

# 8 Moving on

**Start-up** Note your answers to SB pages 82–83 here.

Note your answers to general questions about further study here.

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**Reading** A diary is written from the point of view of \_\_\_\_\_

## Vocabulary

to get engaged \_\_\_\_\_

a Harvard graduate \_\_\_\_\_

it goes without saying \_\_\_\_\_

## Grammar

Is what happened to the men on the Mary Celeste known? \_\_\_\_\_

## Language practice

### Punctuation

brackets \_\_\_\_\_

dashes \_\_\_\_\_

### Language use

tenses: \_\_\_\_\_

\_\_\_\_\_

**Grammar in use** Three things to do before going to an interview: \_\_\_\_\_

\_\_\_\_\_

## Listening and speaking

speculation is \_\_\_\_\_

The most likely person to be absent from the festival committee is \_\_\_\_\_

because \_\_\_\_\_

## Conversation focus

1 What two things is Liam interested in?

\_\_\_\_\_

2 What two things is Kurt thinking about?

\_\_\_\_\_

3 What two things is Giorgio thinking about? \_\_\_\_\_

\_\_\_\_\_

4 What is Gustav hoping to do? \_\_\_\_\_

**Writing** Two important events:

1 \_\_\_\_\_

2 \_\_\_\_\_

# Vocabulary

**1** Re-read the diary extract. Check you understand the meanings of the words in the word list for Unit 8 (p140) as they are used in the diary.

**2** Underline the meaning of these words as they are used in the text.

- clash* v 1 to disagree or have an argument 2 to make a loud metallic sound  
3 to not match in an unpleasing way
- firm* adj 1 of solid structure 2 definite and unchanging 3 determined
- poised* adj 1 self-assured and calm 2 ready for action
- prospect* n 1 a view over a landscape 2 expectation for success 3 an event that is expected
- raise* v 1 to lift and put something in a higher position 2 to mention a subject or question  
3 to look after something or someone from birth to adulthood
- scour* v 1 to clean thoroughly by rubbing hard 2 to search carefully and in detail
- spirit* n 1 attitude 2 enthusiasm

**3** Complete the sentences with words from Exercise 2. Write the number of the meaning at the end.

- 1 This house has a lovely prospect towards the south. 1
- 2 The king's army was \_\_\_\_\_ for attack. \_\_\_\_\_
- 3 The boys showed a lot of \_\_\_\_\_ in the way they played the match. \_\_\_\_\_
- 4 This is a \_\_\_\_\_ date for your exam so please write it down. \_\_\_\_\_
- 5 My grandparents \_\_\_\_\_ their family in this house. \_\_\_\_\_
- 6 After the meal was cooked all the pots were \_\_\_\_\_ thoroughly. \_\_\_\_\_

**4** Underline the correct meaning for each phrasal verb as used in the text.

- set off* 1 set light to 2 show off 3 set something working 4 \_\_\_\_\_
- turn out* 1 happen 2 make, produce 3 empty and tidy 4 \_\_\_\_\_

**5** Read sentences a and b below. Write a new meaning for each phrasal verb in Exercise 4.

- a It was still dark when we set off towards the village. b Please turn out the lights when you go.

**6** Find the phrases in the text that have the same meanings as the phrases below.

- I have no ability at all shows them off beautifully appear untidy and unimpressive

\_\_\_\_\_

**7** Match the words to their synonyms below.

- certain period fast wisely hurry variety doubtful starting benefit mixture droop
- 1 sagely \_\_\_\_\_ 2 dash \_\_\_\_\_ 3 dubious \_\_\_\_\_
- 4 assortment \_\_\_\_\_ 5 apace \_\_\_\_\_ 6 spell \_\_\_\_\_
- 7 underway \_\_\_\_\_ 8 combination \_\_\_\_\_ 9 asset \_\_\_\_\_
- 10 sag \_\_\_\_\_ 11 bound \_\_\_\_\_

**8** Match these words with the phrases below.

- 1 troop \_\_\_\_ 2 hubbub \_\_\_\_ 3 corporate \_\_\_\_ 4 spruce up \_\_\_\_ 5 assumption \_\_\_\_ 6 commission \_\_\_\_
- 7 mood \_\_\_\_ 8 theory \_\_\_\_ 9 underway \_\_\_\_ 10 stranded \_\_\_\_ 11 accordingly \_\_\_\_

- a** walk in a group together **b** stuck, not able to leave **c** to do with a company **d** loud conversation  
**e** ask someone to do something for payment **f** a fact you think is true without knowing  
**g** improve and make attractive **h** just started **i** as a result **j** present state of feeling **k** explanatory idea

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**1** Read the statements and write T (true), F (false) or NS (not stated). Correct the false sentences.

- 1 Bobbie-Jo is writing her diary during the summer. \_\_\_\_\_
- 2 Bobbie-Jo's brother Max is an economist. \_\_\_\_\_
- 3 Serena did her degree at Harvard University. \_\_\_\_\_
- 4 Bobbie-Jo's family are not in favour of Max marrying Serena. \_\_\_\_\_
- 5 Max met Serena when they were students at Harvard. \_\_\_\_\_
- 6 There is no hurry for Bobbie-Joe to complete the application form. \_\_\_\_\_
- 7 Bobbie-Jo's parents want her to go to Harvard, too. \_\_\_\_\_
- 8 Grandma and Aunt Lena have the same opinion about Serena. \_\_\_\_\_
- 9 Serena thinks Bobbie-Jo could become a successful writer. \_\_\_\_\_
- 10 Serena and Bobbie-Jo are going to be good friends from now on. \_\_\_\_\_

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**2** Think of the correct word from the text to complete each group of three sentences.

- 1 a Our teacher \_\_\_\_\_ the subject of revision a few weeks before our exam.  
 b My father was born and \_\_\_\_\_ in the USA.  
 a When the man was arrested he \_\_\_\_\_ his hands above his head.
- 2 a We need to make a \_\_\_\_\_ arrangement to discuss the company's finances.  
 b After a month at sea we were pleased to be back on \_\_\_\_\_ ground.  
 a It's important to be \_\_\_\_\_ with young children so they learn how to behave.
- 3 a My sister and I \_\_\_\_\_ over whose turn it was to use the computer.  
 b Weapons \_\_\_\_\_ as the two armies engaged in battle.  
 a The scarf was pretty but it \_\_\_\_\_ terribly with my skirt so I didn't buy it.
- 4 a The economic \_\_\_\_\_ for the company is poor in the current financial climate.  
 b We chose this hotel because of its dramatic \_\_\_\_\_ over the valley.  
 a The \_\_\_\_\_ of going to university is very exciting.

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

*profession    application    assumptions    combination    congratulations    impression*

- 1 Bobbie-Jo says that, in theory, an engagement is a time for \_\_\_\_\_ and celebrations.
- 2 Bobbie-Jo felt that she had to make a good \_\_\_\_\_ on Serena.
- 3 Bobbie-Jo's mother searched for the right \_\_\_\_\_ of dishes for the dinner.
- 4 The completed \_\_\_\_\_ had to be ready for the following Monday.
- 5 Bobbie-Jo's parents want her to take up a good \_\_\_\_\_ like Max and Serena's.
- 6 In the end, Bobbie-Joe realises that some of her \_\_\_\_\_ may be wrong.

# Grammar

## 1 Change the sentences as in the example. Start your sentences with the underlined words.

1 Everyone acknowledges that Oxford and Cambridge are among the best universities in the UK.

Oxford and Cambridge are acknowledged to be among the best universities in the UK.

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2 People consider that both universities produce graduates of the highest quality.

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3 People think that the number of tourists is increasing.

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4 There's a rumour going round that our sports teacher was a professional footballer.

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5 People say that he played in the national team.

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6 Everyone thinks that the government was planning a change in the law.

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## 2 Report the statements using passive reporting verbs as in the example.

1 "Several ships sank during the storm." (thought)

Several ships are thought to have sunk during the storm.

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2 "The storm was one of the fiercest in recent years." (believe)

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3 "The rescue operation is continuing." (assume)

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4 "Many passengers and crew have been rescued." (known)

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5 "These students are the best for many years." (felt)

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6 "They are given extra lessons by their teachers." (thought)

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## 3 Use your own ideas to complete the sentences with passive reporting verbs. Use the verbs in the box.

*know think consider acknowledge believe say*

1 The River Nile \_\_\_\_\_

2 William Shakespeare \_\_\_\_\_

3 The Ancient Greeks \_\_\_\_\_

4 Eating too much sugar, salt and fat \_\_\_\_\_

5 Rome \_\_\_\_\_

6 Learning a foreign language \_\_\_\_\_

## A Punctuation practice Brackets and dashes

Think about the style of the writing.

### 1 Read the paragraph. Rewrite it. Decide whether to separate the extra information that could be left out using brackets or dashes.

I can't come tomorrow I wish I could as I have to go to the dentist in the morning. I hope you have a really great time and that you'll tell me all about it every single detail when you get back.

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### 2 Read the paragraph. Rewrite it. Decide whether to separate the extra information that could be left out using brackets or dashes.

The most challenging part of the expedition apart from crossing the desert was the voyage across the sea. The boats which were only made of wood were hard to sail and they had no compass to guide them.

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### 3 Rewrite the sentence using a dash to separate the afterthought from the main idea.

I can't go on the trip not that I wanted to go anyway.

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## B Language use Unusual tenses

### 1 Complete the sentences using *It's time / It's high time / It's about time* and the verbs from the box in the correct tense.

go	say	decide
realise	set off	buy

- Our flight's in three hours. \_\_\_\_\_ we \_\_\_\_\_ for the airport.
- You're nearly twenty-five! \_\_\_\_\_ you \_\_\_\_\_ on a career.
- \_\_\_\_\_ you \_\_\_\_\_ how lucky you are to be so good at sports.
- My car has broken down again! \_\_\_\_\_ I \_\_\_\_\_ a new one.
- It's one in the morning and \_\_\_\_\_ we \_\_\_\_\_ goodbye and \_\_\_\_\_ home.

### 2 Complete the sentences using the correct tenses and the verbs from the box.

be	ring	hear	expect	arrive
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- Listen! The telephone \_\_\_\_\_.  
That \_\_\_\_\_ Grandma – she always phones at this time.
- A car \_\_\_\_\_ just \_\_\_\_\_ outside.  
I think that \_\_\_\_\_ the taxi I ordered.
- There \_\_\_\_\_ someone at the door.  
That \_\_\_\_\_ Aunt Sue. She said she would come this morning.
- I \_\_\_\_\_ a knock at the door just now.  
That \_\_\_\_\_ the delivery service. I \_\_\_\_\_ a parcel today.

# Grammar in use

## 1 Respond to the statements. Use echo tags to show agreement as in the example.

- |  |                            |
|--|----------------------------|
| 1 A: This novel is absolutely brilliant. | B: <u>It is, isn't it?</u> |
| 2 A: The players are looking exhausted.  | B: _____                   |
| 3 A: Annie swims really fast.            | B: _____                   |
| 4 A: Jack should get his hair cut.       | B: _____                   |
| 5 A: The birds weren't singing.          | B: _____                   |
| 6 A: The weather improved.               | B: _____                   |
| 7 A: Jenny will win first prize.         | B: _____                   |
| 8 A: I didn't enjoy the party.           | B: _____                   |

## 2 Respond to the statements. Use echo tags to show disbelief as in the example.

- |  |                              |
|--|------------------------------|
| 1 A: Laura's in hospital.                      | B: <u>She isn't, is she?</u> |
| 2 A: The car's broken down.                    | B: _____                     |
| 3 A: John behaved really badly.                | B: _____                     |
| 4 A: Robert hates ice cream.                   | B: _____                     |
| 5 A: I won't speak to her ever again!          | B: _____                     |
| 6 A: The students don't understand.            | B: _____                     |
| 7 A: You can't wear shoes like that to school. | B: _____                     |
| 8 A: I was really frightened.                  | B: _____                     |

## 3 Respond to the statements. Use echo tags to show agreement as in the example.

Remember! Words like *never, rarely, hardly* and *scarcely* ever make sentences negative.

- |  |                            |
|--|----------------------------|
| 1 A: Joe is hardly ever ill.                 | B: <u>He isn't, is he?</u> |
| 2 A: Miss Jackson never gets angry.          | B: _____                   |
| 3 A: We've never had so much fun.            | B: _____                   |
| 4 A: As children they never swam in the sea. | B: _____                   |
| 5 A: Bob and Jim seldom take any exercise.   | B: _____                   |
| 6 A: I can barely breathe.                   | B: _____                   |

## 4 Respond to the statements. Use echo tags to show disbelief as in the example.

- |  |                              |
|--|------------------------------|
| 1 A: I seldom eat meat.                    | B: <u>You do, don't you?</u> |
| 2 A: Joe hardly ever lends a hand.         | B: _____                     |
| 3 A: The weather is never cold here.       | B: _____                     |
| 4 A: As a boy, he rarely left his village. | B: _____                     |
| 5 A: They have never been abroad.          | B: _____                     |
| 6 A: Years ago women couldn't vote.        | B: _____                     |

## Functions of English

### Write the pairs of sentences correctly.

- 1 A: you absence? explain Can Bill's B: he think have I overslept. may  
A: \_\_\_\_\_ B: \_\_\_\_\_
- 2 A: are red? Why eyes so Jane's B: been have She crying. must  
A: \_\_\_\_\_ B: \_\_\_\_\_
- 3 A: be exhausted. seems Tommy to B: have been hard. He working could too  
A: \_\_\_\_\_ B: \_\_\_\_\_
- 4 A: ringing. is bell The B: be we Surely late! can't  
A: \_\_\_\_\_ B: \_\_\_\_\_
- 5 A: breakfast. isn't Laura having B: sleeping. might She be  
A: \_\_\_\_\_ B: \_\_\_\_\_
- 6 A: didn't news. I hear the B: been have You listening. can't  
A: \_\_\_\_\_ B: \_\_\_\_\_

## Listening comprehension

### Complete the dialogue with the words from the box.

*involved exhibition do sense helpers bet efficient take over Sure  
fan ask let refreshments taking up kept responsibility details  
Certainly programme folder make music better manage Let's  
see cancel time happy recruit perfect pop straight*

- Todd: With Tasha away in London we've got to \_\_\_\_\_ a decision: can we \_\_\_\_\_ everything ourselves or should we \_\_\_\_\_ some new \_\_\_\_\_?
- Ramon: The music \_\_\_\_\_ is a big \_\_\_\_\_.
- Rudi: I \_\_\_\_\_ Gustav would love to \_\_\_\_\_ the music programme. He'd be \_\_\_\_\_! He's so organised and \_\_\_\_\_.
- Ramon: And he won't try to \_\_\_\_\_ the \_\_\_\_\_ concert this year!
- Lucie: \_\_\_\_\_ not! He's the Riverboys' greatest \_\_\_\_\_ these days!
- Rudi: Shall I \_\_\_\_\_ him?
- Todd: Please \_\_\_\_\_. And \_\_\_\_\_ me know what he says \_\_\_\_\_ away.
- Ramon: What about the \_\_\_\_\_?
- Lucie: I'm \_\_\_\_\_ to help with that. The art \_\_\_\_\_ isn't \_\_\_\_\_ too much of my \_\_\_\_\_.
- Todd: Thanks, Lucie. Tasha \_\_\_\_\_ all the \_\_\_\_\_ about refreshments in this \_\_\_\_\_. You'd \_\_\_\_\_ take it.
- Rudi: Shall I give the \_\_\_\_\_ programme folder to Gustav?
- Todd: \_\_\_\_\_ wait and \_\_\_\_\_ if he wants to get \_\_\_\_\_ first.
- Rudi: \_\_\_\_\_ That makes \_\_\_\_\_

# Writing

## Planning your writing assignment

- You have read extracts from Bobby-Jo's diary.  
You are now going to write two diary extracts:
- the first before an important event
  - the second after the important event.

**The event** You need to think carefully about the event you are going to record in your diary.

Make brief notes:

What? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Who? \_\_\_\_\_

\_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

**Diary entry 1: thoughts and feelings** You are writing this *before* the event. You can use the notes above as the basis for the factual part of the entry.

Now think how you feel about:

• the event itself: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• the people involved: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*This could be something that has actually happened or you can make something up.*

- what is expected of you: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you say you were

dreading it?  looking forward to it?

**Diary entry** You are writing this after the event.

**2: reflection** Reflect on:

- the event itself – did it turn out as you expected? Better / worse / amazing / disastrous?

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- the people involved – did they behave as you expected? Were they boring / entertaining / odd / hilarious?

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- what was expected of you – did you enjoy what you had to do or not? Was it fun / tedious / hard work?

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If you were dreading the event, were you right  or wrong ?

If you were looking forward to the event, were you right  or wrong ?

*Write your first draft. Proofread it for mistakes. Edit your first draft to improve paragraphs, sentence structure and vocabulary choice.*

Read through this page. Tick the tasks and areas of work you feel confident about. Use the **CHECK!** advice to help you revise your work and track your progress.

Check that your answers to tasks are correct!

## Reading

You have read the extracts from Bobbie-Jo's diary.

A diary is a form of **personal recount** that includes **autobiographical details** as well as **thoughts, feelings** and **reflections**.

Do you understand what is meant by all these terms?

**CHECK!** Look back at the Checklist on SB page 91 if you are not sure.

You have read *Bobbie-Jo's* diary several times. Can you read it with confidence?

Do you have a good understanding of it?

**CHECK!** If you think you need more reading practice, listen and follow the text then read it yourself at least once. Go back over any sections that you have not understood well.

## Vocabulary

Look at the word list for Unit 8 on page 140 of your workbook.

Do you know all these words?

**CHECK!** Use your dictionary to look up words you're not sure about.

## Grammar

### Passive reporting verbs

Can you remember how to form this structure?

Can you remember the verbs that can be used for passive reporting?

List five verbs that are often used in passive reporting.

**CHECK!** If you need to revise these verbs, look at the Grammar box on SB page 87.

Do you understand the function of this structure?

Change this sentence by using passive reporting: *People expressed the view that the tickets were over-priced.*

**CHECK!** If you could not do this easily, look again at the Grammar box on SB page 87.

### Grammar in use

Don't just tick the boxes. Think about the questions.

#### Echo tags

Do you know how to form these questions correctly?

Do you know how they are used in conversation?

Note down the two feelings they express.

Note down two adverbs that make sentences negative.

**CHECK!** Read through the Grammar box on SB page 89 if you need to.

Do you know the correct intonation for echo tags?

**CHECK!** To hear the correct tone, listen again to the discussion, track 1.32.

## Language practice

### Punctuation

Have you understood the correct use of brackets and dashes?

Write your own short sentences using the punctuation. Check them against the rules on SB page 88.

**CHECK!** If you have made mistakes or you are not sure, re-read the rules. Find examples in other texts and study correct usage in different contexts.

### Language use

Are you confident about expressions with unusual tenses?

What tenses would you use to complete these sentences?

- 1 *Someone's knocking at the door. That ...*
- 2 *It's about time you ...*

**CHECK!** Re-read the information on SB page 88 if you're not sure of the tenses or how to complete the sentences.

## Listening and speaking

Are you confident of speculating about the past and present?

Speculate about:

- 1 *a missing classmate*
- 2 *a broken window*

**CHECK!** Look back at the boxes on SB page 90 if you're not sure.

## Writing features

Are you confident of the features of writing a personal recount?

Do you understand what reflective writing is?

**CHECK!** If you're not sure, look at the Writing features Checklist on SB page 91.

## Writing assignment

Have you completed your diary extracts?

Did you compare it with the Checklist of features before you decided it was finished?

**CHECK!** Compare your writing with the work you did earlier in the year. Work out for yourself whether you are improving. If not, identify one area to concentrate on for your next writing assignment.

## 1 Complete the sentences with *make* or *let*.

- I can't \_\_\_\_\_ you borrow my pen because it's broken.
- I can't \_\_\_\_\_ you tidy your room but I think you should.
- Jenny \_\_\_\_\_ herself cry by watching a really sad film.
- Mr Brown always \_\_\_\_\_ his class work in silence which they hate!
- Mrs Smith \_\_\_\_\_ her students work in pairs because they enjoy it.
- Could you \_\_\_\_\_ me leave early today as I have to go to the dentist?

## 2 Complete the sentences with *help (to)* or *dare (to)*.

- Would you \_\_\_\_\_ do a bungee jump?
- Would you \_\_\_\_\_ clear the table, please?
- Anna \_\_\_\_\_ write the school magazine.
- Ben \_\_\_\_\_ write a letter of complaint to the head teacher which was very brave.
- I would never \_\_\_\_\_ interrupt my teacher.
- Max will never \_\_\_\_\_ do the shopping because he hates going to the supermarket.

## 3 Read the statements and write the correct affirmative or negative echo question.

- I've never been to Paris. \_\_\_\_\_
- Anna rarely makes mistakes. \_\_\_\_\_
- This is his first day at school. \_\_\_\_\_
- They're hoping to win. \_\_\_\_\_
- You'll never get there in time. \_\_\_\_\_

## 4 Rewrite the sentences using passive reporting verbs. Begin the sentences with the underlined words.

- There was a rumour that the prisoners had escaped.  
\_\_\_\_\_
- Everyone knows that the president is arriving on Tuesday.  
\_\_\_\_\_
- Inside the tunnel it is completely dark. (believe)  
\_\_\_\_\_

## 5 Report the statements using the passive reporting verb in brackets.

- The rocket was launched successfully. (believe)  
\_\_\_\_\_
- The astronauts are well. (report)  
\_\_\_\_\_
- The project has been a success. (think)  
\_\_\_\_\_

**6 Write the correct echo tag to show agreement.**

- 1 It's cold. \_\_\_\_\_ 2 You've never won a race. \_\_\_\_\_  
 3 Ben ran so fast! \_\_\_\_\_ 4 They were old. \_\_\_\_\_

**7 Write the correct echo tag to show disbelief.**

- 1 I've won the prize. \_\_\_\_\_ 2 It wasn't raining. \_\_\_\_\_  
 3 This is my car. \_\_\_\_\_ 4 They'll never pass. \_\_\_\_\_

**8 Rewrite this sentence with the correct punctuation.**

come here the teacher exclaimed crossly why are you late she asked

---

**9 Rewrite these sentences adding brackets or dashes before and after the extra information.**

- 1 I'd left my homework behind how silly that was and I had to go back for it.
- 

- 2 The castle which dates from the tenth century is full of history.
- 

**10 Write phrases showing possession. Use *of* or *'s*.**

- 1 lion tail \_\_\_\_\_ 2 scarf Mum \_\_\_\_\_  
 3 storm strength \_\_\_\_\_ 4 danger situation \_\_\_\_\_  
 5 book page \_\_\_\_\_ 6 bag Anna \_\_\_\_\_

**11 Complete the sentences with the correct verb from the box in the correct tense.**

*spend start be*

- 1 It's high time you \_\_\_\_\_ your revision.  
 2 A car has just arrived outside. That \_\_\_\_\_ the taxi I ordered.  
 3 Frequently, these lions \_\_\_\_\_ the day sleeping under the trees.

**12 Match the words in the box to the synonyms below.**

*fight noise scream choice chase paper*

- 1 pursuit \_\_\_\_\_ 2 struggle \_\_\_\_\_ 3 document \_\_\_\_\_  
 4 commotion \_\_\_\_\_ 5 option \_\_\_\_\_ 6 screech \_\_\_\_\_

**13 Complete the sentences with the correct phrasal verb: *set off* or *turn out*.**

- 1 The race will be \_\_\_\_\_ by the sound of the starter's gun.  
 2 I have too many clothes so I'm going to \_\_\_\_\_ my drawers and give some away.