

	READING	VOCABULARY / GRAMMAR	B2 EXAM PRACTICE	LISTENING	SPEAKING	WRITING
1 First Impressions page 5	The Correct Impression? • Multiple matching • Multiple choice	• Word building • Phrasal verbs with <i>turn</i> • Collocations • Present Simple and Present Continuous	• Multiple choice grammar and vocabulary • Key word transformations • Multiple choice cloze	• Multiple choice a story • Multiple matching an exchange programme	Talking about yourself	An article
2 Famous Authors, Famous Characters page 17	Pure Genius • Multiple choice • Complete the notes	• Word building • Idioms • Easily confused words • Past Simple and Past Continuous, <i>used to / would, be / get used to</i>	• Key word transformations • Multiple choice grammar and vocabulary • Word formation	• Multiple matching books • Sentence completion Charles Dickens	Comparing pictures	A story
3 All Study, No Play? page 29	World Class • Gapped text • Multiple choice	• Word building • Collocations with <i>point</i> • Present Perfect Simple and Present Perfect Continuous	• Multiple choice grammar and vocabulary • Multiple choice cloze • Key word transformations	• Multiple choice people talking in various situations • Multiple choice boarding school	Reaching a decision	An essay
4 What's On? page 41	Reality TV • Multiple matching • Open questions	• Word building • Easily confused words • Phrasal verbs with <i>go</i> • Collocations • Modals and Semi-modals • Modal Perfect	• Open cloze • Multiple choice grammar and vocabulary • Key word transformations	• Sentence completion students teach at school • Multiple choice selecting participants for reality shows	Expressing and justifying opinions	A review
5 Follow the Crowd page 53	Just a Game? • Gapped text • Multiple choice	• Word building • Collocations with <i>take</i> • Past Perfect Simple and Past Perfect Continuous	• Multiple choice grammar and vocabulary • Key word transformations • Word formation	• Multiple choice bullying • Multiple matching peer pressure	Help solve a problem	A letter to a newspaper
6 Against the Law page 65	The Right Kind of House • Multiple choice • Multiple choice	• Word building • Verbs connected with money • Words connected with crime • The Future	• Multiple choice grammar and vocabulary • Key word transformations • Multiple choice cloze	• Choosing the correct picture • Multiple choice computer crime	Comparing pictures	An article

	READING	VOCABULARY / GRAMMAR	B2 EXAM PRACTICE	LISTENING	SPEAKING	WRITING
7 Travel Time page 77	Niagara Falls • Multiple choice	• Word building • Compound nouns • Phrases with prepositions • Gerunds, Infinitives, <i>let and make</i> • The Causative	• Multiple choice grammar and vocabulary • Word formation • Key word transformations	• Sentence completion Machu Picchu • Multiple choice people talking in various situations	Reaching a decision	An informal email
8 Can We Do More? page 89	Saving the World • Multiple matching • Open questions	• Word building • Easily confused words • The Passive	• Multiple choice grammar and vocabulary • Key word transformations • Open cloze	• Multiple choice two talks • Multiple matching environmental issues	Comparing pictures	An essay
9 Face to Face page 101	The Lady or the Tiger? • Multiple choice • Complete the notes	• Word building • Collocations with <i>give</i> • Phrasal verbs • Reported Speech	• Multiple choice grammar and vocabulary • Key word transformations • Open cloze	• Choosing the correct picture • Multiple choice siblings	Comparing pictures	A story
10 When I Grow Up ... page 113	The Future Is in Hi-Tech! • Gapped text • Multiple choice	• Word building • Collocations with <i>job and work</i> • Easily confused words • Relative Clauses	• Key word transformations • Multiple choice grammar and vocabulary • Word formation	• Multiple choice people talking in various situations • Multiple choice two talks	Help solve a problem	An essay
11 Working Out page 125	Springfield Sports Club • Multiple choice	• Word building • Collocations with <i>take</i> • Conditionals and Temporals	• Multiple choice grammar and vocabulary • Key word transformations • Multiple choice cloze	• Sentence completion Chejon Fernandes • Multiple matching sports	Reaching a decision	A formal letter
12 Treatments, Old and New page 137	Animal Healing • Multiple choice • Multiple choice	• Word building • Phrasal verbs with <i>get</i> • Easily confused words • Words connected with illness • <i>wish, if only;</i> • Conditionals without <i>if</i>	• Multiple choice grammar and vocabulary • Multiple choice cloze • Key word transformations	• Sentence completion healthy eating myths • Choosing the correct picture	Help solve a problem	An essay



2 Famous Authors, Famous Characters

VOCABULARY 1 Before you read

A Read the sentences and answer the questions.

1. William Shakespeare was a **genius**. Can you name another really gifted person?
2. JK Rowling is a famous **author**. Do you know of any other well-known writers?
3. It's an **accomplishment** to learn to read and write. What achievements are you proud of?
4. What characters **portrayed** in a book or film do you like? Do you **identify with** any of them?
5. Parents, teachers, family and friends can be very **influential** in our lives. Who's had a very strong influence on you?

B What do the words in colour mean?

1. If a speaker says, "There's **no doubt about it**", is she **sure** or unsure of what she's saying?
2. If the children were **far from** quiet, were they quiet or **noisy**?
3. If two friends have a **misunderstanding**, do they have a **problem** or a solution?
4. If you decide to have a party **in the open air**, do you have it indoors or **outdoors**?
5. If people are **obviously** at home, are you **sure** they're at home or do you think they may be at home?
6. If **the majority of** students in the class are girls, are there more **girls** or boys in the class?
7. If the teacher **suspects** Sara copied in the test, does he know she copied or does **he think** she did?
8. If the lecturer made some **witty** comments, were the comments **funny** or silly?

C The expressions below were introduced into the English language by Shakespeare. Match them to their meanings below.

1. *All that glitters is not gold.*
 2. *It's all Greek to me.*
 3. *break the ice*
 4. *a heart of gold*
- ...4... a. very kind
 ...1... b. Not everything is as good as it looks.
 ...2... c. I can't understand a thing.
 ...3... d. say or do something to make people feel relaxed

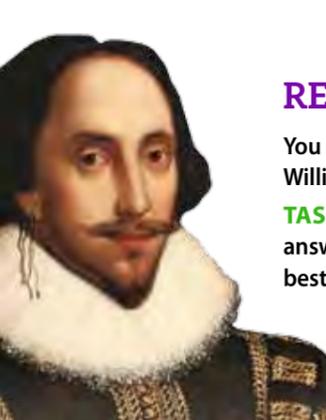
D What do you know about William Shakespeare and acting in his time? Read the statements and tick (✓) T (True) or F (False). Then read the text on page 18 and find out if you were correct.

True OR False

- | | T | F |
|---|-------------------------------------|-------------------------------------|
| 1 The famous quotation <i>To be or not to be ...</i> was taken from a play by Shakespeare. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 In the famous play by William Shakespeare, Romeo and Juliet fall in love , but the consequences are tragic . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 In Shakespeare's time, people regarded acting as an honourable profession. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 Actors got scripts from which they learned their lines . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 Someone whispered the actors' lines to them while the play was in progress and they were on stage . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 In Shakespeare's time, other writers could steal lines from his plays because there was no copyright . | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



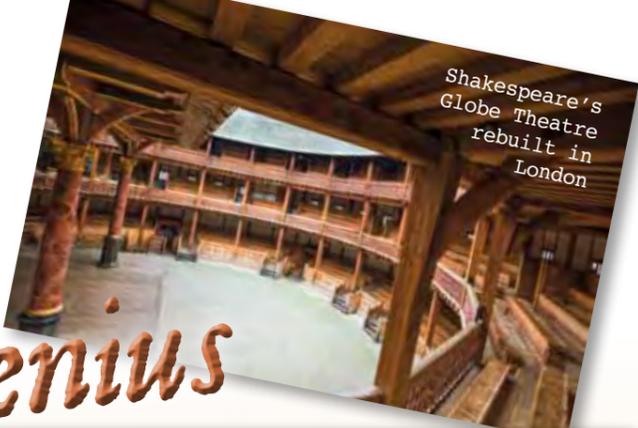
JK Rowling, author of the Harry Potter series



READING

You are going to read an article about William Shakespeare.

TASK 1 For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.



Pure Genius

Have you heard of the famous quotation *To be or not to be ...*? Do you know the expressions *It's all Greek to me*, *break the ice*, *All that glitters is not gold* or *a heart of gold*? These are just examples of the many contributions that William Shakespeare made to the English language. Shakespeare not only wrote 38 plays and 154 sonnets, or poems, but also introduced over 1,700 new words into the English language, many of which are still used today. This is quite an accomplishment for someone who lived in the 16th century, and even more amazing because he had no formal education beyond school. There's no doubt about it – William Shakespeare was a genius!

First of all, Shakespeare obviously knew how to write a good story. Take, for example, plays like *Romeo and Juliet*, *Macbeth* and *Othello*. In *Romeo and Juliet* – a classic love story which ends in tragedy – Romeo and Juliet are two young people from the Italian town of Verona who fall in love, yet cannot marry since their families are great enemies. They run off together, but due to a tragic misunderstanding between them, both eventually die. Even today, the names Romeo and Juliet are synonymous with two people who dare to love each other when all the odds are against them and where there are usually tragic consequences.

Shakespeare also wrote about human nature. One of his famous characters was Hamlet, Prince of Denmark. The play starts when Hamlet's father has just been murdered and his uncle has become king. Hamlet suspects that his uncle killed his father, and he wants revenge. Shakespeare wrote many thrilling stories like these, which portray a range of human emotions his audience could identify with.

The theatre that Shakespeare was used to was very different from the one we know today. Most of the theatre was in the open air so the audience got wet if it rained! Those who paid more might have got a seat with a roof over it, and important people might even have been given a seat on the stage itself. The audience was far from quiet. They would shout out in the middle of a play if they were unhappy with what was taking place on stage. Shakespeare knew that he had to keep his audience's interest if his plays were to succeed.

Moreover, acting at that time was not regarded as a particularly honourable profession. There was no copyright in those days and the majority of the playwrights did not trust actors. They were afraid that actors might steal their scripts and give them to competing acting companies. An actor was either given his lines as the play was in progress or someone would whisper the lines to him just before he was supposed to say them, which made it hard going for the actors.

Over 400 years have passed since the days of Shakespeare, yet he is still considered one of the most respected and influential English writers of all time. Shakespeare's success and popularity can in part be understood by his eye for a good story and his unique, witty and intelligent style of writing. Shakespeare also had the ability to create larger-than-life characters, who remain with us long after the theatre curtain has dropped.

CONNECT TO THE TEXT

There were no female actors in Shakespeare's days. It was not considered appropriate for a woman to act, so young boys would play women's parts.



Tip

Read each question – then find the part of the text that the question refers to. Remember that the questions are in the order of the text.

Example:

- (0) According to paragraph 1, it is especially surprising to learn that Shakespeare
- A lived in the 16th century.
 - B** was not highly educated.
 - C was a genius.
 - D made many contributions to the English language.

Look for a word or phrase that means it is especially surprising.

TASK 2 Complete the notes. Write no more than three words from the article in each gap.

- Many of the **new words** which Shakespeare introduced are still commonly used today.
- Hamlet planned to get **revenge** for the murder of his father.
- In Shakespeare's time some members of the audience **would pay more** for a seat so that they would not get wet if it rained.
- Playwrights in Shakespeare's time didn't want actors to **steal their scripts** so they gave them their lines during the play.

- The deaths of Romeo and Juliet were the result of
 - A the couple falling in love.
 - B the fact that their families were enemies.
 - C** a misunderstanding on the part of the lovers.
 - D the fact that they could not marry.
- What especially appealed to Shakespeare's audience?
 - A the famous characters he wrote about
 - B the revenge some characters wanted
 - C** the human emotions his stories showed
 - D the tragic consequences of people's actions
- Why was it so important for Shakespeare to hold his audience's attention?
 - A People were more interested in others in the audience.
 - B People were usually uncomfortable in the open air.
 - C** People didn't keep quiet if they were dissatisfied.
 - D People could only sit near the stage if they were important.
- Why were actors given their scripts at the last minute?
 - A Acting was not considered a respected profession.
 - B It was important to read the lines while the play was in progress.
 - C** Writers were worried that someone might steal their work.
 - D Actors didn't trust the playwrights.
- The expression **made it hard going** in line 50 means it
 - A was difficult to go on stage.
 - B was hard to know what was going on.
 - C was hard to hear the lines.
 - D** required effort to perform.
- In the last paragraph, the reference to Shakespeare's talents
 - A** explains why his work is still greatly respected.
 - B emphasizes how much time has passed since Shakespeare's time.
 - C comments on the value of a good story.
 - D shows his style of writing can still be understood.

VOCABULARY 2 After you read

A Find the phrases in the text that mean the same as the words below. The words in colour can help you.

- people's feelings **human** (lines 30-35)
human emotions
- might have found a place to sit **seat** (lines 30-35)
might have got a seat
- hold the interest of the audience **keep** (lines 40-45)
keep his audience's interest
- at that time **days** (lines 40-45)
in those days
- most of the writers **majority** (lines 40-45)
the majority of the playwrights
- act the roles of women **parts** (Connect to the Text)
play women's parts

B **WORD BUILDING** Complete the chart. Then complete the sentences using words from the chart. Make any necessary changes.

verb	noun	adjective
express expression	expressive
accomplish accomplishment	accomplished
misunderstand misunderstanding	—
..... suspect	suspicion / suspect	suspicious
..... identify	identity	identifiable
enable ability	able

- I waited for John at the wrong bus stop because of a **misunderstanding**
- Children love characters in books and films that they can **identify** with.
- I've been learning French for a year, but I still find it difficult to **express** myself.
- I think Sue has a **suspicion** that we're planning a surprise for her birthday.
- Paul has been playing the piano for years. He's an **accomplished** musician.
- The online practice exercises the teacher sets **enabled / enable** the students to work independently.



It's ALL Greek to me ...
All's well that ends well
Much ado about nothing
Break the ice
Cold comfort
A heart of gold
Love is blind

C Complete the text using the words below.

- identify • quotation • regarded • style • odds
majority • fall in love • author • accomplished

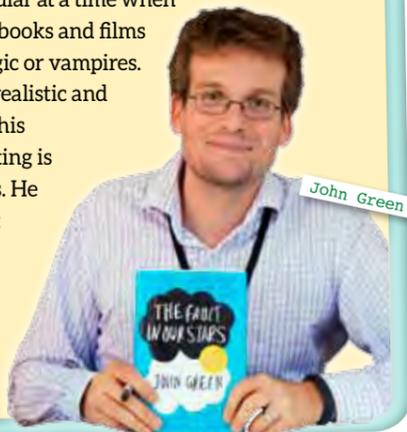
John Green - Vlogger and Novelist

John Green is both a famous YouTuber and an award-winning (1) **author** whose novels have been turned into major Hollywood movies. Amazingly, he (2) **accomplished** all this when he was still in his 30s!

He is (3) **regarded** as probably the most successful writer of fiction for teens today. His most famous novel, *The Fault in Our Stars*, is about two seriously ill teenagers who meet and (4) **fall in love**. Although the (5) **odds** are against them, their story shows that there is always hope. The fact that the title is actually a (6) **quotation** from a play by Shakespeare is not surprising because Green studied English literature at college.

Green's novels became popular at a time when the (7) **majority** of books and films for teenagers involved magic or vampires. While his books are more realistic and deal with difficult themes, his (8) **style** of writing is appealing to young readers. He also creates characters that young people can (9) **identify** with.

If you have never read a John Green novel, why not give one a try?



John Green

D **IDIOMS** Match each sentence in A with the sentence that logically follows in B.

A

- My aunt has a **heart of gold** and she visits sick people in hospital every week.
- After they argued, Emma **gave** Jane **the cold shoulder** for days.
- Lyn had planned everything for the wedding, but then she **got cold feet** at the last minute.
- Ann decided to **get** everything **off her chest** and tell her parents about her problems at school.
- Kate **kept an eye on** my suitcase while I paid for the taxi.
- My friend **gave** me **a hand** when I moved.

B

- a. She made sure no one touched it.
- b. She called it off.
- c. She helped me.
- d. She didn't speak to her at all.
- e. She felt relieved to discuss it with them.
- f. She is a very kind person.

E **EASILY CONFUSED WORDS** Choose the correct words to complete the sentences. Make any necessary changes.

- personality / character**
 - The main **character** in the film is a dancer.
 - Sally has a pleasant, easy-going **personality**.
- expect / except**
 - I don't **expect** Maisie to come to the party because she has been ill.
 - Everyone did the test **except** Joe.
- blame / fault**
 - It's your **fault** that we're late.
 - Don't **blame** John for this.
- beat / win**
 - I hope we **win** the game.
 - Paul **beat** his brother in a race.
- comfortable / convenient**
 - The new sofa is so **comfortable** that once you sit on it, you don't want to get up.
 - Is it **convenient** for you to meet today?
- fit / suit**
 - Does this skirt **fit** me well or is it too tight?
 - Try on that coat. I think the colour will **suit** you.
- refuse / deny**
 - Lucy **refuses / refused** to discuss the problem.
 - Does Ed **deny** copying in the test?
- affect / effect**
 - Will moving school **affect** Pam?
 - The medicine has had no **effect**.
- discover / reveal**
 - Who **discovered** America?
 - She didn't **reveal** the secrets about her past to anyone.

F **PRACTISE NEW WORDS** Ask and answer the questions below with a partner. Include the words in colour in your answer. **Accept all logical answers.**

- Who is your favourite **author**?
- Which famous **quotation** can you remember?
- How would you go about choosing an **appropriate** book for your young cousin to read?
- Can you think of a situation in which you needed to **break the ice**? Describe it.



GRAMMAR Past Simple and Past Continuous, *used to / would, be / get used to*

Read the uses of the Past Simple and Past Continuous and complete the sentences.

Past Simple

- completed actions at a specific time in the past
Shakespeare **married** (marry) Anne Hathaway in 1582.
- sequence of actions in the past
Hamlet's uncle **murdered** (murder) the king and then **became** (become) king himself.
- past routines or habits (similar in meaning to *used to*)
Jill **played** (play) the violin as a child.

Passive: At that time, acting **was not regarded** as an honourable profession.

Past Continuous

- actions in progress at a particular time in the past
At 8.00 last night, the actors **were getting** (get) ready to go on stage.
- two or more unfinished actions taking place at the same time
Someone in the audience **was talking** (talk) while the actor **was making** (make) a speech.

Passive: Audiences often made a lot of noise while the plays **were being performed**.

Past Simple and Past Continuous

- unfinished actions (Past Continuous) which are interrupted by shorter actions (Past Simple)
We **were watching** (watch) the play when someone in the audience **shouted** (shout).
- telling stories – Past Continuous to give the background information and Past Simple to describe the actions
Everyone in the theatre **was sitting** (sit) in their seats when we **heard** (hear) a strange noise and the actors suddenly **ran** (run) onto the stage.

used to / would

- habits or actions that happened regularly in the past
When I was young, I **used to / would** go to dancing classes every week.
- We use *used to* (but not *would*) when talking about a past state or situation. **I used to live in London.** (not: I would live in London. X)

Note: We don't usually use *would* with this meaning in questions or negative forms.

be / get used to

Don't confuse *used to* with *be / get used to*, which means *be / become accustomed to*. *Be / Get used to* is followed by a noun or a gerund and can be used in all tenses.

She **is used to getting up** early.

You'll soon **get used to getting up** early.

See the Grammar Appendix, page 167

A Complete the sentences using Past Simple or Past Continuous, active or passive.

- I **was playing** (play) the guitar when Sally **arrived** (arrive).
- Greg **didn't watch** (not watch) much television as a child.
- Dad **was digging** (dig) in the garden while Mum **was tidying** (tidy) the house.
- I **wasn't given** (not give) the right directions so I **didn't arrive** (not arrive) on time for the interview.
- She **was hit** (hit) by a car while she **was crossing** (cross) the road.
- JK Rowling **thought of** (think of) ideas for her first book while she **was travelling** (travel) on a train.
- I **was sleeping** (sleep) at 10.00 last night so I **didn't hear** (not hear) the thunder.
- The results of the piano competition **were announced** (announce) a few minutes ago. John **won** (win) first prize!

B Circle the correct answer. Be careful – both answers may be correct!

- In Shakespeare's time, the audience **used to / would** get wet if it rained.
- Katie **would / used to** live in Manchester.
- That house **would / used to** belong to my family.
- My grandmother **used to / would** walk for miles every day to get to school.
- Would you / Did you** use to go to the theatre as a child?
- I **didn't use to / wouldn't** like vegetables when I was younger, but now I love them.





C Complete the sentences with *used / used to / be used to / get used to*. Make any necessary changes.

- Shakespeare's language is sometimes difficult to understand, but you **get used to** it.
- We **used** scissors to open the big parcel.
- I **used to** play a lot of tennis, but now I only play occasionally.
- Tourists find the weather in Britain quite cold, but the locals **are used to** it.
- Training for the swimming team is hard, but I'm sure you **will get used to** it soon.

D Complete the text using Past Simple or Past Continuous, active or passive.

Akala, the Hip Hop Shakespeare Star

Akala is a well-known British hip hop star. He was born in 1983 and (1) **showed** (show) great talent as a young footballer. He (2) **was planning** (plan) to become a professional player when he (3) **suffered** (suffer) an injury that ended his chances. He (4) **was regarded** (regard) as a brilliant student while he (5) **was studying** (study) at school. Even though he (6) **was offered** (offer) places at top universities to do maths, he (7) **didn't go** (not go) to university – he decided to follow his dream of a career in rap music.

One of Akala's first big hits was a song called *Shakespeare*. This came about while he (8) **was being interviewed** (interview) by a radio station, and they (9) **challenged** (challenge) him to come up with a rap using titles of Shakespeare's plays. He (10) **accomplished** (accomplish) this in 30 minutes and he later produced it as a single called *Comedy Tragedy History*.

In 2009, Akala (11) **started** (start) a theatre company that uses hip hop to make Shakespeare's poems and plays come alive for young people. Akala says that this makes sense because at the time Shakespeare (12) **was writing** (write), his plays were fun and entertaining, a bit like rap music is today. Many of the people who have attended Akala's performances say that when they (13) **were taught** (teach) Shakespeare at school, they (14) **found** (find) it boring, but rap helped them understand the meaning more easily.

B2 EXAM PRACTICE

A Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

- Did they ask you to book the tickets? **SUPPOSED**
Were **you supposed to** book the tickets?
- When I was a child, I would never eat cheese. **USE**
I **did not / didn't use to eat** cheese when I was a child.
- Shakespeare contributed enormously to the English language. **MADE**
Shakespeare **made an enormous contribution** to the English language.
- How long have you been writing plays? **START**
When **did you start** writing plays?
- I could hardly stay awake during his talk. **WAS**
While **he was talking**, I could hardly stay awake.
- I made sure the children were OK while their mum was at the doctor's. **EYE**
I **kept an eye on** the children while their mum was at the doctor's.



B Choose the word or phrase that best completes the sentence.

GRAMMAR

- "Where your keys?"
"I'm not sure. On the table, I think."
a. last you saw c. you last saw
b. did you last see d. you saw last
- "Is it difficult getting around without a car?"
"No. I walking."
a. used to c. get used to
b. would d. am used to
- in the accident?
a. Did anyone hurt c. Anyone hurting
b. Was anyone hurting d. Was anyone hurt
- "What game when I came in?"
"It's a new computer game."
a. you were playing c. you played
b. were you playing d. did you play
- People are often of strangers.
a. suspect c. suspicion
b. suspected d. suspicious
- How around before cars were invented?
a. were people got c. did people use to get
b. people got d. were people getting
- I wouldn't dare off that diving board – it's so high!
a. jumping c. I jump
b. of jumping d. to jump

VOCABULARY

- Many used in English come from Shakespeare's plays.
a. scripts c. effects
b. quotations d. styles
- The problem was bothering her a lot, so she decided to get it off her
a. heart c. shoulders
b. mind d. chest
- It was going as we climbed to the top of the mountain.
a. difficult c. hard
b. far d. long
- Anger, sadness and happiness are human
a. expressions c. ideas
b. emotions d. beings
- John and I had but we are friends again.
a. an identity c. an accomplishment
b. a consequence d. a misunderstanding
- The are against Ed getting the main part in the play.
a. odds c. faults
b. lines d. consequences
- You cannot enter the school hall while an exam is in
a. effect c. going
b. progress d. stage

C Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.



Tip

Read the whole sentence before you decide whether the word you have to form is a noun, gerund, adjective or adverb.

Elementary, My Dear Watson!

Have you ever heard someone say: *Elementary, my dear Watson?*

This (1) **expression** is synonymous with a conclusion arrived at by using logic. But who was Watson?

Dr Watson was the friend and helper of Sherlock Holmes, who is generally (2) **regarded** as the perfect detective. When he is faced with a (3) **particularly** difficult mystery to solve, he has the amazing (4) **ability** to take all the facts of the case and analyse them logically, adding one or two (5) **witty** comments as well!

The characters of Holmes and Watson were created by Sir Arthur Conan Doyle, and many people believe that these detective stories were his greatest (6) **accomplishment**. Although they were written over 100 years ago, they are (7) **thrilling** enough to keep the interest of readers today, and there are many modern films and TV shows based on them. Obviously, the (8) **majority** of fans know that both Holmes and Watson were fictional characters, but strangely enough, letters continue to be sent to Sherlock Holmes at his address in 221B Baker Street, London.

EXPRESS

REGARD
PARTICULAR
ABLE
WIT

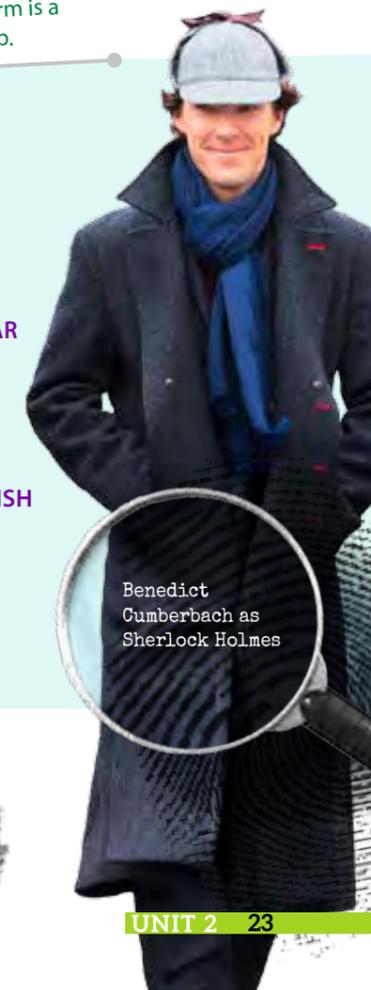
ACCOMPLISH
THRILL

MAJOR



CONNECT to YOUR WORLD

Sherlock Holmes is the most famous detective in fiction. He appears in 56 short stories and four novels.



Benedict Cumberbatch as Sherlock Holmes

LISTENING

- A 1** What is your favourite kind of book – detective, science fiction, historical?
- 2** Have you read any books recently, either in English or in your own language? Tick (✓) what you enjoyed about them.
- 1. storyline 3. suspense
 2. characters 4. writing style



Tip

To help you focus on what to listen for, read the instructions and the questions carefully. Then highlight the key words in each sentence. The first one has been done for you.

- 3** You will hear five different people talking about books that have made an impression on them. For questions 1-5, choose from the list (A-H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A Some parts of the book weren't so interesting.
 B After reading the book, I wanted to know more about the subject.
 C Reading this book has made me want to travel.
 D The book was a letdown after seeing the film.
 E I had to read the book to satisfy my curiosity.
 F I did not expect to enjoy the story so much.
 G I sometimes found it difficult to remember things connected to the characters.
 H I read it when I was too young to understand it properly.

- SPEAKER 1 F
 SPEAKER 2 A
 SPEAKER 3 E
 SPEAKER 4 B
 SPEAKER 5 G

- B 1** Which of these stories by Charles Dickens have you read? Which did you like best?

Great Expectations

A Christmas Carol

David Copperfield

Oliver Twist



- 2** You will hear a presentation about Charles Dickens. For questions 1-10, complete the sentences with a word or short phrase.

Kyle chose to talk about Dickens because he made a great (1) contribution to English literature.

Kyle regards Dickens as special because of the unforgettable (2) characters in his books.

Dickens's stories include a lot of his own (3) experiences in life.

When Dickens was only 12 years old, he had to work in a (4) factory because his family had no money.

The characters of Mr and Mrs Micawber were based on (5) Dickens's parents.

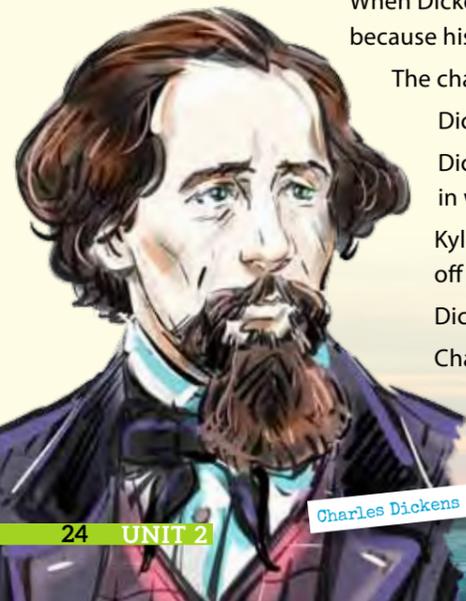
Dickens focused on poverty and (6) crime in his novels.

Dickens's first novels were written to appear in (7) magazines in weekly or monthly episodes.

Kyle says that readers in (8) America would ask people getting off ships about the latest episode of Dickens's stories.

Dickens was in a (9) train crash which affected his life.

Charles Dickens died in (10) 1870.



Charles Dickens

Where the Dickens ARE we!

SPEAKING Comparing Pictures

- A** Tick (✓) the statements that are true for you. Discuss your answers with a partner. See Teacher's Guide for possible answer.

- 1. I enjoy watching films on TV, but I prefer going to the cinema.
 2. I'm not keen on reading books.
 3. I'd much rather watch a film than read a book.
 4. I don't enjoy reading things aloud in class.
 5. I enjoy acting and have taken part in a play.

B MODEL TASK

- 1** Look at the photographs below. With a partner, discuss what the people are doing in each picture.
- 2** Read the task below. Then listen to a student doing the task. Which expressions in the Useful Language section of the Speaking Guide does the speaker use? Tick (✓).

The pictures below show people involved in entertainment. Compare the pictures and say what the people are enjoying in each situation.

What are the people enjoying in each situation?



- 3** Look at the pictures again and tell your partner which activity you would prefer and why. Use the Topic Vocabulary and Talking about preferences sections in the Speaking Guide to help you.

- C YOUR TASK** Look at the pictures below and do the task. Use the Speaking Guide to help you. See Teacher's Guide for model speaking.

The pictures below show people involved in art. Compare the pictures and then say what the people are enjoying in each situation.

What are the people enjoying in each situation?



Speaking Guide

Topic Vocabulary

Entertainment

a play / script / characters
 learn lines
 professional / amateur actor
 the audience
 applaud
 identify with

Art

art gallery
 oil painting
 take a course
 develop talent
 masterpiece

Useful Language

Comparing

- ✓ Both pictures show ...
 The first picture shows ...
 ✓ The people in the first picture are ...
 In the other picture you can see ...
 It is much (easier) to ...
 ✓ On the one hand, ...
 ✓ On the other hand, ...

Talking about preferences

Personally, I prefer ...
 I'd much rather ... than ...
 It's much more interesting / enjoyable / comfortable to ...
 I think it's less enjoyable / interesting to ...
 I'm not keen on ...

WRITING A Story

A Read the task and answer the questions in Exercises 1 and 2 that follow.

You have seen this announcement in the school magazine.

Stories Wanted!

We are looking for stories for the school magazine. Your story must **begin** with this sentence:
It was important for Sally to get to the concert early.
Your story must include:

- tickets
- a photo

B Read the model story and answer the questions that follow.

model

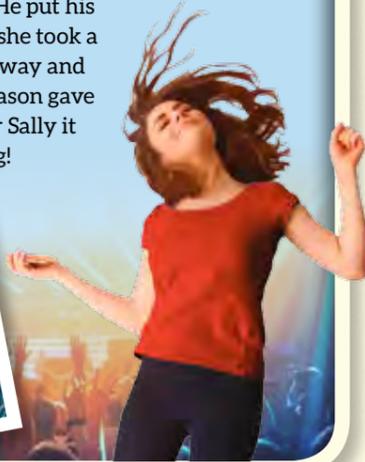
More Than Just a Concert

It was important for Sally to get to the concert early. It was only going to start at half past eight, but at six o'clock, Sally was already sitting on the bus with her friends Katie and Carmen on her way to the theatre.

Sally felt so excited. She couldn't believe that pop singer Jason Charlton was actually going to perform in her town. The moment she'd heard about the concert, she and her friends had bought tickets. But Sally planned to see more than just the concert!

At last, they arrived at the theatre. They waited patiently outside the stage door and half an hour later, a big car pulled up. Sally held her breath as the door opened. Just then, Jason Charlton stepped out of the car. Sally ran towards him, but suddenly someone caught her from behind. It was the singer's bodyguard!

At that moment, Jason turned round and saw what was happening. Sally quickly asked him if she could take a selfie with him. He put his arm round her shoulder and she took a photo. She posted it straightaway and got hundreds of comments. Jason gave an amazing performance. For Sally it was an unforgettable evening!



1. Who is the main character in the story?
Sally
2. Where is the main part of the story set?
at the theatre
3. When does the story begin?
at six o'clock when Sally is sitting on the bus on her way to the theatre

1 ANALYSE THE TASK

1. Who is going to read the story?
readers of the school magazine
2. What sentence must begin your story? It was important for Sally to get to the concert early.
3. What two things must you include?
tickets, a photo

2 BRAINSTORM IDEAS

1. Where was Sally at the beginning of the story?
2. Why was it important to get to the concert early?
3. What happened in the end?

C ORGANIZE YOUR IDEAS Complete the plan for a story using the model.

PLAN	
Introduction Par 1 Set the scene of the story.	Sally on the bus on her way to... the theatre
Body Pars 2-3 Give the main events leading up to the climax.	Sally was going to a Jason Charlton concert / waited outside the stage door / Jason arrived and Sally ran up to him
Conclusion Par 4 Say how the story ends.	took a selfie with Jason / had an... unforgettable evening at the concert

D FOCUS ON LANGUAGE

1 Past Tenses The correct use of past tenses helps the reader understand the order of events. We use Past Simple to tell the main events in the story and Past Continuous to give background information.

Complete the paragraph below using the correct form of the Past Simple or Past Continuous.

On Stage

When Mike (1) arrived (arrive) at the school theatre, everyone was very busy. Some workers (2) were arranging (arrange) the lighting while a couple of actors (3) were practising (practise) their lines on the stage. Mike (4) went (go) backstage, where he (5) found (find) his sister, Jessica. He watched her while she (6) was putting (put) on her make-up. Jessica (7) had (have) the main part in the school play, but she (8) didn't look (not look) nervous at all. Mike was surprised!

Later that evening, Mike (9) sat (sit) in the audience and (10) felt (feel) very proud as he watched his sister perform in her first major play.

Bravo

Encore!

Bravo!

2 Time Expressions Time expressions tell us when things happen in a story and make the sequence of events clearer.

1. Look at the time expressions in the Writing Guide. Tick (✓) those that are used in the model on page 26.
2. Complete the text below by circling the correct time expressions.



Choosing the Actors

Anne was directing the school play and she was choosing actors for the main parts. (1) First / Once, a couple of boys from Anne's class tried out, but they weren't very good. (2) When / After that, a girl from a different class came onto the stage and acted quite well.

- (3) Meanwhile / Then Anne got a surprise. Her friend Harry turned up. (4) As soon as / At first she saw him, Anne felt quite nervous. She didn't think Harry was good at acting, but how could she tell him? (5) Suddenly / At first, Harry just stood there. He didn't seem to know what to do. (6) When / Then he started to act and Anne couldn't believe it. Harry played the part as if it were made for him! (7) In the end / At last, everyone clapped! They were all excited by his performance. (8) Afterwards / While Anne ran up to Harry and hugged him. "The part is yours!" she said.



E DESCRIBING FEELINGS You can make your story more interesting by describing your characters' feelings.

1 Underline words and phrases in the text above that describe how people feel. See model above for answers.

2 Complete the sentences using a suitable word or phrase below.

an unforgettable moment • disappointed • worried • excited
nervous • held his breath • waited patiently

1. Tim loved acting, but he always felt nervous before an audition.
2. He wanted the main part in the play and he was worried as there were lots of other students who wanted it too.
3. Everyone waited patiently to hear the results of the audition.
4. He was very excited when he was told he had the part he wanted.
5. He felt sorry for his friends who were disappointed.
6. For Tim it was an unforgettable moment to hear he'd been successful.
7. He held his breath as the actors for the main parts were being chosen.

F YOUR TASK Read the task below. Then write your story in 140-190 words. Use the Writing Guide to help you. See Teacher's Guide for model story.

You have seen this announcement in the school magazine.

Stories Wanted!

We are looking for stories for the school magazine. Your story must **begin** with this sentence:
It was important for Tim to get a part in the school play.
Your story must include:

- an accident
- a list



Writing Guide

Writing a Story

- 1 **Analyse the task** Who is going to read the story? How should the story start? What two things must you include?
- 2 **Brainstorm ideas** Who is Tim? Why was it so important for him to get the part? How did the accident happen? What was on the list? How did the story end? How did Tim feel?
- 3 **Organize your ideas** Use the plan.
- 4 **Write your story** Use correct tenses and time expressions. Describe your characters' feelings.

Useful Language

Time expressions

- | | |
|-------------------------|------------------|
| One day, | Finally, |
| (At) first, | ✓ At last, |
| Then | ✓ Just then, |
| When | Afterwards, |
| As soon as | Meanwhile, |
| ✓ Suddenly, | In the end, |
| ✓ At that moment, | |
| ✓ The moment (that) ... | |
| ✓ (Half an hour) later, | |

Topic Vocabulary

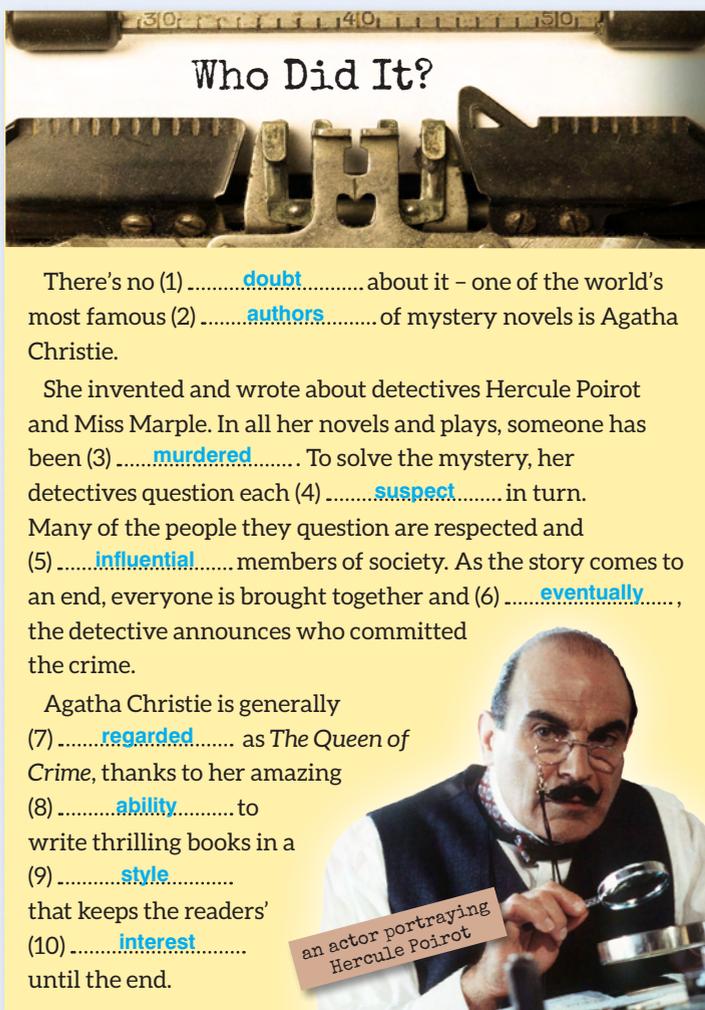
try out for the part
performance
take part in
read your lines
audition
backstage
on stage
audience
director
role



Review 2

A Complete the text using the words below.

eventually • style • doubt • interest
murdered • influential • authors
regarded • ability • suspect



Who Did It?

There's no (1) **doubt** about it – one of the world's most famous (2) **authors** of mystery novels is Agatha Christie.

She invented and wrote about detectives Hercule Poirot and Miss Marple. In all her novels and plays, someone has been (3) **murdered** To solve the mystery, her detectives question each (4) **suspect** in turn. Many of the people they question are respected and (5) **influential** members of society. As the story comes to an end, everyone is brought together and (6) **eventually**, the detective announces who committed the crime.

Agatha Christie is generally (7) **regarded** as *The Queen of Crime*, thanks to her amazing (8) **ability** to write thrilling books in a (9) **style** that keeps the readers' (10) **interest** until the end.

an actor portraying Hercule Poirot

B Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

- I thought they asked you to arrive at 8 am.
SUPPOSED
I thought **you were supposed to arrive** at 8 am.
- Dan was a law student when he met his future wife. **STUDYING**
Dan met his future wife **while he was studying / while studying** law.
- In the past I never did much exercise. **USE**
I **did not / didn't use to do** much exercise in the past.
- They gave us the best seats in the theatre.
GIVEN
We **were given the best seats** in the theatre.

- Please watch Lucy while I'm making tea. **EYE**
Please **keep an eye on** Lucy while I'm making tea.
- How long have you been in Rome? **ARRIVE**
When **did you arrive in** Rome?

C Choose the word or phrase that best completes the sentence.

GRAMMAR

- "Why us that you were going to be late?"
"I didn't know the film would last so long."
a. weren't you telling
b. you didn't tell
c. you weren't telling
d. didn't you tell
- When English?
a. did you first study
b. you were first studying
c. you first studied
d. first you were studying
- "Is Jenny nervous about appearing in public?"
"Oh, no! She to it!"
a. used
b. is used
c. is getting used
d. would get used
- Jake his bike when he had the accident.
a. rode
b. he was riding
c. was used to riding
d. was riding
- My grandmother shop at the market when she was young.
a. would
b. was
c. is used to
d. got used to

VOCABULARY

- Pete used a from a Shakespeare play to begin his speech.
a. copyright
b. quotation
c. script
d. style
- Sue wanted to try out for the part, but in the end she got cold
a. feet
b. heart
c. chest
d. shoulder
- In a formal letter you should use language.
a. unique
b. appropriate
c. witty
d. honourable
- Who is the actor who the son in the play?
a. accomplishes
b. fits
c. expresses
d. portrays
- There must be a We didn't order a bottle of wine.
a. consequence
b. misunderstanding
c. prejudice
d. revenge