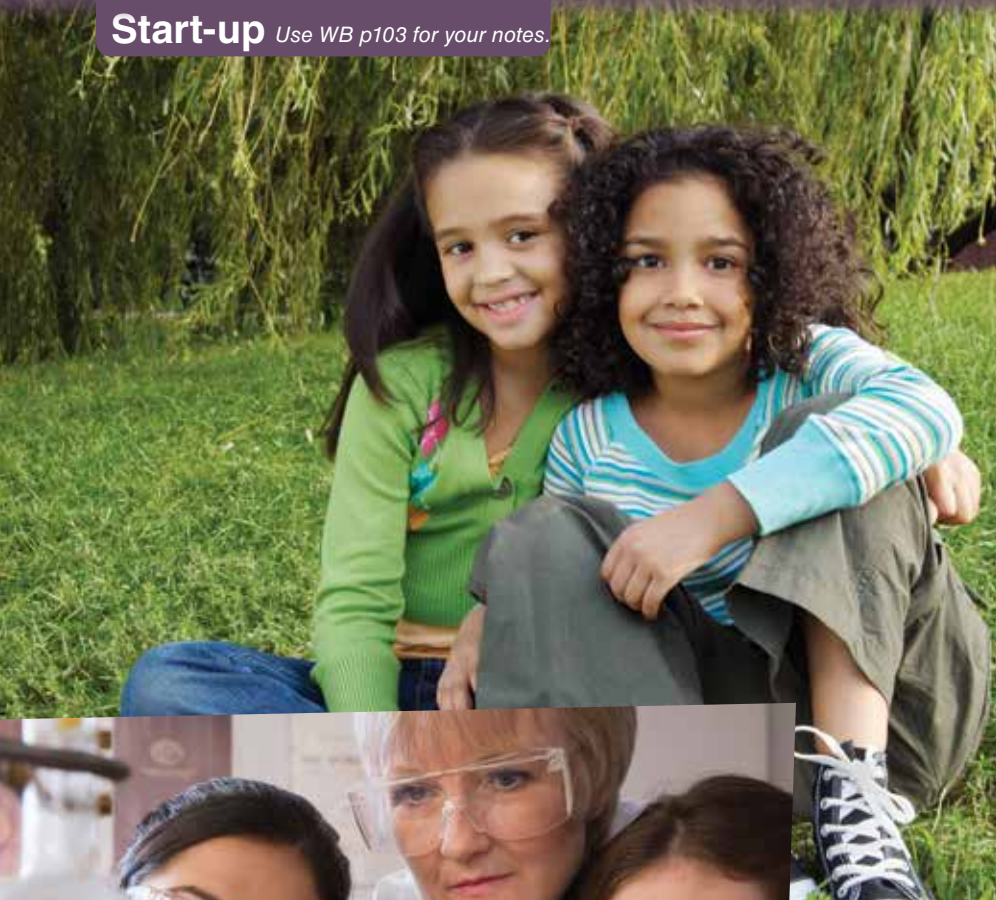


Influences

Start-up Use WB p103 for your notes.



▲ When people are growing up, they are influenced by those around them. Autobiographies often recount early influences.

◀ Families are important influences, not just parents but brothers, sisters and grandparents.



▲ Teachers often have a long-lasting influence on students. Many successful people remember how a particular teacher inspired them.

Are you more influenced by people inside or outside of your family?

What do you think are the best kind of influences?

Are heroes always good influences? Why? / Why not?

What do you think of as being bad influences?

What do you do about them?

Reading

- You will read an autobiographical extract in which the writer recounts two very different influences from his school days. **Think of three features you would expect the writer to use in a piece of autobiographical writing.**

Vocabulary

- These words are in the extract: *atmosphere old-fashioned respect pointless demonstrate*. **Circle any you cannot remember or guess. Look them up.**
- Find out what these phrases mean:** *my heart sank not a care in the world*.

Grammar

- You will study **would to express habitual actions in the past**. **What is a habit?**

Word focus

- Dictionary: You will learn where synonyms and antonyms are sometimes shown in a dictionary definition. **Define *antonym* and *synonym*.**
- Spelling: You will look at letters that disappear from the endings of some words when a suffix is added. **Look at this noun: *adventure*. What is the adjective?**
- Suffixes: You will look at adjectives formed with **-ive**. **Think of two that you already know the meanings of: 1) 'very big' and 2) 'nice to look at'.**





▲ Friends are important in most people's lives. Who we spend time with when we are young can influence the rest of our lives.

▲ In the classic novel, *Oliver Twist*, Dickens showed how thieves influenced poor boys into becoming thieves themselves.

Grammar in use

- You will hear a conversation on the last day of the festival.
What do you think would be a good way to end the festival?
- You will learn about **causative expressions**. **How often do you get your teeth checked by a dentist? Where do you have your hair cut?**

Listening and speaking

- You will practise making suggestions and giving advice. **Are you better at giving advice or listening to advice from other people?**
- You will listen to a conversation in which a girl gets advice about a problem she has in school. **Think of three different problems the girl might want advice about.**



▲ Gandhi's belief in non-violent opposition to injustice influenced Nelson Mandela, prisoner for 25 years but president of South Africa 1994–99 and the hero of many.

Conversation focus

Everyone is enjoying the festival. The students were particularly impressed by Professor Barnes.

- Listen to their conversation in the festival café.
- Read the questions on Workbook page 103. Listen again and answer the questions.
- Talk in a group about things that influence you. Use the photos to help you, as well as any of your own ideas. Ask: *Who do you admire? Who inspires you? Who do you try to be / not to be like? Say: I always listen to what ... says, I want / don't want to be like ..., I'm inspired by ...*

Writing

- You will write an autobiographical extract about a person in your past who had an effect on you. **Think of three different aspects of a person that you can describe in order to show their character.**



I remember the first time I saw Leo. I was just 14 and it was the beginning of my third year at Sun Hill School. It was a freezing cold day and I was hanging around in the coldest corner of the playground, trying not to be noticed, as usual, and feeling miserable.

My first two years at the school had been disastrous, at least I thought so. I was younger and smaller than the rest of the boys and cleverer than most of them, though I tried not to show it. I had spent two years trying to hide my ideas, my thoughts, my interests and, in fact, myself from Danny Liddle, the source of my misery, from whom I was hiding on that wintry day in the coldest corner of the playground.

Danny was a tough guy, large and imposing. He bought his clothes in the smartest shops. He got his hair cut in the latest style and it looked good. He was cool. He was a leader – in a way. Most boys didn't like him but they let him do his own thing because they didn't dare to stop him or didn't know how to. His influence in the class was strong and the atmosphere was intimidating. At the beginning he didn't notice me but after I came first in class tests a few times and then regularly, I was aware his eye was on me. One day he called to me across the playground. I hesitated in alarm and he didn't like it. It looked like defiance. I'm surprised he didn't recognise fear. He came over with one of his friends and glared at me, demanding respect but all he got was the trembling glance of a frightened rabbit. He didn't mistake that. I was clearly someone he could use to stay on top. I could see him thinking it all through. He wasn't intelligent but he was cunning.

He got into the habit of making nasty remarks about me within the hearing of other boys. It might be what I was wearing or my old-fashioned school bag that my grandmother had given me. "Hey, Robbie, don't you know what an idiot you look?" he'd say. Or he'd tell everyone how pointless my latest project was. Nobody stood up for me and I didn't stand up for myself. Danny could say what he liked and nobody would contradict him. Although I tried to keep out of his way, he always hunted me down. Whenever I did well, he would be there beside me, jeering and sneering to the amusement of his friends. Although I was the most successful student in the class, nobody looked up to me because Danny didn't. He controlled the way everyone else treated me. However much I succeeded, I felt a failure. Nothing compensated for feeling like a helpless victim.

That's how it was when Leo arrived. When I first saw him, he was casually chatting to other boys, friendly and relaxed, looking like he enjoyed life and hadn't a care in the world. He was tall and strongly built. He didn't look as though he could ever be pushed around by someone like Danny, which was interesting, as one of the boys he was talking to was Danny. Danny was laughing. He glanced across the playground at me, and said something to Leo and laughed again. Leo looked in my direction. My heart sank. Two of them to deal with, I thought. I can't bear it.

The bell went for the start of school. I'd have to go in. I'd have to walk past them. I knew what was going to happen. Danny was going to show this new boy how to treat me. He would demonstrate his power to humiliate me in front of everyone. As I came level with them, Danny said, "This is the clown who carries his books in a kid's bag. He belongs in the kindergarten!" I felt my throat tighten and the tears start at the back of my eyes. I swallowed hard. I just wanted to get past. Danny was barring my way, waiting for an approving laugh from his new friend. It didn't come.





Instead Leo just said, “Danny says it’s your project on display in the hall.” I looked at him, waiting for the derisive comment. Leo said, “I’ve seen it. It’s great. Really interesting.” That was all. I stared at him. Danny stared at him. Then we all moved silently inside.

Leo’s arrival had a stunning impact on our class. Not straight away, but little by little, the atmosphere changed. Danny’s silly comments in class one day didn’t get an admiring laugh from the other boys. One day I noticed that it wasn’t just me who was answering questions but other boys were joining in. I no longer felt ridiculous for producing good work. When Danny tried to assert himself by mocking me, Leo would turn up at my side. He didn’t do anything. He didn’t say anything. He just looked at Danny and Danny would shuffle off. I had thought so many times about what I’d do to Danny if I was bigger. Leo was bigger but he didn’t do any of them. You might have thought that two giants would need to fight it out. Eventually I realised that Leo didn’t need to use his strength like that. Just being the way he was was enough to make Danny back down. Danny had used his strength to intimidate because, deep down, he was afraid that people wouldn’t respect him and because of that, they never had. His power vanished like morning mist.

Leo wasn’t the cleverest and he wasn’t the best sportsman or artist but everything he did, he did to the best of his ability. Gradually, I realised that was what gave him confidence. One warm spring day, sitting in a sunny corner of the playground, I told him what a difference he had made to me. He just smiled and said, “Everybody should have the freedom to do the best they can in the best way they can. Nobody should take that away from anyone. It’s a firm belief of mine. You’ve got talent so let it shine.” After that I started to believe in myself. My expectations for the future changed. Of course, Danny never bothered me again. Everything I have become and everything I have achieved I owe to Leo.



Reading comprehension

1 Discuss these questions.

- 1 What time of the year was it when Robbie first saw Leo?
- 2 How many years had Robbie already been at Sun Hill School before Leo arrived?
- 3 Who was the source of his misery?
- 4 Who had given Robbie his old-fashioned school bag?
- 5 Who was Leo talking to when Robbie first saw him?
- 6 Where did Danny say that Robbie belonged?
- 7 What did Leo say was really interesting?
- 8 How quickly did things change after Leo arrived?



2 Match the phrases to the meanings.

- 1 to be a tough guy
 - 2 to be cool
 - 3 to do your own thing
 - 4 to have not a care in the world
- a to be considered by others as having good style and being fashionable
b to behave in an individual way, not taking any notice of anyone else
c to be completely free from worries
d to be strong and not scared or worried by anyone else

3 Scan the text to find the answers to these questions.

- 1 What animal does Robbie use to describe himself when Danny first called to him across the playground? What impression of Robbie does this give you?
- 2 What person does Danny introduce Robbie to Leo as? Why do you think he uses this word?
- 3 What people does Robbie compare Leo and Danny to? Why do you think he describes them like this?
- 4 How does Robbie describe the way Danny's power disappeared? What does this tell you about Danny?

4 Discuss your answers to these questions.

- 1 How did Danny use Robbie to 'stay on top'?
- 2 What did Danny try to achieve by intimidating other boys?
- 3 Did the other boys respect Danny? How did they feel about him?
- 4 During the first two years did Danny stop Robbie from doing well at his work? How do you know?
- 5 Why do you think the boys stared at Leo when he said that Robbie's project was good?
- 6 Did Leo and Danny ever have a real fight? How do you know?
- 7 What might they have had a fight about?
- 8 How was the question answered?

5 What do you think?

- Do you think Robbie was right to keep trying to hide from Danny? Give your reasons.
- Robbie was at school for two years with Danny. Leo stopped Danny's behaviour in a few weeks. Which of them do you admire most? Explain your answer.
- Do you agree with Leo's belief? Why? / Why not?

1 Read.

Danny Liddle was a bully who took pleasure in intimidating others. He got into the habit of making nasty comments about Robbie. He **would make fun of** his clothes or he **would laugh** at his old-fashioned school bag. Robbie tried to keep out of his way but Danny **would** always **hunt** him **down**. Robbie was an intelligent boy and worked hard at school. However, whenever he did well, Danny **would** always **be** there beside him jeering and sneering. However successful Robbie was, Danny made him feel a failure. When Leo arrived at school, things started to change. Little by little Danny began to lose the power he had once had over the class. When Danny tried to assert himself by mocking Robbie, Leo **would turn up** at his side. He would not say anything. He **would** just **look** at Danny until he shuffled off. It soon became clear that nobody respected Danny and his power vanished like morning mist.

**2 Answer these questions.**

- 1 What did Danny make fun of?
- 2 What happened when Robbie tried to keep out of Danny's way?
- 3 How did Danny react when Robbie did well?
- 4 How did this make Robbie feel?
- 5 After Leo's arrival how did things change?
- 6 How did Leo help Robbie?

3 Rewrite these sentences using would + infinitive (without to).

- 1 Danny Liddle bullied other boys.
Danny Liddle would bully other boys.
- 2 He always made life difficult for Robbie.
- 3 Danny always wore fashionable clothes.
- 4 He mocked the way Robbie dressed.
- 5 He told Robbie that he looked stupid.
- 6 The other boys laughed at Robbie, too.
- 7 He used to sneer when Robbie did well in class.
- 8 Robbie always felt a failure.

4 Tick the box if the sentence can be changed to would + verb. Rewrite the sentences you ticked using would + infinitive (without to).

- 1 As a child, my father lived in the country.
- 2 He had his own horse.
- 3 He used to ride his horse every day.
- 4 He was an only child.
- 5 Sometimes he felt lonely.
- 6 He used to escape from his loneliness in books.

5 Think about your childhood. Write sentences using would + infinitive (without to). Discuss your sentences in pairs.

- 1 Think about things that you regularly did as a child. Write three sentences.
- 2 Think about things that your family would regularly do. Write three sentences.
- 3 Think about things that your primary school teachers would do. Write three sentences.

We can use **would + infinitive (without to)** for actions which happened regularly in the past.

During the summer holidays we used to camp on the beach. →

During the summer holidays we would camp on the beach.

My brothers went fishing every day. →

My brothers would go fishing every day.

I often slept under the stars. →

I would often sleep under the stars.

In speech we often use the short form of *would*.

Very often we'd light a fire.

My father loved music. He'd always play the guitar and sing.

We cannot use *would + infinitive (without to)* when we are talking about continuing states in the past.

He used to live in London.

Live indicates a continuing state, not a repeated action, so using *would* is impossible here.

A Dictionary work Synonyms and antonyms

Sometimes, within a definition, a **synonym** is given.

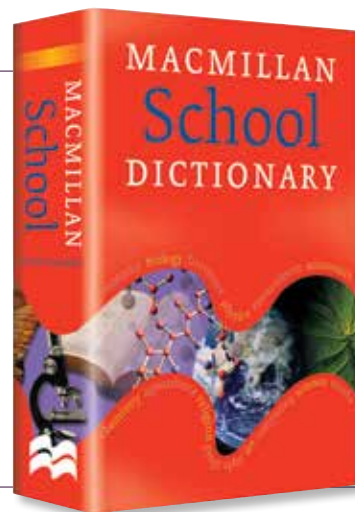
clever /'klevə(r)/ adj

1 good at learning or understanding things
= INTELLIGENT

Sometimes, within a definition, an **antonym** is given.

aware /ə'weər/ adj

1 knowing about a situation or fact
≠ UNAWARE



1 Use your dictionary to find the synonyms of these words from the extract.

- 1 beginning 2 defiance 3 nasty 4 remark

2 Use your dictionary to find the antonyms of these words from the extract.

- 1 most 2 succeed 3 approve 4 firm

B Spelling Disappearing letters

Sometimes when we add a suffix, a letter from the root word disappears, e.g.

disaster → **disastrous**

winter → **wintry**

Do these word sums. Remember, one letter from the root word will disappear. Use a dictionary to check your answers.

- | | | | |
|----|----------|---|-------|
| 1 | humour | + | ous |
| 2 | wonder | + | ous |
| 3 | glamour | + | ous |
| 4 | generous | + | ity |
| 5 | curious | + | ity |
| 6 | hinder | + | ance |
| 7 | remember | + | ance |
| 8 | enter | + | ance |
| 9 | repeat | + | ition |
| 10 | exclaim | + | ation |

C Word groups

Scan the extract and find:

- four comparative adjectives with *-er*.
- four superlative adjectives with *-est*.
- one superlative adjective with *most*.
- four irregular past simple verbs.

D Suffixes *-ive*

The suffix *-ive* forms adjectives that show a quality or a tendency, e.g.

deride: to say that someone or something is stupid or useless

derisive: showing that you think someone or something is stupid or useless

1 Form the adjectives with *-ive* from these root words. Check spelling and meaning in your dictionary.

- | | | | | | |
|---|------------|---|---------|---|----------|
| 1 | appreciate | 2 | support | 3 | assert |
| 4 | select | 5 | impress | 6 | persuade |

2 Write the *-ive* adjectives to complete these statements. The word in bold is a clue.

- If something is **repeated**, it is
- If you **argue** a lot, you are
- If something **informs** you, it is
- If you **create** things, you are
- If you **talk** a lot, you are
- If you **support** someone, you are
- If you **compete**, you are
- If you are good at **imagining**, you are
- If you **respond** to someone, you are
- If something **impresses** you, it is

1 Listen and read.

- Lucie:** What an amazing week!
- Rudi:** You're right. It's been fantastic.
- Todd:** And tonight's ballet performance was the perfect way to end the festival.
- Tasha:** The sound system broke down in rehearsal but we managed to **get it fixed** in time, thank goodness.
- Ramon:** I was surprised to see Eva on the stage.
- Todd:** One of the dancers had an injury, so Eva stood in for her.
- Lucie:** Her dress was fabulous.
- Rudi:** She **got it made** especially for tonight.
- Tasha:** Didn't Miss Jackson look lovely?
- Lucie:** Yes, she did. She'd **had** her hair **done** and everything.
- Todd:** Congratulations, everybody! The festival's been a huge success.
- Ramon:** It certainly has. Well done, everybody!
- Rudi:** We should **get a photo taken** of all the committee.
- Todd:** Good idea! Come on. Let's go outside. It's time for the grand finale.
- Lucie:** Thanks to Lee and his family.
- Ramon:** His father is so generous. He **had** the fireworks **flown over** from Hong Kong especially for tonight. They're going to be spectacular!
- Rudi:** And they're starting now! Come on! Let's go and watch!



2 Answer these questions.

- Is tonight the first or last night of the festival?
 - What happened to the sound system? Did they get it fixed?
 - Why was Eva dancing in the ballet?
 - Why did Miss Jackson look lovely?
 - What was Rudi's good idea?
 - How will the festival close?
- The car isn't working. What ought we to do?
 - The windows are very dirty. What will you do?
 - Jane ordered some flowers over the phone. She didn't pick them up from the shop herself. What did she do?
 - Mr Jones bought a very old house. He wanted to build a new one on that spot, so what did he do with the old one?
 - Sally took a lovely photo of her grandparents. She decided to give it to them as a present. What did she do with the photo?

3 Make sentences as in the example. Use the past simple.

- we – get – photo – take
We got our photo taken.
- my father – have – car – clean
- we – have – house – paint
- they – get – old tree – cut down
- he – have – painful tooth – pull out
- Miss Jackson – have – hair – do
- Tasha – get – sound system – fix
- Lee's father – have – fireworks – fly over

4 Make sentences as in the example. Use the verbs from the box.

<i>repair</i>	<i>frame</i>	<i>pull down</i>
<i>clean</i>	<i>cut</i>	<i>deliver</i>

- John's hair is too long. What should he do?
He should get it cut. Or: He should have it cut.

In **causative constructions**, the subject of the sentence does not perform the action. The subject causes the action to happen.

Jane had her photo taken.

Jane is the subject but she did not take the photo herself. A photographer did.

Danny got his hair cut.

Danny is the subject but he did not cut his hair himself. A hairdresser did.

In causative constructions, we use *have* or *got* + past participle.

Look at the causatives in the dialogue in Activity 1 above. Say what the subject of each sentence is and suggest who might have performed the action.

Listening and speaking

Functions of English: making suggestions and giving advice

1 Look at these useful expressions.

*You should ... You ought to ... Why don't you ...? If I were you, I would ... I suggest + verb + -ing.
I suggest that you ... You could always ... Perhaps you could ...
It might be a good idea if you + past tense Have you considered + verb + -ing?
Have you thought about + verb + -ing?*

2 Your friends have some simple problems. Read and make suggestions using the expressions in Activity 1.

- 1 "I don't know what this word means."
- 2 "I don't know anything about this topic."
- 3 "I've got a terrible headache."
- 4 "I love these shoes but they're worn out."

3 Here are some trickier problems. Make helpful suggestions using the expressions in Activity 1.

1 *It's my mum's birthday next week. I want to buy her a nice present but I haven't got any money. Any advice?*

2 *There's a girl in my class who's really mean. She's always making nasty remarks about me. I often feel like crying. What can I do?*

3 *I saw a boy in our class steal some money from a girl's bag. I don't know what to do. Can you help?*

4 *I'm finding my schoolwork really hard this year. I'm getting terrible marks and my parents are often cross with me. I really don't know what to do.*

4 Group conversation

First work in pairs. Make up a tricky problem that you and your partner have. Make notes.

Form groups. Find out what each other's problems are. Talk about the problems and give advice.

Listening comprehension

You are going to hear a girl talking to her mother.

1 Listen. What is Katie's problem?

- 1 She is ill.
- 2 She is lazy.
- 3 She is being bullied.

2 Listen again and answer the questions. Make notes.

- 1 According to Katie, why can't she go to school today?
- 2 Where does Katie's mum think they should go?
- 3 How much school has Katie missed this week?
- 4 What did Katie's mum hear Katie doing last night?
- 5 Who doesn't Katie like at school?
- 6 What does this girl make nasty comments about? Name four things.
- 7 What do the other girls do?
- 8 What does the girl do when Katie gets a question right?
- 9 What is Katie's mum's first piece of advice?
- 10 What is her second suggestion?
- 11 What is Katie afraid will happen?
- 12 Do you think Katie had a stomach ache? Why? / Why not?

3 Talk about it.

- 1 What do you think of the advice which Katie's mum gave to her daughter?
- 2 If Katie came to you for advice, what would you say to her?



Autobiographical extract

Leo is an **autobiographical extract** in which the writer remembers people in his past who had a great effect on him. Remembering Danny makes him relive his misery and fear; remembering Leo makes him feel admiration and gratitude.



Checklist

Look again at **Leo** on pages 106 and 107.

- ▶ **Introduction**

The writer *begins* by making it very clear that what he is about to narrate is a personal experience and has happened in the past.

What words in the opening sentence make this clear?

It is important that the reader knows when and where.

What details in the opening paragraph let the reader know when and where?
- ▶ **First person**

Autobiographies are written in the *first person*.

Find examples of the first person in the extract.
- ▶ **Past tenses**

Autobiographies are written in *past tenses*.

Find examples of past tenses in the extract.
- ▶ **The plot**

Things that happen in real life can be called the *plot* just as in fiction. In the extract, the writer mentions several incidents which show how Danny makes his life a misery and how Leo changes all that.

Discuss what happens in the extract.
- ▶ **Precise detail: the people**

The writer uses *precise details* when he describes the characters of Danny and Leo. The reader needs to know about the characters that have had such an effect on the writer. They have to be more than just names.

Danny is described as having the latest clothes. What else do we know about Danny's appearance?

Danny is described as tough. What else do we know about the type of person he is – his personality?

Leo is described as tall. What else do we know about Leo's appearance?

Leo is described as not having a care in the world. What else do we know about the type of person Leo is – his personality?
- ▶ **Precise detail: writer's thoughts and feelings**

So the reader can understand the type of person the writer is and how what happened affected him, he uses *precise details*.

He writes:

 - the atmosphere was intimidating NOT *it was not very nice*.
 - I felt a failure NOT *It bothered me a bit*.

Find the precise details the writer gives when:

 - Danny called him over in the playground.
 - Danny came over and glared at him.
 - Leo and Danny were talking and Leo looked in his direction.
- ▶ **Contrast**

The writer uses *contrast*. He contrasts the characters of Danny and Leo.

Summarise in what way the two boys are different.

He contrasts how he felt before and after Leo came.

Summarise the writer's feelings before and after Leo came.

Go to p110 in your Workbook for help with your planning.

Writing assignment

You have read and discussed an autobiographical extract in which the writer remembers two people from his past. You are now going to write an autobiographical extract about a person / people who had an effect on you.

Study skills 3

Revision

What is **revision**?

Revision is going back over what you have learned in preparation for an exam.

There are lots of websites that give advice about how to revise. Look at these suggestions that students have made on a revision website.

make a timetable **write short notes**

do practice papers **begin revision early**

use mind maps **revise with a friend**

summarise on index cards **draw diagrams**

Let's look at different things you can do to revise for your English exam.

1 Spelling

Begin with your own mistakes. Most of the vocabulary you will use in an exam will be vocabulary you have used before. Look back over your written work and list the words you have misspelled. Spend a little time each day learning these words.

- Use mnemonics.
For example:
*P*iece is commonly misspelled. Is it **ie** or **ei**? Just remember a **pie**ce of **pie**!
Do I use **here** or **hear** (a sound)? Just remember you *hear* with your *ear*!
- Learn the rules for adding prefixes.
If you add a prefix, the spelling of the root word DOES NOT change.
For example: *appear* / *disappear* *important* / *unimportant*
- Learn the rules for adding suffixes.
If you add a suffix, sometimes the spelling of the root word DOES change.
For example: *make* / *making* *begin* / *beginning*
- Group words together that have the same spelling pattern and rhyme.
For example: *flew* *blew* *drew* *grew*

2 Grammar

All the grammar you need to learn is at the end of your Workbook in the Grammar Reference section. Look through it carefully and mark the sections you have most difficulty with. Spend some time learning, then ask a friend to test you.

Activity

Have you used any of them? Which ones work for you?

A **mnemonic** is something to help you remember.

Activity

Can you think of a good mnemonic to help you remember when to use:
there / *their* / *they're* and
were / *where* / *we're*?

Be careful with rules! There are usually some exceptions!

Activity

What words could you group together with the *ght* spelling pattern?

Present simple

See English World 8 Units 1 and 4

- 1 We use the present simple for things that happen regularly.
We go to the seaside every summer. *Joe watches TV every day.*
- 2 There are some verbs which are normally only used in the simple form.
I know that man.
e.g. *like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think (have an opinion), have (possession)*
- 3 We can use the present simple for fixed and certain events in the future.
• Statements about the calendar: *Today is Monday so tomorrow is Tuesday.*
• Events which cannot change: *When is the next full moon?*
• Planned, fixed events: *What time is the football match?*
• With verbs such as *arrive, come, leave, start*, etc. when referring to plans, programmes or schedules:
Our train leaves in ten minutes.

Affirmative	I/You/We/They + verb	He/She/It + verb + s (or es)
		<i>John plays football every day.</i>
		<i>They take exams once a year.</i>
		<i>Sara goes to school by bus.</i>

3 Comprehension

Comprehension is difficult to revise for because you do not know what the reading text is or what questions you will be asked.

You can, however, make sure you know the **types** of questions you will be asked.

Read this short text:

John was looking out of the window. It was raining hard and a strong wind was blowing. He shivered and closed the window. His friends were playing in the street with a football but he didn't want to join in.

- **Question type 1 – Literal:** These are straightforward questions where you can find the exact words of the answer in the text, e.g.

Question: What was John doing? **Answer:** He was looking out of the window.

- **Question type 2 – Inferential:** The text does not give you the answer to these questions directly. you have to look for clues, e.g.

Question: How do you know John was cold? **Answer:** We know John was cold because it says 'he shivered'.

This is not a literal question because the text doesn't say 'John was cold', e.g.

Question: Why do you think John shivered? **Answer:** He shivered because the window was open.

- **Question type 3 – Personal response:** These questions are asking you for your opinion or what you would do, e.g. **Question:** Would you go out in the rain? Why? / Why not? **Answer:** I would / would not go out in the rain because ...

Activity

Look through the comprehension exercises in your Student Book or practice papers. Discuss what type of questions are being asked.

4 Writing

- Correct spelling and grammar are very important parts of your writing but you should also revise the features of different writing styles.
- A good way to do this is to make a list of the different writing styles you have studied and the features / things you need to think about to include. Put each style on a small card, e.g.

Type:	Discursive essay [9 features]
Features:	subject writer's opinion purpose clear opening paragraph for and against arguments with reasons final paragraph - summary persuasive language appeal to readers facts
Useful words / phrases:	however / although / even though / for example / some people say / for this reason

Activity

For a discursive essay there are nine features. Cover the box. Can you name them? Work in pairs or groups. Choose a writing style and make a card like the one above. Share it with the class. Can they add anything you have missed?

Add useful words and phrases where appropriate.

WB p124