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Third Edition Solutions

Intermediate

Student's Book

irlanguage

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مجمع زبان ایرانیان

8

Messages

پیغام‌ها و پیام‌ها

8A

Vocabulary

On the phone

I can talk about using my phone.

Unit map

Vocabulary

Collocations: using a mobile phone
Phrasal verbs: phoning
Film genres
Reporting verbs
Reading matter & digital formats

Word Skills

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Culture 8 Helen Keller



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1 SPEAKING Work in pairs. Choose a photo each and describe it to your partner. Then discuss the questions.

- 1 Do you mind if people talk on their phones in public places? Why? / Why not?
- 2 Do you think people rely too much on their phones? Why? / Why not?
- 3 Have you ever had problems getting a mobile signal? If so, where? What did you do about it?

2 KEY PHRASES Match a–f with 1–6 and g–l with 7–12.

Collocations: using a mobile phone

- | | | | |
|-------------|--------------------------|--------------------|---------------------------------------|
| 1 enter | a a number | 7 leave | g data roaming |
| 2 make | b the signal | 8 top up | h a message |
| 3 lose | c your phone | 9 disable / enable | i a call / somebody on
loudspeaker |
| 4 put | d a call | 10 save / add | j a number to the contacts list |
| 5 recharge | e your voicemail | 11 put | k your mobile |
| 6 listen to | f the phone on
silent | 12 run out of | l credit |

3 3.11 Listen to four phone conversations. Answer the questions.

- 1 a Who does Ryan mistake Jodie for?
b What message does Ryan leave?
- 2 c Whose money does the boy use to top up his mobile?
d How much does the boy top up?
- 3 e Why didn't Jake receive his messages?
f Why didn't Jake answer his calls yesterday?
- 4 g What problem does the girl have?
h What solution does the boy suggest?



4 3.11 Listen again. How many of the phrases in exercise 2 can you hear?

5 **KEY PHRASES** Match the phrasal verbs (1–10) with the definitions (a–j).

Phrasal verbs: phoning

- | | |
|----------------------------|---|
| 1 get through (to someone) | a turn something off |
| 2 pick up the phone | b phone somebody again later |
| 3 switch something off | c phone somebody again later |
| 4 speak up | d establish contact |
| 5 run out of something | e stop or interrupt somebody's phone conversation |
| 6 call somebody back | f have no more of something; finish something |
| 7 break up | g answer a call |
| 8 cut somebody off | h become unclear and difficult to understand |
| 9 hang up | i end a phone call |
| 10 get back to somebody | j talk more loudly |

RECYCLE! Phrasal verbs

- With separable phrasal verbs, the object can come **before** or **after** the particle, but when the object is a pronoun (*her, it, them*, etc.) it must come **before** the particle.
switch the phone off / switch off the phone
switch it off / switch-off it X
- With inseparable verbs, the object always comes **after** the particle, even when it is a pronoun.
- Three-part phrasal verbs are always **transitive** and **inseparable**. The object always comes after the two particles.
get back to somebody

6 Read the **Recycle!** box and answer the questions.

- 1 Which phrasal verbs in exercise 5 are transitive? How do you know?
- 2 Which have three parts?
- 3 Which are separable? How do you know?

7 3.12 Listen to a phone conversation. Answer the questions.

- 1 Why couldn't the two people talk earlier?
- 2 What two reasons do they have for ending the call?

8 3.12 Complete the extracts from the conversation with a verb and one or two particles. Then listen again and check.

- 1 I've been trying to call, but I couldn't _____.
- 2 The phone rang, but I couldn't _____.
- 3 The teacher told me to _____ the phone _____.
- 4 Can you _____? I can't hear you very well.
- 5 Look, I'm _____ credit. Can I _____ you _____?
- 6 You're _____.
- 7 OK, I'll _____ and _____ you.

9 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 Do you have a mobile phone? If so, how long have you had it? Who pays for the calling plan and / or the calls?
- 2 How often do you use your phone? How long do you spend on your phone each day?
- 3 How many texts do you send per day, on average? Who do you send them to?
- 4 If you're phoning someone from your home, are you more likely to use a mobile phone or the landline? Why?
- 5 Would you find life difficult without mobile phones? Why? / Why not?

Reported speech

I can use reported speech.

- 1 Read the text opposite. Do you think the twin sisters have a special connection or are there other explanations? Give reasons for your opinions.
- 2 Read the text and study the highlighted and underlined examples of reported speech. What are the speakers' original words? Complete the table with the correct tenses for the direct speech.

Direct speech	Reported speech
1	past simple
2	past continuous
3	past perfect
4	past perfect
5	could / couldn't
6	would / wouldn't

LEARN THIS! Reported speech

- a These verbs do not usually change in reported speech: *might, must, should, could, would, would like.*
- b The past perfect does not change in reported speech. *'I'd never been there.' She said she'd never been there.*
- c Verbs in subordinate clauses in the reported sentence usually change in the same way. *'I think I'm ill.' He said he thought he was ill.*
- d We always use a personal object with *tell*. With *say*, we do not need a personal object. *I told Jo that I'd phone. / I said (to Jo) that I'd phone.*
- e We often omit *that* in reported speech. *He said he'd call you.*

- 3 Read the **Learn this!** box. Match the underlined verbs in the text with rules a–c. What are the speaker's original words?
- 4 Circle examples in the text of rules d and e.

LOOK OUT!

Pronouns, possessive adjectives and references to time and place usually change in reported speech.

'I'll phone you tomorrow,' he said to me.
He told me he'd phone me the following day.

now → *then / at that moment*
today → *that day*
an hour ago → *an hour earlier*
yesterday → *the day before*
last Tuesday, month, year, etc. → *the Tuesday, the month, the year before, etc.*
tomorrow → *the following day*
next week, month, etc. → *the following week, month, etc.*
here → *there*

Sharing the pain

Beth and her twin sister Harriet are convinced that they are able to share experiences and feelings without seeing or speaking to each other. Here's what Beth says:

'One day I was walking in town with Harriet. She told me that her right ankle **was hurting**, but **didn't know** why. She said she **hadn't twisted** it or anything, but told me she **couldn't** put any weight on it. About a minute later, I suddenly felt a sharp pain in my right ankle! On another occasion, I told Harriet that I **had watched** a really good video clip on the internet the day before. I said that I **would send** her a link to the website where I'd found it. I told her **she must watch it**. Imagine my surprise when she said she had come across the same clip at the same time! She said that after **she'd finished watching it**, she had thought about sending me the link.'

- 5 Read the **Look out!** box. Underline examples of changes to pronouns, possessive adjectives and references to time in the text in exercise 1.
- 6 Rewrite the sentences in reported speech. (Imagine that the speakers were talking to you.)
 - 1 'I'll call you when I get back this evening,' said Maisy.
Maisy said she would call me when she got back that evening.
 - 2 'I might disable data roaming when I go abroad next week,' said Joel.
 - 3 'Kelly had never had a mobile,' said Max.
 - 4 'I haven't topped up my mobile since last month,' said Freddy.
 - 5 'You mustn't let your battery run out,' said my mum.
 - 6 'Liam saved your number to his phone book,' said Sally.
 - 7 'This time next week, I'll be flying to Prague,' said Tom.

➔ Grammar Builder 8.1 page 140

7 Write answers to these questions.

- 1 Where did you go last summer?
I went to ...
- 2 What are you doing this evening?
- 3 Can you write with both hands?
- 4 Could you walk before you could talk?
- 5 What are you going to do at the weekend?
- 6 Have you been to Italy?
- 7 What time do you usually get to school?

8 SPEAKING Work in pairs. Ask the questions in exercise 7, note your partner's answers and report the answers to the class.

Martin said that he'd been to Dubrovnik the summer before.

8C

Listening

Global network

I can identify the main idea of a listening text.

irlanguage



1 **SPEAKING** Work in pairs. What do you think the map shows? Choose from the ideas below.

undersea cables shipping routes ocean currents
popular cruises weather patterns

2 **3.13** Listen to part 1 of a radio programme. Check your ideas from exercise 1.

3 **3.13** Listen again. What is the significance of these numbers?

95% 8 cm 21,000 km 60%

Listening Strategy 1

Sometimes you need to listen for the main idea (gist) rather than a specific piece of information. If this is the case, do not worry about a few unknown words. You can often understand the gist without understanding every word.

4 **3.14** Read **Listening Strategy 1**. Then listen to four voicemail messages. Ignore the parts you cannot hear well. Circle the correct words to sum up the main ideas.

- Speaker 1 **will** / **won't** be able to meet Sam outside the theatre.
- Speaker 2 **can** / **can't** come to Ava's birthday meal.
- Speaker 3 **is** / **isn't** going to recommend a hotel in Paris.
- Speaker 4 **has** / **hasn't** sent Emma's top back to her.

Listening Strategy 2

When you do a multiple-choice task, do not choose the correct answer based only on one or two words. Remember that the incorrect options also have some connection with what you hear.

5 **3.15** Read **Listening Strategy 2**. Then listen to part 2 of the radio programme from exercise 2. What is it mainly about: a, b or c?

- Improvements in communications cables from 1840 to the present day.
- Different ways of laying communications cables under the sea.
- One man's efforts to have a communications cable laid under the Atlantic Ocean.

6 **3.15** Listen again. For questions 1–5, circle the correct answers (a–d).

- What advance in technology was made between 1840 and 1850?
 - A cable was laid under the Atlantic Ocean.
 - The electric telegraph was invented.
 - A cable was laid under the English Channel.
 - A telegraph message was sent from France to the USA.
- For Field's first attempt to lay a cable under the Atlantic Ocean, where did the two ships begin?
 - in the middle of the Atlantic
 - on the east coast of America
 - one in America and one in Ireland
 - both on the west coast of Ireland
- On the second attempt, how many times did the cable break?
 - once
 - twice
 - three times
 - six times
- For the third attempt, the ships' starting position
 - was the same as the first attempt.
 - was the same as the second attempt.
 - was different from both previous attempts.
 - is not mentioned in the programme.
- What period of history does the programme mainly talk about?
 - from 1840 to the present day
 - the decade 1840 to 1850
 - from 1858 to the present day
 - the two years 1857 and 1858

7 **VOCABULARY** Complete the phrasal verbs with the correct particles.

- Somebody had to work _____ how to lay a cable under the Atlantic.
- Two ships set _____ from the west coast of Ireland.
- They repaired the cable and carried _____ their work.
- They decided to call _____ the attempt.
- They abandoned the attempt and the ships went _____ to port.
- But Cyrus Field was not prepared to give _____.

8 **3.15** Listen again and check your answers to exercise 7.

9 **SPEAKING** Work in pairs. Tell your partner about one of the following.

- something you spent a long time trying to work out
- an occasion when you wanted to give up, but carried on instead
- an occasion when you set off on a journey, but had to go back for some reason

Reported questions

I can report questions correctly.



1 **SPEAKING** Work in pairs. How can people send messages over long distances without using electronic technology? Think of as many different ways as you can.

2 **3.16 VOCABULARY** Listen to an extract from a film. What kind of film is it? Choose from the list below. Which words were clues?

Film genres action film comedy horror film musical science fiction film war film western

3 **3.16** Work in pairs. Read the reported questions that Captain Hunter asked the woman. Then listen again and write the exact words the captain used.

1 Captain Hunter asked her when she had received the message.

When did you receive the message?

2 He asked her who was sending the messages.

3 Then he asked her why she wanted to help them.

4 He asked her if he could trust her.

5 He also asked how she had learned to speak English.

6 Finally, he asked her whether there would be another message the following day.

4 Compare the reported questions in exercise 3 with the questions you wrote down. Circle the correct words to complete the **Learn this!** box.

LEARN THIS! Reported questions

a We use the verb **ask / tell** to report a question.

b The tenses **change / don't change** as they do in reported statements.

c Pronouns and time phrases **change / don't change** in reported questions.

d The word order in a reported question is the same as a **statement / question** – subject before verb.

e We **use / don't use do** and *did* in reported questions.

f We use **if / that** or *whether* to report *yes / no* questions.

5 Rewrite the questions as reported questions. Remember to make the necessary changes to tenses, pronouns and other references (time, place, etc.).

1 'What does the message say?' asked Colonel Smith.

2 'How reliable is the information?' he asked.

3 'Are you going to take the message seriously?' Captain Hunter asked the colonel.

4 'What is your own opinion?' the colonel asked the captain.

5 'Have we got any choice?' the captain asked.

6 'Who will take the blame for any mistakes?' the colonel asked.

7 'Can we discuss this again tomorrow morning?' Captain Hunter asked the colonel.

8 'How many other people have you told about the messages?' the colonel asked.

6 **3.17** Read and listen to another part of the film. Then complete the text below with reported speech (questions and statements).

Woman Were the messages helpful?

Capt Hunter They saved a lot of lives. Who sent the messages to you?

Woman My cousin sent them from his office. He works at enemy High Command.

Capt Hunter How did he send the messages in secret?

Woman He used the sun and a mirror.

Capt Hunter Why did his messages stop?

Woman The weather turned cloudy!

The woman asked ¹if her messages had been helpful. Captain Hunter said ²_____ lives. He asked her

³_____. She replied that her cousin

⁴_____ office. She said ⁵_____

High Command. The captain asked her ⁶_____

in secret. She said ⁷_____ and a mirror. The

captain asked her ⁸_____. The woman replied

⁹_____ cloudy.

7 Work in pairs. Write four questions and answers using the prompts below.

1 What sports / instruments / video games can you play?

What sports can you play? I can play football and tennis.

2 Where do you usually go after school / at weekends / during the holidays?

3 What did you eat this morning / last night / last New Year?

4 Have you ever tried kayaking / rock climbing / Japanese food?

8 **SPEAKING** Work with another pair. Ask and answer your questions from exercise 7. Can the other pair remember and report them?

What sports can you play?

I can play football and tennis.

Phil asked Anna what sports she could play. Anna said that she could play football and tennis.

Verb patterns: reporting verbs

I can use a variety of reporting verbs correctly.

a great big fat ...

... **SORRY!**

from 'The Reformed
Bike Thief'
(I never mistreated it)



- 1 SPEAKING** Work in pairs. Find one spelling mistake in the handwritten note. Then decide what has happened. Who wrote the note and why?
- Read the text opposite and find the answers to the questions in exercise 1.
- 3 VOCABULARY** Read the Learn this! box. Underline the verbs below in the text in exercise 2. Complete the rules (a–e) with the correct verbs.

Reporting verbs accuse admit apologise beg persuade promise thank

LEARN THIS! Verb patterns

- verb + infinitive
agree / ¹_____ / offer / refuse to do something
- verb + object + infinitive
advise / ask / ²_____ / ³_____ /
encourage / tell / remind somebody to do something
- verb + -ing form
⁴_____ / deny / propose / mention / suggest
doing something
- verb + preposition + -ing form
insist on / ⁵_____ for / wonder about doing
something
- verb + object + preposition + -ing form
⁶_____ somebody of / blame somebody for
doing something / ⁷_____ somebody for / warn
somebody against doing something

- 4** Circle the correct reporting verb to complete the sentences.

- My parents **encouraged** / **proposed** me to play an instrument.
- Kate **agreed** / **suggested** going out for dinner.
- He **denied** / **refused** to tell them his real name.
- She **agreed** / **warned** him against going to the party.
- He **insisted on** / **offered** paying for the meal.

LOOK OUT!

We add *not* to infinitives and *-ing* forms to make them negative.

He *persuaded us not to go on foot.*
She *apologised for not being ready.*

Sometimes, sending a message to a stranger can be very powerful. When Eileen Remedios had her bike stolen, she decided to leave a note where it had been. She begged the thief to return her bike, saying it was 'old but loved'. The next day, her bike was returned with a message from the thief. He apologised for stealing the bike and signed himself 'The Reformed Bike Thief'. Eileen was amazed and delighted. She left one final message in which she thanked the thief for returning her bike.

A similar thing happened to Julie Colwell after she was nearly hit by a car while she was jogging. She shouted at the driver and accused him of driving dangerously. The driver didn't stop or reply, but the next day Julie found a note at the same place. It was from the driver. In it, he admitted driving badly and apologised for frightening her. He even said that her angry words had persuaded him to change his ways and he promised to drive more carefully in the future.

- 5** Read the Look out! box. Then rewrite the sentences using the verb in brackets as a reporting verb.

- 'I don't spend enough time on my homework,' Sarah said. (admit)
Sarah admitted not spending enough time on her homework.
- 'Please, please don't lose your phone again,' John's mother said to him. (beg)
- 'My neighbours are stealing my plants,' said Mrs Brown. (accuse)
- 'I'm sorry I'm not better at cooking,' said Grace. (apologise)
- 'Maybe we shouldn't spend so much money on snacks,' Harry said. (suggest)
- 'You should take up a hobby,' Anna's parents told her. (encourage)
- 'Swimming in the river is dangerous,' said the tour guide to the tourists. (warn)
- 'I'm definitely going to pay for my own ticket,' said Ella. (insist)

- 6** Make notes about something:

- you advised somebody not to do.
- you refused to do.
- somebody reminded you to do.
- a friend suggested doing.
- someone apologised to you for doing.
- you thanked somebody for doing.
- somebody blamed you for doing / not doing.

- 7 SPEAKING** Work in pairs. Tell your partner about the things in exercise 6.

I advised my friend not to buy an expensive smartphone.

A novel idea

I can understand a text about cell phone novels.

- 1 **VOCABULARY** What types of things do you read and how do you read them? Do you prefer paper or digital formats? Use the words below to help you.

Reading matter biographies blog posts comics magazines newspapers novels poems textbooks

Digital formats blogs e-books social networking sites tweets websites zines

► **Vocabulary Builder** Publications: page 125

- 2 Read the text quickly, ignoring the gaps. What are cell phone novels and how do they work? Circle the correct answer: a, b or c.
- They are paperback novels divided into instalments and sent to mobile phones.
 - They are stories in episodes written on mobile phones and uploaded onto a special website.
 - They are long texts sent by friends to other friends.

Reading Strategy

Read the missing sentences carefully. Then read the sentences in the text that come before and after each gap. Use these two strategies when selecting which sentence fits each gap:

- Look for vocabulary links between the sentence and the surrounding text.
- Look for pronouns, e.g. *he*, *she*, *it* and other references and check that they match your answer choice.

- 3 Read the **Reading Strategy**. Match sentences A–H with gaps 1–6 in the text. There are two extra sentences.

- Common themes are love, tragedy and betrayal, and the stories often deal with difficult or controversial issues.
- Books are sometimes regarded as old-fashioned and difficult to read.
- In response to this trend, some smart young authors have changed the way they write.
- However, as the story progressed, the style gradually evolved into something different.
- She typed out instalments on her phone and uploaded them onto a popular website for cell phone authors.
- No money is made from cell phone novels unless they are published as books.
- It was called *Deep Love* and told the story of a teenager who contracted AIDS.
- Sentences are short and there are no descriptions of anything or anybody because there isn't space.

- 4 Read the text again. Are the sentences true or false? Write T or F.

- The first cell phone novel appeared in Japan. ___
- The success of Yoshi's first book was due mainly to advertisements on the TV and in comic books. ___
- Most cell phone novels deal with difficult issues. ___
- Rin did not tell her parents that she was writing a cell phone novel. ___
- There is a lot of conversation between the characters in cell phone novels. ___
- Cell phone novels in English have recently appeared in the USA. ___

- 5 Answer the questions.

- What was the first cell phone novel about?
- How did Rin write her cell phone novel?
- How did the first English language cell phone novel come about?
- What does Takatsu particularly like about this form of writing?

- 6 **VOCABULARY** Match a–k with 1–11 to make compound nouns. They are all in the text.

Compound nouns

- | | |
|--------------|------------|
| 1 leisure | a series |
| 2 cell | b book |
| 3 television | c school |
| 4 comic | d story |
| 5 high | e time |
| 6 love | f name |
| 7 book | g phone |
| 8 bestseller | h culture |
| 9 pen | i contract |
| 10 pop | j media |
| 11 social | k list |

- 7 **SPEAKING** Work in pairs or small groups. Discuss the questions.

- Do you think cell phone novels are a good idea? Why? / Why not?
- Would you be interested in reading one? Why? / Why not?
- Do you think you could write one yourself? Why? / Why not?



3.18

A different type of phone book

Although books are still popular with teenagers, most of them spend more of their leisure time staring at their phone than reading a paperback. And the more versatile phones become, the more reasons young people have for looking at them. ¹___ Instead of publishing a whole book at once, they produce very short chapters, which they send once a week to their readers by text message. Some even claim that this style of writing represents a new literary genre: the 'cell phone novel'.

The very first cell phone novel was written in 2003 by a man in Tokyo who called himself Yoshi. ²___ It became so popular, mainly through word of mouth, that it was later published as a paperback. The book version sold 2.6 million copies and a television series, a comic book and a film were made of the story. Online companies became interested and set up websites where authors could upload their stories and readers could discuss them in forums as the stories evolved.

Although the idea originated in Japan, cell phone novels have also sprung up in the rest of East Asia, Europe and Africa. Many are written by high school or university students who are very familiar with the topics that teenagers are interested in. ³___ Twenty-one-year-old Rin said that she started her novel *If You* during her final year at high school and explained that it was the tragic love story of two childhood friends.

Rin wrote her novel over a six-month period in spare moments, often while commuting on the train. ⁴___ Readers then voted her novel the best that year and she was offered a book contract. Her book sold 400,000 copies and was number five in the Japanese bestseller list. Rin said that her mother had had no idea that she had been writing a novel and was therefore very surprised when she saw a book with her daughter's name on it.

The style of cell phone novels has evolved to suit the medium. Chapters have no more than 200 words, and often just 50–100 words. ⁵___ The text mostly consists of dialogue and the language is direct, conveying a lot in a few words.

Many cell phone novelists had never written fiction before and many of their readers have never read a normal novel. Other rules have evolved; for example, authors only have one name and that is a pseudonym or pen name.

In 2009, a young Japanese writer called Takatsu, who lives in Canada, began writing the first English language cell phone novel, *Secondhand Memories*. Each instalment appeared on textnovel.com, a website dedicated to cell phone stories. Takatsu had read an English translation of Rin's story *If You* and had been impressed by its simple and emotional language. It was a feature he deliberately copied when he started writing *Secondhand Memories*.

⁶___ He now believes that, in English, cell phone novels have a powerful and poetic identity of their own.

Takatsu sees himself, and the other writers who contribute to textnovel.com, as part of a literary movement which blends drama, technology, pop culture and social media. Cell phone novels encourage young people to engage in fiction, even those who would not normally pick up a book. They could be described as teen novels for the 21st century.



Photo description

I can describe a photo and answer questions about it.



1 **SPEAKING** Work in pairs. Describe photo A. What do you think has happened? How do you think the woman in the white shirt is feeling? Why?

2 **3.19** Listen to a student describing the photo. How does her description differ from yours?

3 **KEY PHRASES** Complete the phrases for speculating with the words below.

clear could hard judging looks pretty sure

Speculating

- I can't be ¹ _____, but I'd say that ...
- It ² _____ be (that) ... It's ³ _____ to say, but ...
- It ⁴ _____ as if ... I'm ⁵ _____ certain that ...
- It's ⁶ _____ that ...
- ⁷ _____ by (his expression), I'd say that ...

4 **3.19** Listen again. Which phrases from exercise 3 did the student use in her answer?

5 Compare and contrast photos A and B in exercise 1. Follow steps 1–5 and use the words below to help you describe photo B.

ceiling drip (v) leak (n, v) look up
phone book plumber

- 1 Describe each scene in general.
- 2 Say what the people are doing and wearing.
- 3 Point out similarities.
- 4 Point out differences.
- 5 Say how the people might be feeling and how you might feel in a similar situation.

Would you be good at receiving and dealing with emergency calls? Why? / Why not?

6 **3.20** Listen to a student answering the question above. Complete the sentences with the words below.

- appeal finally idea only reasons simple view
- 1 There are a number of _____ why I say that.
 - 2 In my _____, you need to stay very calm.
 - 3 Not _____ that, but you have to deal with people who are very upset.
 - 4 The _____ of being on the phone all day doesn't _____ to me.
 - 5 _____, I really wouldn't be the right person for the job for the _____ reason that I can't stand the sight of blood!

7 **SPEAKING** Work in pairs. Take turns to answer the question in exercise 6. Use phrases for speculating and phrases from exercise 6 in your answers.

Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when they are speaking to you and when you are speaking to them.

➔ Vocabulary Builder Road accidents: page 125

8 **SPEAKING** Work in pairs. Read the Speaking Strategy. Look at photos C and D below. Describe one photo each.

9 **SPEAKING** Work in pairs. Take turns to compare and contrast photos C and D. Follow the steps in exercise 5.

10 **SPEAKING** Work in pairs. Student A: make notes for question 1. Student B: make notes for question 2.

- 1 What could you do if your car broke down and you didn't have a mobile phone with you?
- 2 How can we make our roads safer for cyclists?

11 **SPEAKING** Present the answer you prepared to the question in exercise 10.



8H

Writing A narrative

I can write a story.

- 1 SPEAKING** Work in pairs. Have you ever been late for a lesson or an exam? If so, why? How did you feel?
- Read the task and the story. Which words did the writer's friend misunderstand?

Write a story about a problem that arose because of a misunderstanding or a lack of communication.

I've always been really keen on swimming. About a year ago, I decided to do an exam to become a lifeguard. My dad agreed to drive me there, and we set off from home in his car.

A few minutes later, we passed a friend of mine from school. He was walking along the pavement and chatting to somebody on his phone. We stopped, and I told him I was on my way to an exam at the sports centre. 'Me too!' he replied. We offered him a lift and he accepted.

After a while, we arrived at the sports centre. At that moment, my friend started to look worried. 'Where are we?' he asked. 'This isn't the music centre!' He told us he had a piano exam at the music centre in ten minutes. Obviously, he hadn't listened properly when we'd offered him a lift!

Fortunately, my dad agreed to drive him to the music centre and they arrived just in time. Afterwards, my friend was really grateful and bought my dad a present.

- Complete the paragraph plan with the phrases below.

lead up to main event main event set the scene
the ending

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Writing Strategy

- You can make your narrative more interesting by using comment adverbs such as *luckily*, *unfortunately*, *thank goodness*, etc.
- When you are narrating events, use a variety of tenses such as past simple, past continuous, present perfect, past perfect, *used to*, etc.

- Read point 1 of the **Writing Strategy**. Circle two comment adverbs in the story in exercise 2.
- Read point 2 of the **Writing Strategy**. Find and underline all the different past tenses that the writer used in the story in exercise 2. Which tenses does the writer use to ...
 - set the scene?
 - narrate a sequence of events?
 - refer to events that happened before other events in the story?



- 6 KEY PHRASES** Add the phrases below to the correct groups. How many of them can you find in the story?

about a year ago a few minutes later at last
in the end later on one Saturday last month

Narrative time expressions

Non-specific time expressions for starting a narrative

1 _____ 2 _____
one day last week a while back about a month or so ago

Expressions for ordering events

3 _____ 4 _____
later at first after a while afterwards

Expressions for bringing the narrative to an end

5 _____ 6 _____
eventually finally

- Read the **Learn this!** box below. Find two examples of a verb with two objects in the story in exercise 2: one with *offer* (in paragraph 2) and one with *buy* (in paragraph 4).

LEARN THIS! Verbs with two objects

Some verbs can be followed by an indirect and a direct object. The indirect object comes first and is usually a person.

I showed my friend some photos.

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- You are going to do the task in exercise 2. Make notes using the paragraph plan in exercise 3.
- Write your story using your notes from exercise 8.

CHECK YOUR WORK

- Have you ...
- used a variety of narrative tenses?
 - used some comment adverbs?
 - checked your grammar and spelling?