

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.

Remember to revise all the work before you do a test.

Reading

You have read an autobiographical extract about two people who **influenced** the writer and who had a strong **effect** on his life.

Do you understand what these terms mean? ☐

CHECK! Look back at SB page 113 if you are not sure.

You have read the extract several times.

Can you read it with confidence? ☐

CHECK! If you think you need more practice, read the extract to yourself or listen and follow the text then read it yourself at least once.

Vocabulary

Look at the word list for Unit 10 on page 141 of your Workbook. Do you know all these words? ☐

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

Grammar

would for habitual actions in the past

Do you understand when to use this structure? ☐

CHECK! If you need to revise it, look at the Remember box on SB page 109.

Use the Remember boxes and Grammar reference to revise.

Causatives Do you understand this structure? ☐
Do you know when it is used? ☐

CHECK! Read through the Remember box on SB page 111 if you need to.

Do you know several ways of using this structure in everyday conversation? ☐

CHECK! To hear the structure in conversation, listen again to the discussion at the end of the festival, track 2.19.

Word focus

Dictionary work Are you completely sure what antonyms and synonyms are?

Do you know where to find them in dictionary definitions? ☐

Write down antonyms for *simple* and *worse*; synonyms for *brave* and *clearly* in 10 seconds. ☐

CHECK! If you couldn't do that or were slow, check words on SB page 110.

Spelling Do you know common words that lose a letter when a suffix is added? ☐

Add *-ous* to these words: *humour*, *disaster*
add *-ity* to *curious*, *generous*. ☐

CHECK! Revise the words on SB page 110 if you were slow at this task.

Suffixes: Write down six adjectives ending *-ive* in fifteen seconds. ☐

CHECK! Revise the words on SB page 110 if you were slow or couldn't think of six.

Listening and speaking

Can you write down five expressions for giving advice in fifteen seconds? ☐

CHECK! Read through the expressions in the box on SB page 112 if you were slow at this.

Group conversation Have you talked about problems and given each other advice? ☐

Have you talked about Katie's situation, the advice her mother gave and what you would say? ☐

CHECK! Look at the two problems on SB page 112 that Katie didn't have. Practise giving advice about these without looking at the expressions in the box.

Writing features

Do you know what all the features for an autobiographical extract are? ☐

Do you understand why they are included? ☐

CHECK! If you're not sure, look at the Writing features Checklist on SB page 113.

Writing assignment

Have you completed your autobiographical extract? ☐

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

CHECK! Compare it with one of your earliest pieces of writing from the first few units. Are there fewer mistakes? Is it neater and clearer? Note the things that you still need to improve.

Now give yourself a pat on the back. Well done for getting to the end!

1 Complete the reported speech.

- 1 "I enjoyed reading this book but I don't like these photos in it."

Jane said _____.

- 2 "Can we go to the beach tomorrow?"

Bobby and Belinda asked _____.

- 3 "Next year I'm going to study here in New York."

Freddie said _____.

- 4 "Six months ago I was working as a pilot."

James said _____.

- 5 "I'll speak to your teacher today, Ben."

Ben's mother promised _____.

2 Write the adjectives in the correct order in front of the nouns. Change the indefinite article if necessary.

- 1 a statue (glass, green, spectacular) _____

- 2 paintings (Roman, unusual, ancient) _____

- 3 a ring (valuable, wedding, gold) _____

- 4 boots (leather, climbing, strong) _____

- 5 a pool (swimming, circular, marble, enormous) _____

3 Complete the sentences. Use *would* + one of the verbs from the box.

make fun feel look after help sneer

- 1 When he was young, my grandpa _____ his father on the farm.

- 2 In the summer holidays he _____ the sheep and goats.

- 3 At school Danny Liddle _____ often _____ at Robbie.

- 4 He _____ of Robbie's old-fashioned clothes.

- 5 Robbie _____ always _____ a failure.

4 Complete the sentences with *get* or *have* + the correct form of the verbs from the box.

fix take clean cut build

- 1 I'm going to _____ my hair _____ next week.

- 2 They _____ their house _____ last year.

- 3 The car was very dirty so we _____ it _____.

- 4 The TV is broken. We must _____ it _____.

- 5 Last week the whole family _____ their photograph _____.

5 Write the abstract nouns formed from the following verbs.

- 1 pollute _____ 2 invest _____

- 3 solve _____ 4 argue _____

- 5 invade _____ 6 congest _____

6 Write the verbs from which the following nouns were formed.

- 1 embarrassment _____ 2 protection _____
 3 introduction _____ 4 ignorance _____
 5 admiration _____ 6 obedience _____

7 Complete the sentences with the words from the box.

pointless severe intimidating beneficial old-fashioned efficient

- 1 Taking exercise has a _____ effect on our health.
 2 The violent storm caused _____ damage to the town.
 3 A modern factory has _____ methods of production.
 4 Danny made fun of Robbie's _____ clothes.
 5 Robbie found Danny's behaviour _____.
 6 Trying to avoid Danny was _____. He always hunted Robbie down.

8 Match the words in the box to their synonyms.

demonstrate imposing cunning impact tremble tough

- 1 clever _____ 2 strong _____
 3 impressive _____ 4 show _____
 5 shake _____ 6 effect _____

9 Write the antonyms of the following words.

- 1 harmful _____ 2 careless _____
 3 encourage _____ 4 decrease _____
 5 healthy _____ 6 efficient _____

10 Match the words in the box to their definitions.

victim contradict energetic premature humiliate atmosphere

- 1 to say the opposite _____
 2 the mood or feeling in a place _____
 3 to make someone feel ashamed and embarrassed _____
 4 a person to whom something bad has been done _____
 5 using a lot of physical effort _____
 6 happening too soon _____

Text types

Work with a partner. You read 10 different kinds of texts which helped you to do different kinds of writing in each unit.

- Read the short reminder about each text. If you can't recall it, take a quick look back at the pages.
- Tick the first box (R) if you are sure that you read it several times and you know you understood it well.
- Tick the second box (W) if you know how to do this kind of writing yourself. If you're not sure, look at the *Writing features* checklist on the last page of the unit and then tick the box if you know these features.
- Try to answer the question without rereading. Check in the text if you need to.

Unit 1 Persuasion pp 8–9 three different **persuasive** advertisements for: the school festival; trainers; international forests R ☐ W ☐
What was the name of the brand of trainers?

Unit 2 Classical is best! pp 18–19 Gustav's **discursive** email expressing his views for classical music and against pop music at the festival R ☐ W ☐
Who did Gustav say could bring his chamber orchestra to the festival?

Unit 3 Z for Zachariah pp 30–31 a story with an **unusual opening**: a girl finds she is not the only survivor of a worldwide disaster R ☐ W ☐
How did the girl find out she was not alone?

Unit 4 Sharing the Planet: Animals in Science pp 40–41 a TV documentary **review** R ☐ W ☐
Who was the presenter of the programme?

Unit 5 Champion pp 52–53 a **play script** about cheating in sports R ☐ W ☐
How many scenes were in the play script?

Unit 6 Istanbul – a city of two continents pp 62–63 a **travelogue** from a personal point of view R ☐ W ☐
Which are the two continents in the title?

Unit 7 A New Year Ball pp 74–75 a **classic fiction** extract about preparing for a ball R ☐ W ☐
What was the name of the main character in the extract?

Unit 8 Human achievement – spaceflight pp 84–85 an **information** text about space R ☐ W ☐
Which space launch was explained in the article?

Unit 9 The Age of the Automobile pp 96–97 a **discursive essay** about cars R ☐ W ☐
What is the greatest problem caused by cars?

Unit 10 Leo pp 106–107 an **autobiographical extract** about an important person in the writer's life R ☐ W ☐
What was the name of the unpleasant character at the writer's school?

Vocabulary, spelling, dictionary

Work with a partner.

- Read WB p139. Choose a unit and do a Vocabulary check together. Look up words you have forgotten.
- Try out two of the Vocabulary practice activities.
- Do a spelling test together.
- Tick these boxes if you are confident about
vocabulary ☐ spelling ☐ dictionary use ☐

Grammar

Work with a partner. You studied two grammar structures in each unit (1–10).

- Read each structure and example phrase. Tick the first box if you know it or look back then tick.
- Think of a complete sentence using each structure and a different phrase. Check it then tick the second box.

- | | | | |
|----|--|--------------------------|--------------------------|
| 1 | passive modal verbs <i>can be seen</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | question tags <i>can I? won't you?</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | reported questions <i>asked if we would go</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | transitive/intransitive phrasal verbs
<i>made up, made off</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | participle clauses <i>Arriving late ...</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | modal verbs + perfect infinitive <i>may have had</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | non-defining relative clauses <i>Li, who is tall,</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | third conditional <i>If you had ..., you would have</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | to be able to ... <i>was able to run away ...</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | reported questions with modal verbs
<i>... must we ...?/asked if we had to ...</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | future perfect simple <i>will have gone</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | defining/non-defining relative clauses
<i>the man whose</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | the indirect object as subject <i>he was sent a ...</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | pronouns + possessive adjs <i>I, me, my, mine</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | future perfect passive <i>will have been made</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | separable/inseparable phrasal verbs
<i>fill it in/run after it</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | reported speech <i>... said he'd go the next day</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | order of adjectives <i>pretty, little, bright red bird</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | would + infinitive <i>As a child I would often</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | causatives <i>got his hair cut</i> | <input type="checkbox"/> | <input type="checkbox"/> |

Listening and speaking

Tick the boxes if you're sure about expressions for these **functions**. If not, look back and check before you tick.

- ask for / give opinions p24 ☐
- agree / disagree p46 ☐
- offer / accept / refuse help p68 ☐
- make requests p90 ☐
- make suggestions and give advice, p112 ☐

Tick the **individual presentations** you felt confident about:

- advertising ☐
- organising an event ☐
- an artist from my country ☐
- my favourite author ☐
- an interesting discovery ☐

Study skills 1

Paragraphs

- 1** Read the opening words of the five paragraphs in a story called *It happened at Midnight!* They have been muddled up. Put them in the correct order in the chart as you would expect to find them in the story.

After lunch ... At midnight ... Early one morning ... Later that evening ... At breakfast ...

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	

- 2** Sam has written a very short letter to his friend.



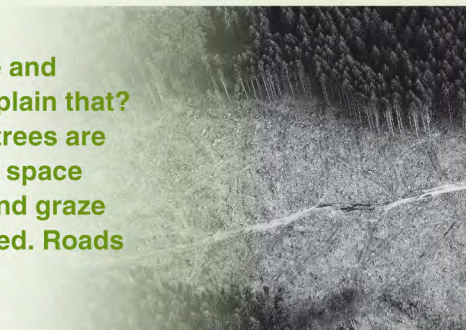
- Read the letter.
- Read this information that Sam could have put in his letter:
 - will go to the pictures
 - shame Tim was ill
 - mobile phone (present)
 - had a disco
 - new clothes (present)
 - lovely food

- Rewrite the letter, putting the information into sentences. Add your sentences to the correct paragraph.



3 Read this paragraph: *Why are the rainforests disappearing?*

Tropical rainforests are areas of the world with tall trees, a warm climate and plenty of rain. Large areas of rainforest are disappearing. How do we explain that? One of the main reasons is people's need for timber. A huge number of trees are cut down every year to make things and burn for fires. People also need space for farms. Areas of the rainforest are cleared so people can grow food and graze cattle. Road building takes up a lot of land so many kilometres are cleared. Roads are built deep into the rainforest destroying yet more trees and habitats.



- This explanation should be written in four paragraphs.
- Complete the chart, showing where you would begin each new paragraph.

Paragraph	First sentence of paragraph
1 [introduction]	Tropical rainforests are areas of the world with tall trees, a warm climate and plenty of rain.

4 Here is a paragraph plan for writing a balanced argument on *Secondary school pupils should not have to wear school uniform.*

- It is muddled up. Write it in the correct order. Add the reasons you would use for and against.

Muddled paragraph plan

first reason *against*

second reason *for*

state what the issue is

conclusion

first reason *for*

second reason *against*

Ordered paragraph plan with reasons

Life skills 1

Filling in forms

1 Have a go at the quiz without looking back at your Student's Book.

- 1 Why should you make a copy of the form or fill it in in pencil first?

- 2 What does N/A mean? _____
- 3 What does 'delete as appropriate' mean? _____
- 4 What words / abbreviations are usually used on forms to indicate:
a place of birth _____
b first name _____
c when you were born _____
d turn over the page _____
- 5 Why should you take great care when filling in a form? _____

2 You have learned a lot about filling in a form. Now put it into practice.

APPLICATION FORM TO ASSIST AT THE ARTS FESTIVAL AT THE INTERNATIONAL SCHOOL, 1ST – 7TH JULY

PLEASE FILL IN THE WHOLE FORM, WRITING N/A WHERE SECTIONS DO NOT APPLY TO YOU.
USE BLACK INK AND CAPITALS.

1 PERSONAL DETAILS

MR MRS MISS MS [DELETE AS APPLICABLE]
SURNAME _____
FORENAME[S] _____
ADDRESS _____

COUNTRY _____
CONTACT DETAILS: EMAIL: _____
TEL: _____
NATIONALITY _____
DOB [DD / MM / YYYY] _____

2 YOUR EXPERIENCE

HAVE YOU ASSISTED AT ANY OTHER ORGANISED FUNCTIONS?
PLEASE TICK [✓] YES ☐ NO ☐
IF 'YES' PLEASE GIVE BRIEF DETAILS.

DO YOU SPEAK ANY OF THESE FOREIGN LANGUAGES?

[TICK AS APPROPRIATE]

ENGLISH ☐ FRENCH ☐ GERMAN ☐ RUSSIAN ☐ ARABIC ☐ OTHER ☐

IF 'OTHER', PLEASE STATE WHICH LANGUAGE[S]

3 THE FESTIVAL

IF YOU WISH TO ASSIST ON FESTIVAL DAYS [1ST – 7TH JULY]

PLEASE INDICATE ANY DAYS AND TIMES WHEN YOU WILL NOT BE AVAILABLE TO HELP.

PLEASE INDICATE WHICH AREAS OF THE FESTIVAL YOU WOULD LIKE TO VOLUNTEER FOR.

[TICK AS APPROPRIATE]

CONTACT AND BOOK PERFORMERS	<input type="checkbox"/>	DEAL WITH TELEPHONE ENQUIRIES	<input type="checkbox"/>
CATERING	<input type="checkbox"/>	PROGRAMME / TICKET PRODUCTION	<input type="checkbox"/>
PROGRAMME / TICKET SELLING	<input type="checkbox"/>	POSTER DESIGN	<input type="checkbox"/>
MEETING AND GREETING	<input type="checkbox"/>		

PLEASE WRITE A SHORT STATEMENT TO EXPLAIN WHY YOU WOULD BE SUITABLE TO HELP IN THE AREAS YOU HAVE INDICATED.

THE FESTIVAL WILL INCLUDE AN INTERNATIONAL SCHOOL TALENT EVENING.

IF YOU WOULD LIKE TO PERFORM, PLEASE COMPLETE THE SECTION BELOW.

TYPE OF PERFORMANCE [DANCING / SINGING / ACTING, ETC]

PREFERRED AUDITION DATE [PLEASE TICK WHERE APPROPRIATE]

1ST JUNE ☐ 2ND JUNE ☐ 8TH JUNE ☐ 9TH JUNE ☐

SIGNED _____ DATE _____

PLEASE RETURN YOUR COMPLETED APPLICATION FORM TO THE FESTIVAL OFFICE.

Study skills 2

Research

1 Understanding why you are researching

Discuss this list of essay titles. Decide which ones are asking for factual writing (F) and which ones are asking for discursive writing (D).

F / D

- 1 Some people say that school trips are educational. Others believe that students should learn only in the classroom.
Do you think school trips are a good thing or a waste of time? _____
- 2 Write about your perfect day out. Explain where you would go and why. _____
- 3 Write 250 words about the modern Olympic Games. _____
- 4 Is homework valuable for students or a waste of time? _____

2 Recognizing key words

Look at these essay titles. Underline the key words.

- 1 Write about your favourite hobby. Explain how you took it up and why you like it.
- 2 Some people think that students learn a lot by doing a part-time job. Other people think they should spend their time studying. Do you think part-time jobs are a good thing or a waste of time?
- 3 Write 250 words about someone you look up to. Explain what they do / have done and why you admire them.

3 Using your knowledge

Imagine you have been asked to research and write about your country's capital city.

Make notes:

What I already know

What I need to find out

4 Using contents pages and indexes

Imagine you are researching scientists of the 20th century. You have taken this book out of the library.

Famous People of the 20th Century

Look at the contents page and index. Mark the chapters and the pages you would look at.

Contents page

Chapter 1	Art and Artists
Chapter 2	Space Scientists
Chapter 3	20th Century Musicians
Chapter 4	Scientists and their Discoveries
Chapter 5	World Leaders

Index

Index	page
architects	12 – 15
artists	3 – 9
biologists	61 – 66
chemists	67 – 74
composers	41 – 47
orchestras	50 – 57
painters	3 – 11
physicists	75 – 85
presidents	86 – 92
prime ministers	94 – 102
sculptors	16 – 20
space race	26 – 38
the Moon	21 – 25

5 Using the internet

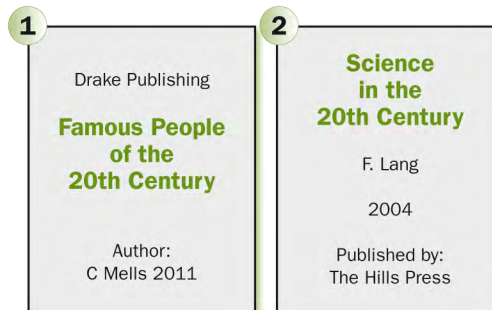
For your research on scientists of the 20th century, which website would you feel confident in using?

- 1 <http://www.scienceresearchlibrary.com>
- 2 <http://www.funkiscience.com>

6 Writing your bibliography

• printed matter

You will find the information you need on the imprint page. This is usually at the front of a book or on the back cover. Look at these imprint pages.



Rewrite the information as part of your bibliography.

author	date	title
1 _____	_____	_____
2 _____	_____	_____

• web addresses

Here are two articles on the internet that you found useful.



Rewrite the information as part of your bibliography.

author	date	title	web address
1 _____	_____	_____	_____
2 _____	_____	_____	_____

Life skills 2

Formal letter writing

Try and do these exercises on formal letter writing without looking back at your Student's Book.

1 You are going to write a formal letter to each of the following people. Write the greeting in each case.

- Adam Smith _____
- Doctor Jones _____
- Professor Black _____
- Sally Moor _____

2 The first sentence / paragraph should make it clear why you are writing.

Write the first sentence of a letter that you are writing to:

- a famous author: you want him / her to speak to your class about writing novels.

- an employer: you have seen a part-time job advertised in the local paper and you wish to apply for it.

- the manager of a music shop: you went in to buy a CD. The staff were very unfriendly and unhelpful.

3 What action do you want the author, the employer and the manager to take after reading your letters? Write a brief final paragraph for each one.

- the author _____

- the employer _____

- the manager _____

4 What is the correct ending if your greeting is:

- Dear Sir _____
- Dear Mrs Flood _____

5 A formal letter should be written in formal English. You should not use slang or contractions. Choose a formal word or phrase from the box to replace the underlined words in each sentence.

address Contact me by telephone at your convenience
am available for interview be quiet we would appreciate it if

- When you are in the library you should keep it down. _____
- Give me a bell if you need more information. _____
- I can pop in any time you want. _____
- We'd love you to come and have a chat to the class. _____

2 You have learned a lot about writing a formal letter. Now put it into practice.

You had a meal in a local restaurant. The service was poor and the food awful!
You are going to write to the manager, Mr Bold, to complain.

Plan your letter.

- 1 Begin with your address and the date. Where will you write them?

- 2 Make up an address for the restaurant. Where will you write it?

- 3 What greeting will you write?

- 4 Think about the first paragraph. How will you begin the letter?

Be sure of **exactly** what you are complaining about.

Was it just the service and the food, or was there anything else that was not satisfactory?

Some useful phrases:

I am writing to complain ... Having visited your restaurant on ... I am writing to inform you that ...

- 5 Your first complaint – the service.

How was it 'poor'? You need to give details. Were the waiters / waitresses rude / inefficient / slow?

Some useful phrases:

First of all ... In the first place ... Firstly, ... My first complaint ...

- 6 Your second complaint – the food.

What exactly was wrong with food. You need to give details.

Was it cold / badly presented / greasy / not what you ordered?

Some useful phrases:

Secondly ... Not only ... but also In addition ... I have another reason ...

- 7 Any other complaints?

You need to give details. Was the restaurant cold / dirty / overcrowded?

- 8 Could you make suggestions as to how things could be improved?

You need to give details. Could the staff be better trained? Could the food be brought as soon as it is ready?

Some useful phrases:

I suggest that ... Things would improve if ... Another possibility is ... I think you would find ...

- 9 What would you like Mr Bold to do when he has read your letter? You need to give details.

Would you like to meet with Mr Bold and discuss the matter further? Do you want him to reply to inform you of how he is going to improve things? Do you want your money back?

Some useful phrases:

I would be grateful if ... Can you suggest a time when ... If you want to discuss this further ...

- 10 How will you end your letter? _____



3 Write your formal letter of complaint.

Study skills 3

Revision

Spelling

- These are commonly misspelled words. Underline the correct spelling and learn it.

1 chief	OR	cheif	2 thort	OR	thought
3 necessary	OR	neccesary	4 therefor	OR	therefore
5 arguement	OR	argument	6 dictionery	OR	dictionary
7 becoz	OR	because	8 government	OR	goverment
9 minites	OR	minutes	10 possibel	OR	possible

- Add the correct prefix to make each of these words into the opposite.

1 complete	_____	2 mature	_____	3 legal	_____
4 continue	_____	5 rational	_____	6 visible	_____

What is the rule for adding prefixes? _____

- Write the rule for adding *-ing* / *-ed* to these verbs: **smile** **like**

- Write the rule for:

making a noun plural that ends in vowel + *-y*

making a noun plural that ends in consonant + *-y*

- Write a mnemonic to help you remember when to use *its* and when to use *it's*.

Grammar

Try this quick grammar quiz. It is based on grammar mistakes that students often make.

- I enjoy reading. OR I enjoy to read. _____
- He take. OR He takes. _____
- She don't like dogs. OR She doesn't like dogs. _____
- The past tense of *to break*. _____
- Correct the grammatical mistake in each sentence.
He don't want to go swimming. _____
My sandwich is different than yours. _____
There are less apples on the tree than last year. _____
I am having a ten-minute walk to school each day. _____
I have visited London last year. _____
I should have go to the library. _____
If I will go to New York, I will visit Times Square. _____
They are friends of him. _____
I did lots of mistakes in my homework. _____

When you have had these marked, learn them as examples.

Comprehension

Read each short text. Circle Literal (L), Inferential (I) or Personal response (PR) for each question.

- I went to see The River Boys concert last week. The hall was full and people sang along with the band. There was tremendous applause at the end.

- | | | | |
|--|---|---|----|
| 1 Do you enjoy pop concerts? | L | I | PR |
| 2 Who did the writer go to see in concert? | L | I | PR |
| 3 How can you tell that the audience enjoyed themselves? | L | I | PR |

- Istanbul is a noisy, crowded city. It is full of visitors all year round. It is my favourite city because there is so much to see and do.

- | | | | |
|---|---|---|----|
| 1 What adjectives does the writer use to describe Istanbul? | L | I | PR |
| 2 What is your favourite city? Why? | L | I | PR |
| 3 How do you know Istanbul is a popular tourist attraction? | L | I | PR |

- The room was dark and cold. Tim looked around nervously. He wished he had remembered to bring a torch. He wanted to leave this place but he had to find the book. The note said it was on the desk. He made his way slowly towards it.

- | | | | |
|---|---|---|----|
| 1 How do you know that Tim was frightened? | L | I | PR |
| 2 What piece of furniture was in the room? | L | I | PR |
| 3 What was Tim looking for? | L | I | PR |
| 4 How do you think you would have felt if you were Tim? | L | I | PR |

Writing

How many writing features / things to think about can you write in each box?

Type: writing to inform and persuade

Features:

past and p_____ tenses

i_____

p_____ language

l_____

Type: explanation

Features:

first p_____

p_____ tenses

s_____

cause and e_____

i_____

Type: formal letter writing

Features:

your a_____

d_____

r_____ address

g_____

first p_____

b_____ of letter

f_____ p_____

the e_____

Type: autobiography

Features:

f_____ paragraph

p_____ tenses

f_____ i_____

precise d_____

t_____ and feelings