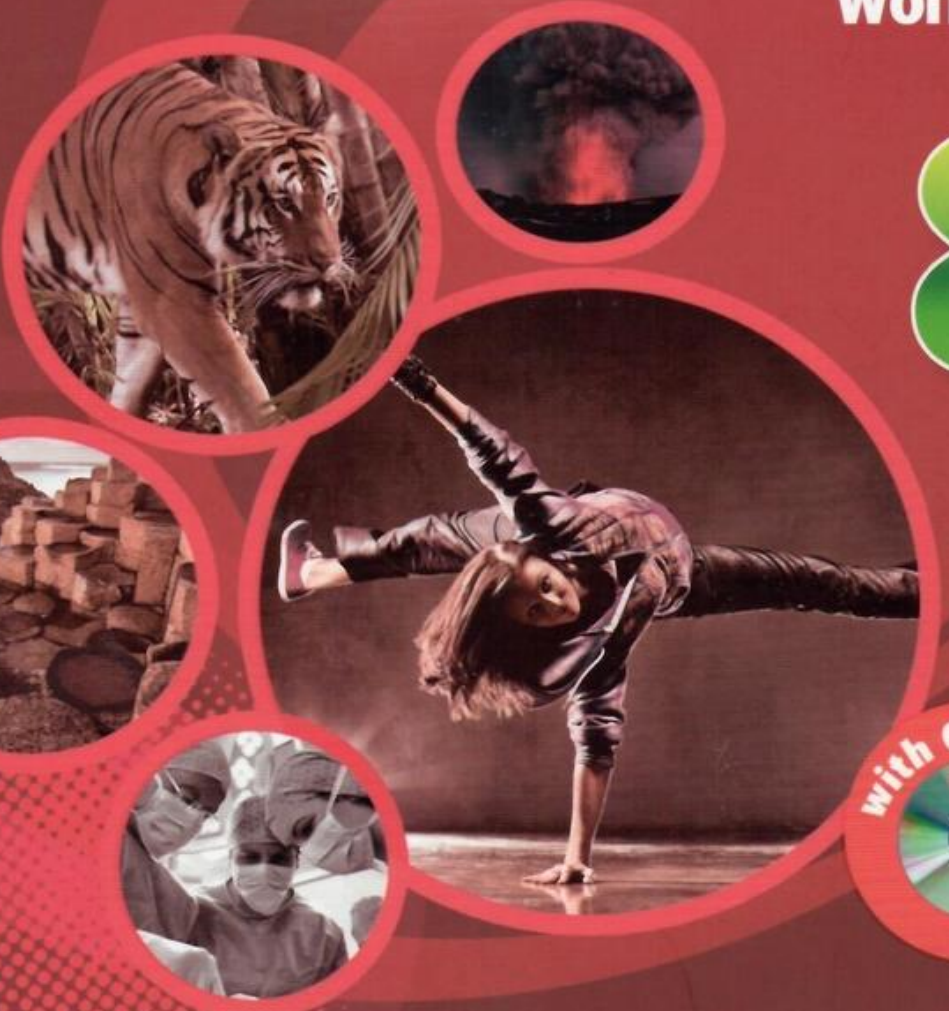
English World

Workbook

8

B1



with CD-ROM

MACMILLAN

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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 …
2 Team leaders – important people!
3 Working with your partner team
4 Time zones
5 Help is at hand
6 Handy hints box

a when to make contact _____
b project support _____
c project co-ordination _____
d useful tips _____
e what the project is about _____
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 _____

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.

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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 _____

2 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.

3 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: _____

4 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.

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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 _____

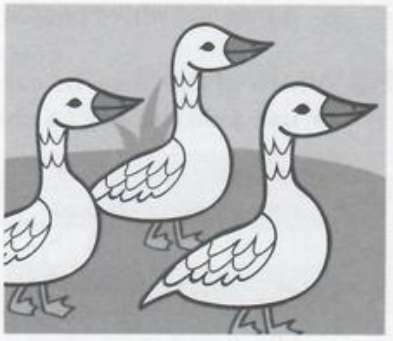
7 knife _____ 8 fungus _____

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*.

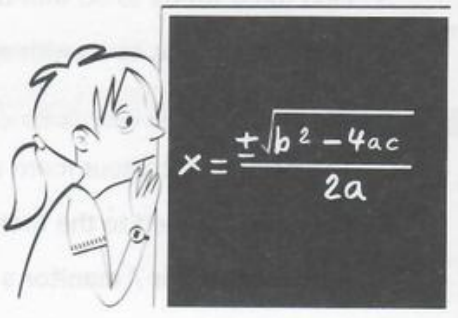
1 to solve a problem is to find a _____

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 _____

_____

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Language development

1 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 _____

2 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 _____

3 Read these newspaper headlines then complete the sentences.

Motorway accident enquiry

1 The story is about an _____ into an _____ on a _____.

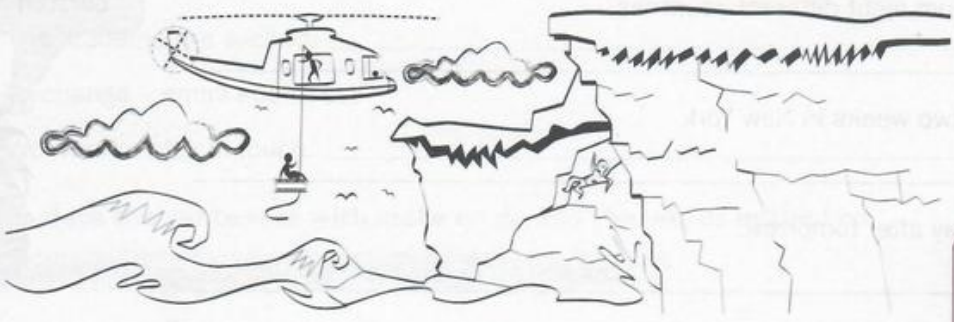
Oil tanker disaster

2 The story is about a _____.

Factory fire rescue

3 The story is about _____.

4 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 _____

_____

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Grammar

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

1 Jack and Laura _____ their trip to New York. (enjoy)

2 Today they _____ souvenirs and gifts for their families. (buy)

3 Laura always _____ lots of photos. (take)

4 Jack _____ not _____ the way to their hotel. (remember)

5 Tomorrow morning they _____ Professor Brown. (meet)

6 Jack and Laura _____ not _____ to leave New York yet. (want)

7 Tomorrow evening they _____ to the airport by taxi. (go)

8 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*

1 In the holidays Ross and his friends _____ to New York.

2 Professor Brown _____ for them when their plane _____.

3 When they _____ to their hotel, they _____ very tired after their long journey.

4 When they _____ out of their window the next day, the sun _____ brightly.

5 While they _____ in Central Park, it _____ to rain.

6 Unfortunately, they _____ not _____ raincoats.

7 During their stay they _____ museums and _____ to the theatre.

8 Holly _____ not _____ American food but Jack _____ it.

3 Write questions for the answers.

1 *Where* _____

The prize-winners come from eight different countries.

2 _____

No, they're not spending two weeks in New York.

3 *When* _____

They're going home the day after tomorrow.

4 *Who* _____

They saw a famous film star in the department store.

5 _____

Yes, Laura takes photos all the time.

6 *What* _____

They were shopping yesterday afternoon.

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Grammar in use

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

share *create* *work* *stay*

1 The students _____ a new international website.

2 When they get home, they _____ in touch.

3 Each team _____ with another.

4 All the students _____ information about the four subject areas.

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

1 Creating the website _____.

2 Teams from around the world _____.

3 Look! Here's Professor Brown. He _____.

4 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*

1 The students are in New York. They _____ some interesting people there.

2 Holly _____ just _____ a new dress but she _____ not _____ it yet.

3 _____ you ever _____ this film?

4 I _____ never _____ Chinese food.

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

1 (passengers – wait – half an hour)

There's a long queue at the bus stop. _____

2 (revise – science exam)

Joe's looking tired. _____

3 (discuss – new project)

The students are excited. _____

4 (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*

1 Listen carefully! I need to _____ an important _____.

2 Professor Brown _____ enough _____ of the leaflet for all the students.

3 Has George _____ his piano _____ yet?

4 The students will _____ _____ into four broad subject areas.

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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

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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.

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Reading

1 You read a leaflet giving advice on a project. What is the project? _____

What four subject areas will the teams work on? _____

2 Why is the text set out with sub-headings? _____

Vocabulary

1 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

1 Dictionary work: nouns. Circle the uncountable nouns below.

advice project information supervisor co-ordination

2 Spelling: *-tion / -sion* words. Complete the words with *-tion* or *-sion*.

a introduc_____ b divi_____ c solu_____ d persua_____

3 Language development: noun phrases. Write a noun phrase for:

a bag for carrying shopping in _____

Grammar

1 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.

2 Complete the sentences using *make* or *do*.

a The headteacher _____ an announcement to the students.

b _____ sure you _____ your homework this evening.

Writing

1 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.

2 Have you made a neat copy of your email? ☐ Is it in your folder? ☐

Listening and speaking

1 Did you and your friends discuss the website project? ☐

2 Have you talked for one minute or more about the topic you would like to work on? ☐

Check-out 1 complete ☐

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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. _____

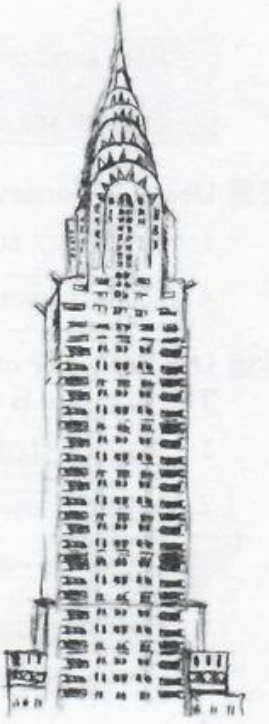
4 Holly and Sofia visited the Chinese Art section in the museum. _____

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.

_____

_____

_____

_____

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?

_____

_____

_____

_____

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 _____

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Dictionary work

1 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

2 Look up these words and write the comparative and superlative.

1 bad _____ _____

2 little _____ _____

3 far _____ _____

4 well _____ _____

Spelling

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

1 ch___ ___ce

2 ann___ ___

3 enj___ ___

4 sp___ ___l

5 r___ ___a l

6 j___ ___nt

7 destr___ ___

8 p___ ___nt

9 v___ ___age

2 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 _____

3 Use each word in a sentence of your own.

1 voyage _____

_____

2 loyal _____

_____

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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*

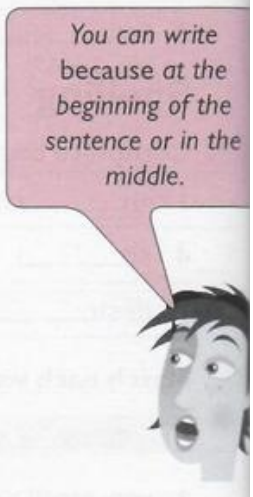
1 _____

2 _____

3 _____

4 _____

5 _____



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? _____

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1 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

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

1 a professor (charming, university, elderly) _____

2 tables (wooden, round, small) _____

3 suitcases (new, leather, smart, brown) _____

4 a ring (silver, gold, wedding, elegant) _____

5 vases (Italian, magnificent, blue) _____

6 a pool (swimming, deep, oval) _____

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

1 We visited a castle in Scotland. It was huge and old. We thought it was amazing.

We visited _____

2 Jenny found some coins. They were ancient and made of silver. Jenny's father said they were Roman.

_____

3 The woman kept her rings in a box. The box was made of leather. It was small and round. It was for jewellery.

_____

4 The archaeologists dug up a statue. It was red and black and very strange. They said it had been made in Egypt.

_____

5 The men in the boat had a net. It was large and circular. They used it for fishing.

_____

6 Sam bought a guitar. It was red and white and it came from America. It was brand new. Sam thought it was fantastic.

_____

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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?

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Individual writing: proofreading

2

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.

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

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, five grammatical mistakes and two 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.

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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?		

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

3 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.

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Reading

1 Which museum did Holly and Sofia visit? _____

Which theatre show did Jack and Ali write about? _____

2 What three things must you check when you proofread your work? _____

Vocabulary

1 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

1 Dictionary work: adjectives. Write the comparative form of these words.

a friendly _____ b busy _____ c far _____ d well _____

2 Spelling: words with *oi / oy*. Complete the words with *oi* or *oy*.

a destr____ b ann____ing c ch____ce d sp____l e r____al

3 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

1 Complete the sentence with these adjectives in the correct order: *little* *peculiar* *old*

Standing in the doorway was a _____ man.

2 Complete the sentences with these verbs: *drop* *feel* *beat* *see*

1 The vet _____ the lion's heart _____ and knew it was alive.

2 We _____ the old lady _____ her purse and Dad picked it up for her.

3 Complete the sentence with *come + from / across / apart / up / by*.

In the museum we _____ an ancient book. It was so old it was _____.

Writing

1 Answer these questions about proofreading.

a How can you check your spelling? _____

b What special punctuation must you use with direct speech? _____

2 Have you made a neat copy of your proofread passage? ☐ Is it in your folder? ☐

Listening and speaking

1 Did you and your friends discuss Laura's photos? ☐

2 Have you talked for one minute or more about two sights in your town? ☐

Check-out 2 complete ☐

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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 _____."

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

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

1 an _____ statue (Egyptian stone astonishing old)

2 a _____ plate (dinner round large silver)

3 a _____ car (new fast sports red)

7 Complete the sentences with the verbs in the box.

rise up *take off* *roar* *shake*

1 We heard the engines _____ as we saw the plane _____.

2 We felt the ground _____ as we watched the rocket _____.

8 Write the plurals of these nouns.

1 knife _____ 2 match _____ 3 scissors _____ 4 sheep _____

9 Write the comparative and superlative of these adjectives.

1 dirty _____ _____ 2 well _____ _____

3 large _____ _____ 4 friendly _____ _____

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

1 discuss _____ 2 decide _____ 3 correct _____ 4 revise _____

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

1 p_____nt 2 v_____age 3 ch_____ce 4 av_____d 5 destr_____ 6 empl_____

12 Write the noun phrase from each description.

1 a pond for keeping fish in _____ 2 a brush for painting with _____

3 a handle for opening a door _____ 4 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.

1 we were tired went to bed early _____

2 Mum was cross she lost her ring _____

3 it was cold Dan left the door open _____

4 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.

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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.

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Vocabulary

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* *tendril* *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

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Looking at language

Dictionary work

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

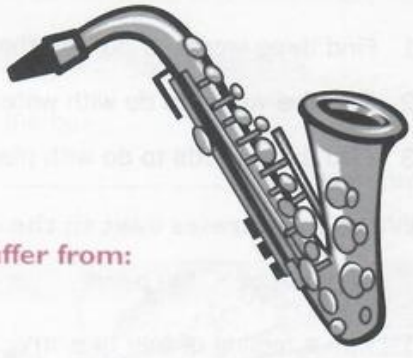
phone = phone is Greek for voice or sound

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 _____

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Language development

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 _____

1 Ben and Sue tidied the classroom and their teacher thanked them for their _____.

2 The teacher noticed Dan's _____ when he opened the door for her.

3 The _____ of the monster made everyone scream with fright.

4 Ben hoped his _____ did not show when he did his presentation.

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Grammar

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

steal *buy* *risk* *stop* *find* *begin* *spot* *be*

1 Martine opened the padlock. She _____ out the code the previous week.

2 She could not believe that it _____ so easy to open the padlock.

3 Martine went to the place where she _____ first _____ the giraffe.

4 Martine was angry with herself. She _____ her life for nothing.

5 After the rain _____, the air seemed fresh and cool.

6 The police arrested the thieves who _____ the jewellery.

7 Soon the plane took off. At last Lucy's first foreign holiday _____.

8 Laura and Jack unpacked the souvenirs which they _____ in New York.

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

travel *tell* *run* *pay* *walk* *lie* *study* *cry*

1 How long _____ Martine _____ when she reached the water hole?

2 Ben _____ English for three years when he took his exams.

3 They _____ for only 30 minutes when the car broke down.

4 The salesman _____ clearly _____ when he said the car was in good condition.

5 Fred could not answer the question because he _____ not _____ attention.

6 The girl's eyes were red. _____ she _____?

7 The athletes crossed the finishing line. They _____ for two hours.

8 The detective realised that one of the suspects _____ not _____ the truth.

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

1 Jane lost the necklace which _____

2 Sam felt depressed because _____

3 Billy went to bed as soon as _____

4 Lucy was very happy. She _____

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

1 The boys were exhausted because _____

2 Dan had a headache. He _____

3 Annie knew the girl who, the day before, _____

4 Joe realised that the men _____

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Grammar in use

3

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.

1 Harry wants to become a doctor so that _____.

2 Lara is going to spend six months in London in order to _____.

3 Joe studied all night so _____.

4 Alice went to town to _____.

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

off *in* *up* *about* *out*

1 The first task for the students on the website project was to _____ a system for exchanging information.

2 It looks as if the rain has _____. Let's go home.

3 She didn't _____ to become famous but that's what happened.

4 At dawn the travellers _____ on their long journey across the desert.

5 When the family arrived at their new home, they _____ unpacking their belongings.

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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

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Listening and speaking

1 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

1 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?	

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

3 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.

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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 ☐

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4 A great destination

Reading comprehension

1 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: _____

2 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.

3 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. _____

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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 hin 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
_____	_____
_____	_____

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Dictionary work

1 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 _____

2 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 _____

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

1 _____

_____

2 _____

_____

3 _____

_____

Spelling

1 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 _____

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

1 _____

_____

2 _____

_____

3 _____

_____

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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.

_____

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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.

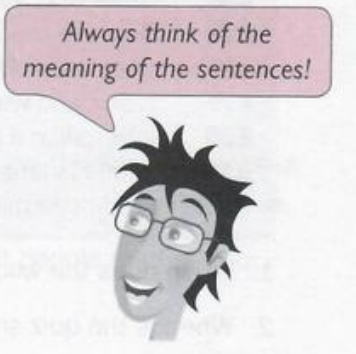
_____

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.

_____



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)

_____

_____

_____

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Grammar in use

1 Complete the sentences with the verbs in brackets. Use the present simple to talk about the future.

1 A: _____ there any good programmes on TV tonight? (be)

B: There _____ an interesting film. It _____ at half past eight. (be, start)

2 What time _____ the next train _____ ? (arrive)

3 The plane to Paris _____ not _____ at ten. It _____ at eleven. (leave, take off)

4 The day after tomorrow _____ not the 6th. It _____ the 7th. (be, be)

5 This year our exams _____ in April. (be)

6 There _____ a full moon tomorrow night. (be)

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

TOMORROW'S TV

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

1 When does the wildlife programme start? _____

2 When is the quiz show on? _____

3 How many news programmes are there tomorrow evening? _____

4 When does the first half of the football match finish? _____

5 What interrupts the sports programme? _____

6 What time does the football continue? _____

7 When does the film start? _____

8 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*

1 Professor Brown's study is full of books. He _____ every book he buys.

2 Some suspicious-looking men _____ near the jewellery shop.

3 Ask the professor your questions. Be confident. Don't _____!

4 _____! I can't run as fast as you.

5 Jack realised he had called the wrong number so he _____.

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Individual writing: writing to inform and persuade

4

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.

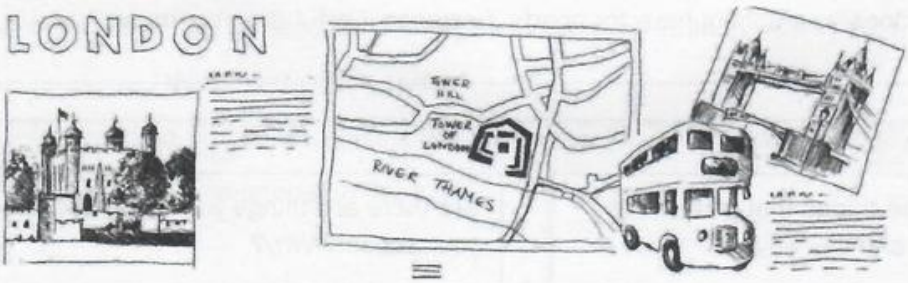
building: How old is it? Who built it? What is it used for? What can you see inside? Is there anything unusual about it? When is it open? How much does it cost to go in?

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

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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?
_____
_____
_____

Write sentences about your school.

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.

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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 ☐

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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.

_____

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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.

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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? _____

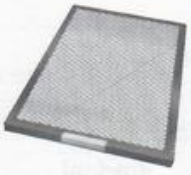
7 Why did Kepler get a nose-bleed? _____

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 _____

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Vocabulary

5

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

exotically *casual* *crudely* *steely* *feeble* *blurrily* *sympathetic* *eagerly*

1 The wooden statue was _____ carved and it was hard to see what it was.

2 The _____ coloured butterflies fluttered around the rainforest flowers.

3 Mum was _____ when Dad was in hospital and took him some football magazines.

4 My uncle met his business partner through a _____ meeting on the beach!

5 Ben's teacher said that his project was _____ and he had to do it again.

6 Ben waited _____ for his exam results because he was confident he had done well.

7 The policeman gave the thief a _____ glare when he saw the stolen jewels in his bag.

8 Dad looked around _____ when he came round from the operation.

Find the words.

icepack *discomfort* *apparent* *force* *wheelchair* *birthright* *minimal* *hint*

1 Find three abstract nouns: _____

2 Find three compound nouns: _____

3 Find two adjectives: _____

Write the verbs next to the correct definition.

hesitate *charge* *extract* *mill around* *brake* *crane* *increase* *transfer*

1 to move, or to move someone or something, from one place to another _____

2 to stretch your neck out to see something _____

3 to ask for money in payment for something _____

4 to become larger in number or amount _____

5 to slow down a vehicle by applying a mechanism that reduces speed _____

6 to pause for a moment because of being nervous or unsure _____

7 to move about with no particular purpose _____

8 to take out _____

Complete the sentences with the words in the box.

stuff *comparison* *luxury* *pressure* *shimmer* *Universe*

1 The _____ of silk on the market stall caught Anna's eye.

2 The strongest telescopes in the world can tell us more about the _____.

3 Ben put all his football _____ in his sports bag.

4 A rabbit is a small animal in _____ with a donkey.

5 Suddenly Ben felt the _____ of a hand on his shoulder and he turned quickly.

6 My uncle works hard and even one day's holiday is a _____ for him.

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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.

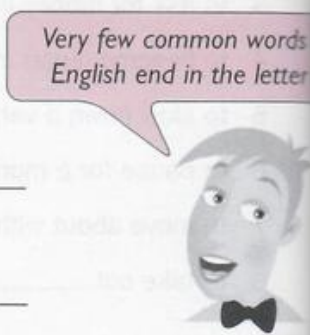
It felt as if my brain was going to burst.

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: _____



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

1 taxi _____

2 khaki _____

3 spaghetti _____

4 broccoli _____

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

1 alibi _____

2 alkali _____

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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

1 allowing some light to pass through but not completely transparent _____

2 to change spoken or written words into another language _____

3 to send an electronic signal such as radio or television _____

4 to change, or to make someone or something change, and become completely different _____

5 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.

1 In our exam we had to _____ a paragraph with very difficult words.

2 The football match was _____ live to more than 50 countries.

3 A caterpillar _____ into a butterfly.

4 The accident was serious and the injured man needed a _____ immediately.

5 The _____ glass window glowed orange in the rays of the setting sun.

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Grammar

Report these statements.

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

The boy said _____

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

_____

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 _____

_____

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Grammar in use

1 Complete the sentences with the correct words in brackets.

1 Ten years ago there were _____ cars on the roads. (fewer / less)

2 The thieves showed _____ sympathy for their victim. (few / little)

3 There was _____ news about the accident on TV than in the newspaper. (fewer / less)

4 Out of all the students Kevin shows _____ talent for languages. (the fewest / the least)

5 Laura sent _____ photos of her school to Robert in Kenya. (a few / a little)

6 This class has _____ students in the whole school. (the fewest / the least)

7 I'm afraid that there is _____ hope of recovering the stolen jewellery. (little / a little)

8 Meg won't be lonely in Paris as she has _____ friends there. (few / a few)

2 Complete the sentences with the words in the box.

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

1 The tourists couldn't ski because there was so _____ snow on the mountain.

2 George earns _____ money today than he did two years ago.

3 If you have _____ hours to spare, come and see me.

4 Of all the students Joanna shows _____ pride in her appearance.

5 "I'm sorry to say that _____ of you have passed the test," said the teacher.

6 Out of all the teams John's scored _____ goals in the whole competition.

7 Are you busy? Can you give me _____ help?

8 In the test Mark made _____ mistakes than Ben.

3 Write sentences of your own using the words in brackets.

1 (fewer than) _____.

2 (less than) _____.

3 (the fewest) _____.

4 (the least) _____.

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

off *after* *in* *up* *down*

1 My grandfather _____ running marathons in his sixties.

2 Laura dictated the address and Ross _____ it _____.

3 Sally is very musical. She _____ her aunt, who is an opera singer.

4 Fred _____ his boots and warmed his cold feet by the fire.

5 The professor gave us so much information that we couldn't _____ it all _____.

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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. _____

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*

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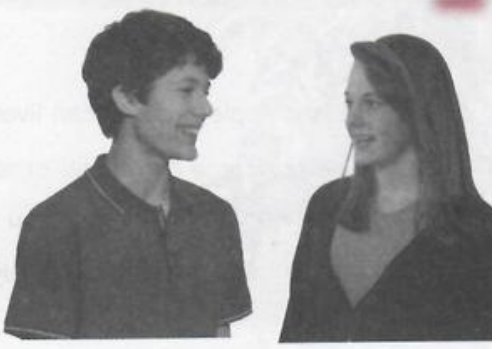
Listening and speaking

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



film *comedy* *seats* *cinema* *fast-moving* *trip* *performance* *theatre* *special effects* *hilarious* *stage*

a couple | though | not my thing | not really into | Actually

Laura: Did you enjoy your _____ to the _____?
Ross: Very much. The play was a _____ and it was absolutely _____. We had great _____, too. They were really close to the _____.
Laura: The last _____ I saw was Shakespeare's *Macbeth*.
Ross: Shakespeare's _____, really. _____, I prefer the _____ to the theatre.
Laura: What was the last _____ you saw?
Ross: The new Batman film. I've seen it _____ of times. It's so _____ and the _____ are incredible!
Laura: I'm _____ Batman. I quite like Superman _____.

Individual speaking

1 Think about a visit you made to the theatre or to the cinema. Make notes.

Are you going to talk about a visit to the theatre or to the cinema? _____
What was the name of the theatre / cinema? _____
Where is it? _____
When did you go there? _____
Who did you go with? _____

What was the name of the play / film? _____
What type of play / film was it? (e.g. Comedy? Tragedy? Musical? Thriller?)
_____
Briefly give an outline of the plot. _____
_____
Who were the stars of the play / film? _____

What did you think of the play / film? _____
What did you like best? _____
Was there anything you didn't like? _____
How many gold stars would you award the play / film? Colour them in! ☆ ☆ ☆ ☆ ☆

2 Write sentences about your experience.

3 Talk to the class about your trip to the theatre or cinema.

You could start like this:
Hello, everybody. A few weeks ago I went to the theatre and today I'm going to tell you all about it.

Here is one way you could finish:
That's the end of my presentation today. I hope you enjoyed it. Do you have any questions?

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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 ☐

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Reading comprehension

1 Underline the correct ending for each sentence.

1 As soon as Madhur got home she

a slid on a spoon b sat down smoothly c ate a pudding

2 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

3 Madhur's mother believed that almonds were

a good for children b a good way of getting through exams c good for the brain

4 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

5 The man said his honey was good because it smelled

a pure b of flowers c of honey-comb

6 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*

1 After school, Madhur ate a pudding made of _____.

2 The pudding was set in a jar made of _____.

3 Madhur's mother was knitting clothes made of _____.

4 She gave Madhur balls made of _____ before her exam.

5 There were pieces of _____ in the honey.

6 The cook threw a fly into a jar of _____ syrup.

7 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: _____

1 damp from the liquid the skin releases in heat _____

2 extremely cold _____

3 not strengthened and protected _____

4 extremely tired _____

5 nothing mixed in to spoil the quality _____

6 once a year _____

7 clever and willing to trick someone _____

8 expert and skilled _____

9 extremely bad and not what should be done _____

10 having little depth _____

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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*

_____

_____

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 _____

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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.

1 necessity part of speech: _____

sentence: _____

2 necessarily part of speech: _____

sentence: _____

3 necessitate part of speech: _____

sentence: _____

4 unnecessary part of speech: _____

sentence: _____

5 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*

1 a large strong building with thick walls that was built in the past to protect the people inside from being attacked _____

2 a wild plant with a thick, round, purple or white flower and leaves with sharp points _____

3 a sound that you make by forcing air through your lips _____

4 to fight someone by pushing or throwing them to the ground, especially as a sport _____

5 a lot of noisy activity in a crowded place _____

6 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.

1 hustle _____

2 glisten _____

3 mortgage _____

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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 _____.

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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.

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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.

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Individual writing: writing an autobiographical extract 6

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.

_____
_____
_____
_____

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

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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? _____

2 Write sentences about how you spend your free time.

3 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.

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Reading

1 In which country did Madhur Jaffrey grow up? _____

What was the man who came to the house selling? _____

2 What is the word for a person's life story, written by that person? _____

Vocabulary

1 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

1 Dictionary work: word families. Write the other words in this family.

believe (v) _____ (n) _____ (adj) _____ (adv)

2 Spelling: silent *t*. Write words with silent *t* that match these definitions.

a where kings used to live _____ b what the referee blows _____

3 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.

4 Write the word. What is the word for the time when you are a child? _____

Grammar

1 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.

2 Write the correct responses of agreement.

a I've finished my essay! _____ b I didn't find it easy. _____

3 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

1 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.

2 Have you made a neat copy of your autobiography? ☐ Is it in your folder? ☐

Listening and speaking

1 Did you and your friends discuss how much time you spend on schoolwork and hobbies? ☐

2 Have you talked for one minute or more about balancing schoolwork and hobbies? ☐

Check-out 6 complete ☐

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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. _____

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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.

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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*

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Vocabulary

1 Complete the sentences with the verbs in the box.

escort *aim for* *panic* *sort out* *relax* *raise*

1 If we can _____ this problem quickly I promise that I won't _____.

2 The seaside is a good place to _____ after a hard year's work.

3 Try to _____ your expectations of yourself and _____ a high mark in your exam.

4 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.

1 You must always pay _____ to your teacher in class.

2 Sam _____ before diving into the freezing cold river.

3 Anna was _____ that she would pass her exam.

4 The captain spoke to the guard _____ and he was allowed to see the prisoner.

5 Ben has shown real _____ to play well this year and he should be in the first team.

6 The students listened _____ while the teacher explained the experiment.

7 My uncle is a very _____ person and people always do what he says.

8 Freddy opened the door _____ and peered into the room.

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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 _____

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Language development

1 Write the verbs next to the correct definition.

mumble *insist* *whisper* *suggest* *snap* *assert* *exclaim* *stammer*

1 to speak angrily _____

2 to put forward an idea _____

3 to speak quietly and unclearly _____

4 to speak firmly _____

5 to repeat sounds when speaking because of fear or nervousness _____

6 to speak loudly or suddenly because of surprise or another strong feeling _____

7 to make a statement in a strong and confident tone of voice _____

8 to speak very quietly on purpose so that others cannot hear _____

2 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.

3 Write the speech marks correctly in these sentences. Use suitable reporting verbs.

1 Oh, dear! I'll never pass this exam, Polly _____ unhappily.

2 We could go swimming tomorrow, couldn't we? _____ Harry.

3 What a horrible dress! _____ Nina.

4 Punctuate these sentences correctly.

1 Oh no Polly screamed look at this mess

_____

2 We ll have to clear it up quickly Susie muttered

_____

3 Yes we will Polly agreed And it isn t even our mess she grumbled

_____

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Grammar

1 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 <u>his grandmother</u>. *John sent her a birthday card.*

2 The teacher told a story to <u>the children</u>. _____

3 Laura wrote a letter to <u>Professor Brown</u>. _____

4 My uncle bought a DVD for <u>my brother and me</u>. _____

5 Joe lent his camera to <u>his sister</u>. _____

6 Jane gave a carrot to <u>the horse</u>. _____

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

1 <u>Luke's father</u> put the luggage into ___*his*___ car.

2 <u>My sister</u> never leaves the house without _____ mobile.

3 <u>We</u> always spend the summer at _____ house at the seaside.

4 <u>Jack and Laura</u> enjoyed _____ trip to New York very much.

5 I am sure <u>I</u>'ll pass _____ exams.

6 There was such heavy rainfall that <u>the river</u> 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 _____.

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Grammar in use

1 Complete the sentences with suitable reflexive pronouns.

1 The boy was very impolite. He should be ashamed of _____.

2 The play was a huge success. The actors can be proud of _____.

3 Welcome to the party, everybody! Please help _____ to food and drinks.

4 We put up our umbrellas to protect _____ from the hot sun.

5 Japanese is so difficult! I often ask _____ why I decided to study it.

6 You swam very well, Billy. You should be proud of _____.

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

enjoy *look* *hurt* *wash*

1

2

3

4

1 What is the girl doing? _____

2 What is the cat doing? _____

3 What are the children doing? _____

4 What has the boy done? _____

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

1 Did Holly's mother make this cake? (No, she) *No, she made it herself.*

2 Who designed the costumes for the play? (We) _____

3 Who wrote this beautiful poem? (I) _____

4 Can you help me do my homework? (No, you must) _____

5 Who painted this classroom? (The students) _____

4 Complete the sentences with *make* or *do*.

1 When you leave the house, _____ sure you lock the door.

2 If he _____ not _____ anything wrong, why is he looking so guilty?

3 Ross _____ some very interesting points in his presentation yesterday.

4 The children need to be obedient and _____ as they are told at once.

5 The team didn't win their match but at least they _____ their best.

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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?

_____ _____

_____ _____

_____ _____

_____ _____

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

angrily	*curiously*
insisted	*enquired*
grumbled	*helpfully*
muttered	*nervously*
pleaded	*pleasantly*
yelled	

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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

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

2 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: _____

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

4 Think of a way to start your presentation: _____
Think of a way to end your presentation: _____

5 Talk to the class about an environmental disaster.

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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 ☐

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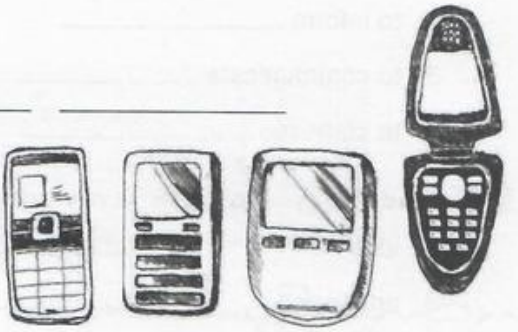
Reading comprehension



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 of texting.

_____

_____

_____

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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.

part of speech	words
_____	_____
_____	_____

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

1 The disease **affects** old people. _____

2 The **effect** of the new medicine is positive. _____

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

1 _____

_____

2 _____

_____

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Looking at language

8

Dictionary work

1 Use a dictionary to complete this entry.

foul[1] /faʊl/	_____	very dirty or very unpleasant
_____[2]	verb [T/I]	_____
_____[3]	_____	_____

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

1 _____

_____

2 _____

_____

3 _____

_____

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

1 Complete the table.

root word	+ing	+ed
advertise		
organise		
emphasise		
exercise		

2 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.

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Language development

1 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? _____

2 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.

_____ _____ _____ _____

_____

3 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.

_____

_____

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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 _____.

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?"

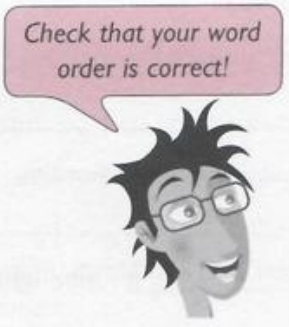
Laura asked her father _____.

5 "Will my son pass his exams?"

The mother wanted to know _____.

6 "Is our team going to win?"

The supporters wondered _____.



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Grammar in use

1 Complete the exclamations with the words in the box.

How *What* *What a* *What an*

1 _____ stupid mistake to make!

2 _____ fluently Sergei speaks English!

3 _____ marvellous music the orchestra is playing!

4 _____ expensive mobile!

5 _____ extraordinary opinions some people have!

6 _____ tired Ross looks today!

Remember!
An exclamation finishes with an exclamation mark!

2 Complete the exclamations with your own ideas.

1 That film is so *exciting!*

2 Professor Brown is such an _____

3 The choir is singing so _____

4 I have just finished reading such a _____

5 Laura and Ross are such _____

6 I have never seen such _____

3 Write the sentences correctly. They all contain result clauses.

1 were severe was that The so buildings storm damaged. many

The storm was so severe that many buildings were damaged.

2 that played so The they won team match. well the

_____

3 such was rain There that burst river its the banks. heavy

_____

4 question was a not difficult it. could It such I answer that

_____

5 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*

1 The prisoner quietly climbed over the high wall and _____ into the night.

2 What has Jack written? I can't _____ his hand-writing.

3 Holly wanted new shoes for the party but she had to _____ her old ones.

4 Joe was mean to his little sister. To _____ it he bought her some sweets.

5 When I was a child, my grandfather used to _____ wonderful stories to tell us.

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Individual writing: writing about opinions

8

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

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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.

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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 ☐

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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.

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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*

1 Joe's teacher had _____ difficulty reading his writing that _____.

2 Ben worked _____ hard on his essay that _____.

3 _____ many people sent responses to the survey that _____.

4 We took _____ long time to finish our project that _____.

8 Complete the sentences with *make* or *do*.

1 When you _____ a point in an essay, _____ it clearly so that it can be understood.

2 If you _____something wrong, _____ sure you _____ your best to put it right.

9 Complete the sentences with *make + out / up / do / off / up for*.

1 It was dark so Ben couldn't _____ the shadowy figures ahead of him.

2 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*

1 If you like gardening, you should visit the nursery. _____

2 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.

1 mischief _____ 2 nerve _____ 3 mystery _____ 4 fame _____

13 Spelling: Complete the words. Write *-ise* or *-yse*.

1 rev_____ 2 surpr_____ 3 anal_____ 4 real_____ 5 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.

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

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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.

_____

_____

_____

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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Vocabulary

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 _____

_____

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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. _____

_____

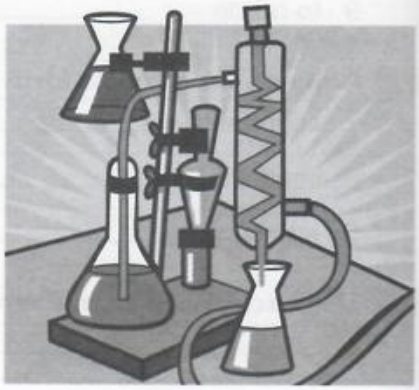
Sentence 3: Use your word as an adjective. _____

_____

Spelling

1 Match each word in the box to the correct definition.

laboratory *celery* *cookery* *glossary* *temporary*



1 existing, done or used for only a limited period of time _____

2 a list of difficult words and their meanings _____

3 room or building for scientific experiments _____

4 a pale green vegetable consisting of long leaf stems _____

5 the skill or activity of preparing and cooking food _____

2 Complete each noun with *-ary, -ery* or *-ory*.

1 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.

1 jury _____

_____

2 mercury _____

_____

3 treasury _____

_____

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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.

_____

_____

_____

_____

_____

_____

_____

_____

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 _____

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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 <u>the tests</u>? (the whole school) *The tests are being taken by the whole school.*

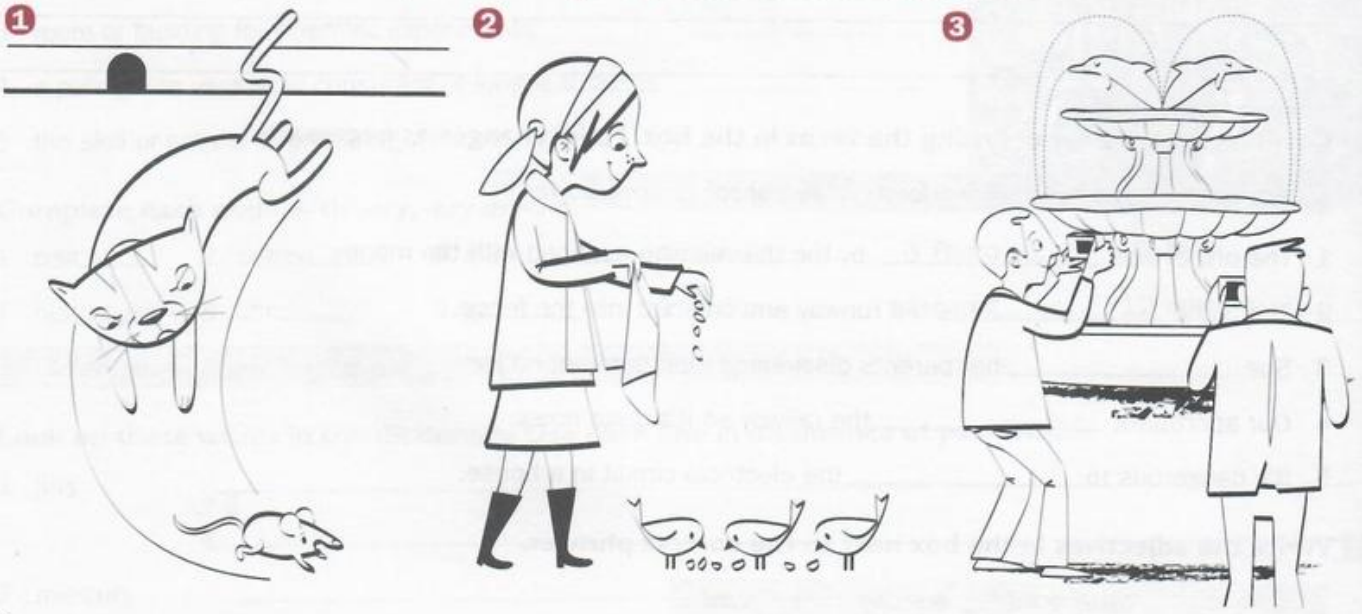
2 What is making <u>that loud noise?</u> (the wind) _____

3 Who is using <u>these buildings?</u> (the university) _____

4 Who was riding <u>the horse?</u> (a young boy) _____

5 Who was buying <u>the souvenirs?</u> (Japanese tourists) _____

4 Write a sentence about each picture using the present continuous passive.



1 _____

2 _____

3 _____

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Grammar in use

1 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.

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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

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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! to be honest I bet do without 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? _____

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 your diet.

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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 ☐

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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 _____.

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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 _____

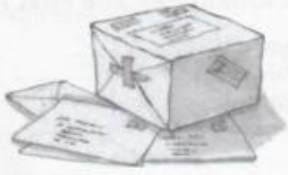
7 a traditional skill of making things by hand _____

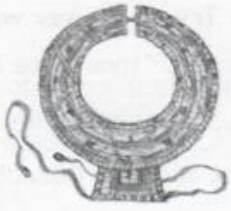
8 a short extract from a film, video or TV programme _____

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.

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Looking at language

Dictionary work

1 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 _____

2 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

1 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 _____

2 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.

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Language development

1 Match the clauses. Write complete sentences using the conjunction *so*.

Sam's computer crashed last night	he got home a day late
Ben left his homework in the classroom	we washed him in the bath
Dad's plane was delayed because of fog	we couldn't finish our project
Our dog rolled in a muddy puddle	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 aunt could learn to drive
My uncle bought a smaller car	you don't get wet
I'm starting my project early	we would be able to see in the dark
You had better take an umbrella	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.

Remember, in clauses of purpose you can use so or so that.

1 The boys ran to catch the bus _____

2 Sam bought a magazine at the station _____

5 Write two sentences of your own.
Use *so* + result clause and *so* + clause of purpose.

_____

_____

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Grammar

1 Complete the third conditional sentences with the verbs in brackets.

1 If the Hampton team _____ not _____ to New York, they _____ not _____ friends from around the world. (go, make)

2 If Professor Brown _____ not _____ to Laura's parents, she _____ the project. (speak, leave)

3 Robert _____ less about the First Nations if Professor Davis _____ not _____ him valuable help. (know, give)

4 Holly _____ lots of souvenirs if she _____ more money. (buy, have)

5 If Carly and Annie _____ not _____ Robert information, his work _____ not _____ so good. (send, be)

6 Jack _____ lots of photographs if he _____ not _____ his camera. (take, forget)

2 Complete the sentences with your own ideas.

1 If I had gone to another school, _____.

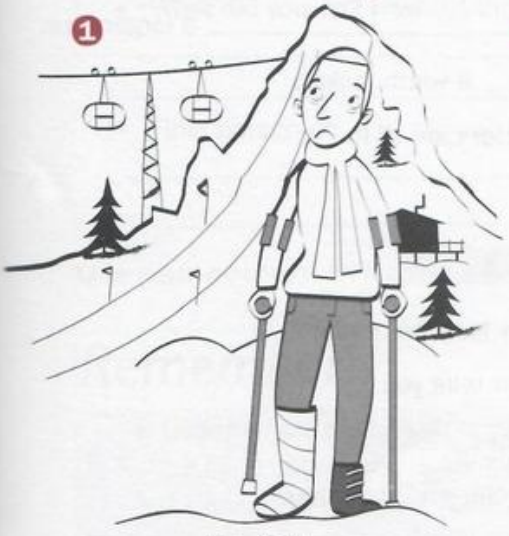
2 If I had visited New York in the holidays, _____.

3 I would have been very disappointed if _____.

4 The girls would have enjoyed their holiday more if _____.

5 If Sam had got up earlier, _____.

3 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.

1 *If John had not fallen over,* _____

2 _____

3 _____

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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.

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Individual writing: writing an informal letter

10

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

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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

1 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? _____

2 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? _____

_____

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

4 Think of a way to start your presentation: _____
Think of a way to end your presentation: _____

5 Talk to the class about environmental concerns in your country.

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Reading

1 Which Canadians performed in the opening ceremony of the 2010 Winter Olympics™? _____

Which three written forms of communication did you read? _____

2 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

1 Dictionary work: complete the phrases with *new*, *life* and *distance*.

a the time of my _____ b into the _____ c as good as _____

2 Spelling: complete these words with *au* or *aw*.

a _____thor b _____ful c f_____lt d cr_____l

3 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

1 Complete the third conditional sentence with *visit* and *see*.

If we _____ not _____ the museum, we _____ not _____ the sculpture.

2 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!

3 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

1 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.

2 Have you made a neat copy of your informal letter? ☐ Is it in your folder? ☐

Listening and speaking

1 Did you and your friends discuss environmental problems? ☐

2 Have you talked for one minute or more about your environmental concerns? ☐

Check-out 10 complete ☐

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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 <u>the text?</u> (Jack and Holly) _____

2 Who is taking <u>the photos?</u> (Laura and Ross) _____

3 What was causing <u>the computer problem?</u> (a virus) _____

4 Who is launching <u>the website?</u> (Professor Brown) _____

5 What was creating <u>air pollution?</u> (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)

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6 Complete the sentences using the verbs in brackets.

1 You're driving too fast. I wish you _____. (slow down)

2 Nina's room is a mess. Mum wishes she _____ it. (tidy)

3 Harry wants to speak Chinese and he wishes he _____ it. (learn)

4 It's too dim to take a photo. I wish the sun _____. (shine)

5 Sam found the exam very hard and he wishes he _____ for it. (revise)

6 That was my favourite vase. I wish I _____ not _____ it. (drop)

7 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*

1 _____

2 _____

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*

1 purpose: _____

2 result: _____

15 Prefix *over-*: Write two verbs beginning with *over-* that match these definitions.

1 to put too much of something onto something else: _____

2 to have a view of something from above: _____

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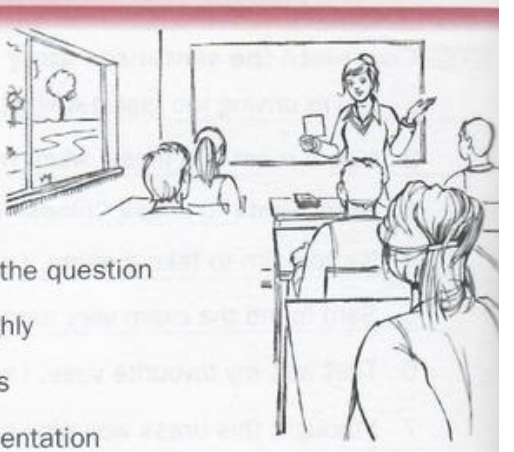
Reading comprehension



1 Match the phrases on the right to the sections in *Giving a class presentation.*

1 Giving a class presentation _____
2 At the beginning _____
3 Research _____
4 Organising the text _____
5 Making your presentation more interesting _____
6 Last-minute tips _____
7 And remember ... _____

a review notes
b make a note of the question
c prepare thoroughly
d using visual aids
e duration of presentation
f glass of water
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.

_____

_____

_____

_____

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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Vocabulary

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 = *thorough*
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 _____

_____

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Looking at language

Dictionary work

1 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 _____

2 Use three of the phrasal verbs from Exercise 1 in sentences of your own.

1 _____

_____

2 _____

_____

3 _____

_____

Spelling

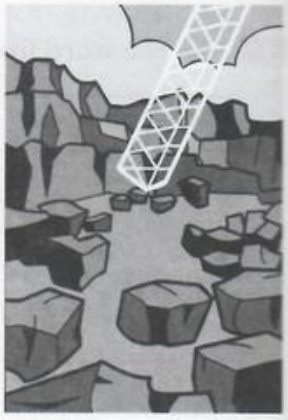
The letter *u* is silent in a few English words.

When it follows the letter *q*, it makes a sound like the letter *w*.

This will help you to quickly organise the final text.

1 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 _____

2 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.

3 Use these *qu-* words in sentences of your own.

1 quarrel = noun _____

2 quarrel = verb _____

3 question = noun _____

4 question = verb _____

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Language development

1 Write the correct meaning of *however* in each sentence.

in whatever way | *in spite of that* | *no matter how* | *in what way*

1 John planned to get up early, however, he overslept. _____

2 Ben likes his younger brother, however naughty he is sometimes. _____

3 We were allowed to decorate our classroom however we liked. _____

4 However hard I try, I still find spelling very tricky. _____

5 However we wanted to spend time on holiday, it was always fine with Dad. _____

6 "However did your football boots get so dirty?" Mum asked. _____

2 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?

3 Complete the sentences with words ending in *-dom*.

1 The ruler of the _____ was a cruel man.

2 Harry isn't interested in anything so he often complains of _____.

3 After ten years, the prisoner finally regained his _____.

4 Do you think people have more _____ as they get older?

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Grammar

1 Complete the sentences with the verbs in the box. Use the future continuous.

play *rise* *snow* *take* *wait* *celebrate*

1 At ten o'clock tomorrow morning Sergei _____ his English exam.

2 This time next week they _____ Holly's birthday.

3 Tomorrow afternoon Tom _____ in his first basketball match.

4 When you get off the train, a taxi _____ for you.

5 It _____ in the mountains so take a warm jacket.

6 If you get up at five o'clock, the sun _____ just _____.

2 Write sentences about yourself. Use the future continuous.

1 What will you be doing at eight o'clock this evening?

_____

2 What will you be doing this time next week?

_____

3 What will you be doing in half an hour's time?

_____

3 Make polite questions.

1 you this will holidays spending your summer? Where be

_____

2 your having a sister year? party be birthday this Will

_____

3 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*

1 I wish I was at the theatre with Jack and Laura. The play _____ just about now.

2 The men have been working since dawn. They _____ exhausted.

3 You can't knock on the door at this time of night. Everyone _____.

4 It's eight o'clock. The shops _____ now.

5 Don't phone Aunt Lucy now. She _____ the children to bed.

6 At this very moment Tom's plane _____ for Australia.

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Grammar in use

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, _____

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 _____.

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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

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Listening and speaking

1 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

1 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 ☐ News about students ☐ News about teachers ☐
Class timetables ☐ Exam information ☐ Sports fixtures and results ☐
Blogs ☐ Message board ☐ Discussion forum ☐
Competitions ☐

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? _____

_____

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 your ideas for a student website.

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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 ☐

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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*. 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 _____

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Vocabulary

1 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? _____

2 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.

3 Use two verbs, two nouns and two adverbs from this page in sentences of your own.

_____

_____

_____

_____

_____

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Looking at language

12

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 the hit the floor.

_____

_____

_____

_____

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___ ___ediately

7 happening once a year: a___ ___ual 8 on the other side: o___ ___osite

9 argue: qua___ ___el 10 made of wool: woo___ ___en

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Language development

1 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*

1 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.

_____

2 I've never seen this before! Incredible. So amazing. Loved the photos. Really took my breath away – more please!!

_____

3 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.

_____

4 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.

_____

5 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!

_____

2 Add *-age* to these words. Write them next to the correct definition.

bagg_____ pack_____ aver_____ advant_____ band_____ marri_____

1 a good thing that helps you _____

2 usual or ordinary _____

3 luggage _____

4 a strip of cloth for covering a wound _____

5 becoming husband and wife _____

6 a small parcel _____

3 Add *-ship* to these words. Use them to complete the sentences.

fellow_____ partner_____ relation_____ scholar_____ hard_____

1 My dad's _____ with my uncle is very successful and now they own several shops.

2 There is a direct _____ between vehicle speed and road accidents.

3 My brother has won a _____ to study in America.

4 When no rain falls, many farmers experience great _____ because the crops fail.

5 When times are difficult, kindness and _____ help people to survive.

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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.

_____

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.

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Grammar in use

1 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 _____.

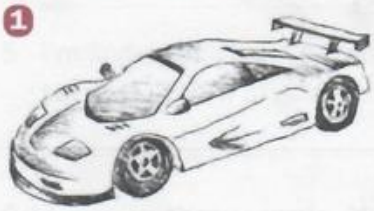
5 The sharks that inhabit this reef are _____.

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 _____.

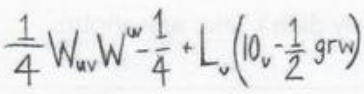
2 Use your own ideas to write sentences about the pictures. Use an adverb of degree and either an adjective or an adverb.

1 

2

3

4

5 

6

1 *This racing car can move unbelievably fast.*

2 _____

3 _____

4 _____

5 _____

6 _____

3 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.

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Individual writing: writing a website evaluation

12

You have looked at some web pages from *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

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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?*

1 _____ Tippi's sad that she can't go to the party.

2 _____ a second! What did you say?

3 I like _____ about the website. _____ you?

4 The website's easy to navigate. That's a _____.

5 It's looking fantastic, _____?

6 We've received a _____ of emails already.

7 It's a marvellous website. _____, everybody!

8 _____ for the website project!

Individual speaking

Look at the *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*.

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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 ☐

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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.

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6 Choose an adverb and an adjective to complete each sentence.

dangerously *rather* *unbelievably* *quite* | *childish* *hard* *pretty* *exhausted*

1 Oh dear! This homework is _____!

2 Anna thought the dress was _____ and eventually, she decided to buy it.

3 The runner was becoming _____ so he decided that he had to stop and rest.

4 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*

1 We _____ my aunt yesterday because we haven't seen her for a while.

2 Two ladies _____ on the station platform because it was so hot.

3 Can you _____ on your phone when the next train is due?

10 Write two synonyms for each verb.

1 eat: _____ _____ 2 talk: _____ _____

11 Spelling: Complete the sentences with words using silent *u* or *u* sounding like *w*.

1 There was a long q_____ of people waiting for the bus.

2 My brothers get on really well together and they never q_____ about anything.

3 Can you g_____ when this palace was b_____?

12 Spelling: Read the clues and write the words. Check your spelling.

1 The day after this is: t_____ 2 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*.

1 band_____ 2 friend_____ 3 king_____ 4 free_____ 5 pass_____ 6 hard_____

15 Number the sentences to match these kinds of writing.

1 a website comment *2 a report* *3 an email to a friend*

1 Thousands of people wanted to visit the new aquarium but the gates were closed early today. _____

2 I'd like to go to the aquarium because it looks fantastic. _____

3 Great aquarium but a bit crowded so go early and don't forget to take a camera! _____

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