



1

Beginnings

MAIN MENU

- Topics:** beginnings, new experiences, origins
- Language development:** fixed phrases: *starting again*; key word: *make* tenses
- Grammar:** tenses

EXAM MENU

- Reading:** specific information
- Listening:** understanding contexts
- Speaking:** introductions
- Use of English:** transforming words
- Writing:** planning a letter

Getting started

- Work in pairs.** These pictures all show the beginning of something. What do they show the beginning of? List other types of beginnings. Who can list the most in one minute?
- GENERAL KNOWLEDGE** Look at the quiz below and see if you can answer any of the questions.

QUIZ

- | | |
|---|---|
| 1 Greenpeace was originally <i>established</i> to | 4 SS Titanic, which sank on her maiden voyage, was <i>launched</i> in |
| a protect Canada's wildlife. | a 1911. |
| b protest against nuclear testing. | b 1931. |
| c campaign for world peace. | c 1951. |
| 2 The 2006 FIFA World Cup was <i>kicked off</i> in | 5 In 1994 Nelson Mandela was <i>inaugurated</i> as President of |
| a South Africa. | a South Africa. |
| b Japan. | b Mexico. |
| c Germany. | c India. |
| 3 Christopher Columbus <i>set off</i> on his voyage of discovery to | 6 Democracy is said to have <i>originated</i> in |
| a discover a new continent. | a 18 th century America. |
| b find another trade. | b medieval England. |
| c prove that the world was flat. | c ancient Greece. |

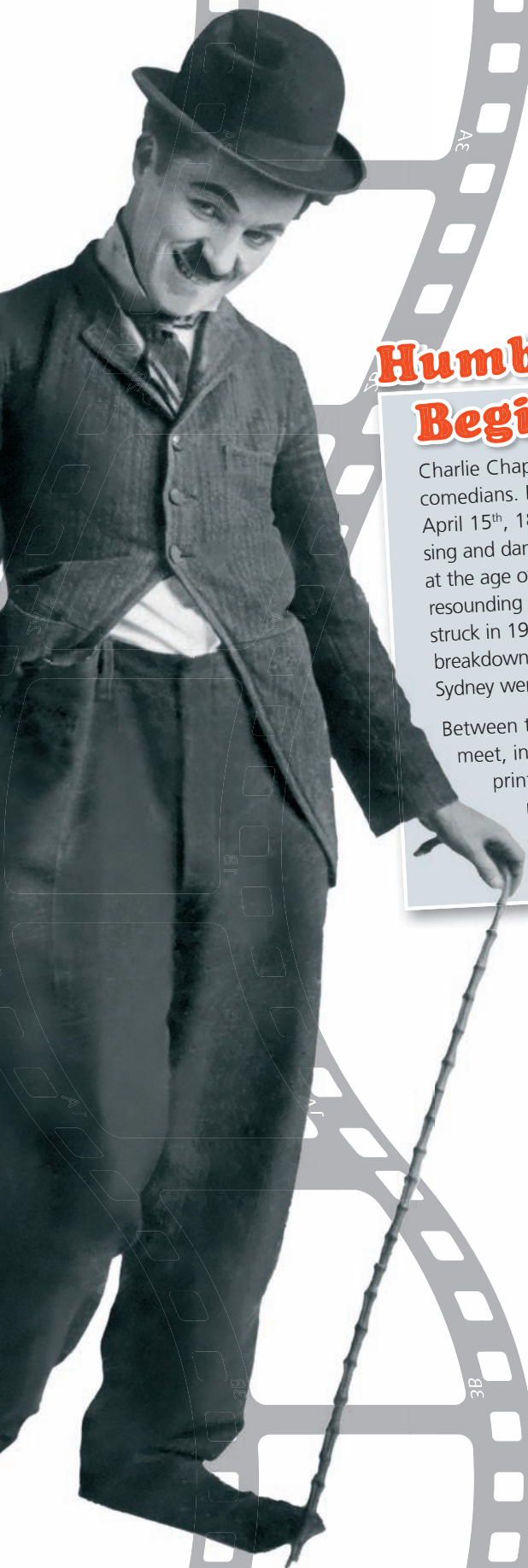
→ Information File 1.1, page 202

- The following verbs and phrasal verbs can also have similar meanings but are used in different contexts. Match the words to the contexts (a–d) below the box.**

activate	bring about	conceive	embark on	engender
found	generate	incite	initiate	inspire
instigate	launch into	produce	prompt	provoke
set up	set about	stimulate	spawn	trigger

- Cause something to begin or happen
- Create something
- Start doing something
- Establish something





Reading: reading for specific information

- 1 Discuss. Do you know who the people in the photographs are? What do they have in common?



TEXT A

- 2 Read the passage and find out when Charlie Chaplin first performed on the stage and why he had to work so hard as a boy.

Humble Beginnings



Charlie Chaplin remains to this day one of the world's most famous and best loved comedians. However, Chaplin's background was somewhat less than auspicious. Born on April 15th, 1889, in London, to parents who were Music Hall performers, he was taught to sing and dance from the moment he could walk. He made his debut appearance on stage at the age of five when his mother became hoarse and was unable to perform. He was a resounding success, and from then on secured several engagements as a child actor. Disaster struck in 1901 when his father died of alcoholism, aged 37. Charlie's mother suffered a mental breakdown which led to her being placed in a psychiatric institution. He and his half-brother Sydney were sent to a home, and for a while, Charlie lived on the streets.

Between the ages of 12 and 14, Chaplin worked in various establishments to make ends meet, including a barbershop, a stationer's, a doctor's surgery, a glass factory and a printing plant. His experiences in these places no doubt provided him with invaluable material for the films he would eventually make. Charlie began performing in earnest, and after making a name for himself in Vaudeville, travelled to the United States, where his real career began.

SPOTLIGHT ON READING

Reading for specific information

You may be asked to find specific information in the texts you have been given in Paper 1. However, the language in the questions will probably be different from that used in the text, so it's important to be able to recognise ideas expressed in different ways.

- 3 Look at the following pair of sentences about Charlie Chaplin, and decide whether they convey the same information [S] as that which appears in the text above, or different [D].

- | | | |
|---|---|-------|
| a | Charlie's first performance occurred when his mother was taken ill. | S / D |
| b | Charlie made a living as a child actor between the ages of 12 and 14. | S / D |

- 4 Decide whether the following statements are true (T) or false (F).

- | | | |
|---|--|-------|
| a | Charlie Chaplin first went on stage as soon as he could walk. | T / F |
| b | He was successful as a child actor. | T / F |
| c | He ended up living on the streets after his mother became mentally ill. | T / F |
| d | Charlie acted in a film about a barber shop when he was 12. | T / F |
| e | The writer suggests that Charlie's films were inspired by the jobs he undertook as a teenager. | T / F |

- 5 Quickly read through the text about a word that owes its very existence to the Internet. What does it have in common with Text A?

The 'birth' of a word?

TEXT B

Language is constantly developing in response to the changing world around us, yet when Larry Page and Sergey Brin hit upon the idea of calling their fledgling company 'Google', they could not have imagined they were also creating a new entry for the dictionary. 'Google' is a play on the word 'googol', in itself a relatively young word. Coined by Milton Sirotta in the mid-twentieth century, googol refers to the number one followed by 100 zeros. The company chose the term as its trademark to highlight its aim to organise information on the Internet.

The success of Page and Brin's search engine was so great that their form of the word, 'google', began to be used in a variety of ways. Now it has followed its predecessor into the dictionary, and the entries for it seem to be expanding fairly rapidly. *Webster's New Millennium Dictionary* gives two definitions of google as a transitive verb. *Wiktionary* goes a step further, including not only an entry for google as an intransitive verb, but also two definitions of google as a transitive verb, along with an impressive list of derived terms such as 'googledork' and 'googlicious'. 'Google', the company, has taken exception in some cases to what it calls 'inappropriate usage of its trademark', but can it really hope to curb the tide? The words are already listed, and the fair amount of 'googling' that went into researching this article proves the point!

- 6 Text C is about someone who decided to return to an activity she abandoned as a child. Read the text and find out why she gave it up originally.

Back to the drawing board

TEXT C

As a child, I loved creating pictures and would spend hour after blissful hour doodling, until some bright spark of a teacher started telling me what to draw and how to draw it. Although his intentions were honourable, he succeeded in destroying the creative fire burning within me. Frustrated by my inability to meet his demands, I did the only sensible thing a ten-year-old could do ... quit.

Now, older and, I hope, less vulnerable to criticism, I've decided to make a fresh start. I'm not taking any chances, though, so I'm starting from scratch, in a Beginner's class. In the first lesson, our teacher gave each of us a blank sheet of paper and told us to look at a chair. Then she instructed us to begin at the edge of the paper and gradually shade in the space surrounding the chair. Rather than draw the object, we should focus on the space around it. The results were amazing! All of us managed to achieve a fairly distinct outline of the chair, simply by creating its 'space' on the paper! Telling us that the secret to improving one's drawing skills lay in changing the way we see things, she invited each of us to comment on what we'd just done. She refrained from commenting herself, thus dispelling any fears of rejection. I came away feeling elated. Roll on the next lesson!

- 7 Answer the following questions about the Text B.

- a How did the founders of 'Google' feel when their name became officially accepted into the English language?

- b Why did they call their company 'Google'?

- c According to the text, how many different definitions have appeared in dictionaries so far? _____

- 8 Decide which of the following statements express the same points as Text B and underline the information that shows this.

- a 'Google' is a trademark name that is derived from another word.
- b 'Google' is a mathematical term that was invented by Milton Sirotta.
- c The company is appalled that their trademark has entered the dictionary.
- d The company disapproves of some of the ways in which their trademark is being used.

- 9 In the following multiple choice questions about Text C, you're given the three incorrect 'distractor' options. Decide what the correct answer should be, and write it, using your own words.

- 1 What reason does the writer give for abandoning art as a child?
A _____
B She felt her teacher's intention was to curb her individual style.
C Her teacher was strict and unpleasant towards her.
D She realised she could no longer draw well.
- 2 What was the purpose of the drawing task in the first lesson of the writer's new class?
A To learn to effectively create shadow on a page.
B _____
C To allow the students to express their feelings about their art.
D To enable the teacher to see what the students could do.

- 10 Discuss. What feelings do you experience when you start something new? How do these feelings differ when you return to an activity after having abandoned it?

Language development: starting again

- Discuss. The title of Text C in the Reading section, *Back to the drawing board*, has a double meaning. What is it? Find other phrases in the text which mean 'to start again'.
- Complete the phrases below with the words in the box. There is one extra word.

fresh leaf scratch slate source square

- To make a _____ start.
 - To turn over a new _____.
 - Back to _____ one.
 - To start from _____.
 - To wipe the _____ clean.
- What similar meaning do you think the above expressions all convey?
 - PAPER 3, PART 4** For questions 1–3 below, use one word only from the exercise above which can be used appropriately in all three sentences.
 - Gillian decided it was time to turn over a new _____ and forget her past mistakes.
Why don't you take a _____ out of Simon's book and start helping your mother?
Autumn came suddenly and the first _____ had fallen before August had even ended.
 - There was a deep red _____ on her arm, so I assumed they'd been fighting again.
The cake was a complete disaster so I decided to throw it in the bin and start from _____.
Paul's work hasn't been up to _____ lately, so we're thinking of asking him to leave.
 - Although it was a bit _____, it was a lovely day for a walk in the hills.
When Jenny moved to the city she was determined to make a _____ start.
There's nothing like the smell of _____ Brazilian coffee to wake you up in the morning.

- The following phrases all appeared in the reading texts. Use them to complete the sentences below.

make (one's) debut make ends meet
make a name for oneself

- Leonardo di Caprio _____ in the film *What's Eating Gilbert Grape* but didn't become famous until he appeared in *Romeo and Juliet*.
- Although Roald Dahl wrote several books for adults, he _____ as a writer of children's books.
- While she was writing her first novel, Helena worked as a waitress to _____.

Key word: *make*

- Explain what the word *make* means in each of the sentences below.
 - Everyone was yelling so much that I found it hard to make myself heard.
 - 'I haven't got a clue what this question is asking us to do.' 'That makes two of us.'
 - 'A small box of Nachos, please. No, make it a large one.'
 - News of the flooding made the national papers.
 - He made me stay in and do my homework even though I had been invited to a party.
- Complete the following sentences using the correct form of one of the phrases in the box below.

make a go of make do with make it
make like make-or-break make the best of

- He grabbed hold of the rock and pulled himself up. He was exhausted, but he'd finally _____!
- She _____ she was searching for something on the ground, so the boy wouldn't notice she'd been staring at him.
- David realised that he was in a _____ situation. Success would mean certain promotion, while failure would result in the loss of his job.
- Jim and Sally have had their problems, but they've decided to _____ their marriage.
- The rain spoiled their plans for a picnic, but they _____ it by playing games indoors.
- I can't afford to buy a new car this year, so I'll have to _____ my old one.



Grammar: review of tenses (past and present)

- Discuss. How did the universe begin or has it always existed? What do you think will happen to it in the future?
- Read the text below. Find examples of the following tenses:

- Present simple _____
- Present perfect _____
- Past simple _____
- Present continuous _____
- Present perfect continuous _____

The ultimate beginning

Throughout history we have been searching for answers to explain how the universe began. While there have been countless theories, much of what we know is still only speculation, and most of the information we have collected is still being questioned and re-evaluated. However, through the revelations of modern science, we have been able to offer firm theories for some of the answers we once called hypotheses. True to the nature of science, a majority of these answers have only led to more intriguing and complex questions. It seems to be inherent in our search for knowledge that questions will continue to arise and maybe there will never be any definite answer.



- Decide which of these tenses is used here to talk about ...?

- an activity that started in the past but has not yet ended
- a present state
- a finished past event
- an event that began in the past but relates to the present
- an activity happening in the present

- Read the text at the top of the next column. Name the past tenses that have been underlined.



The expanding universe

Until Edwin Hubble (1) proposed that the universe (2) was expanding, it (3) had been assumed by the majority of scientists that the universe (4) existed in a constant state, that it (5) had no past or future and simply 'was'. Yet, although Hubble (6) had not been trying to explain the universe's beginning, his discovery would seriously challenge this notion. Hubble (7) knew that all the galaxies (8) were moving away from each other, but he (9) noticed that the speed they (10) were travelling was proportional to their distance from Earth. This could only mean one thing: the universe (11) was expanding and therefore in a state of flux. It clearly (12) had a past, a present, and it was logical to assume, a future.



→ Grammar Reference 1.1, page 169

- Rewrite the following sentences so that the tenses are used correctly.

- He had been looking at the stars but he wasn't finding any new planets.
- He realised that the universe was growing for 13 billion years.
- It all was starting with a big bang, according to some scientists.
- We searched for answers and we are still looking.
- The universe has been starting to expand a very long time ago.

- What 'notion' would Hubble's discovery challenge? Why was this? Answer in your own words.

- Read the text below. Complete each gap with the correct form of the verb in brackets. In some places more than one answer may be possible.

The Big Bang

Hubble's discovery that the universe (1) _____ (expand) lent weight to a hypothesis that (2) _____ (put forward) in 1927 by a Belgian priest Georges Lemaître. He (3) _____ (postulate) that all the matter in the universe (4) _____ (spring) from a single source, now called a 'singularity' – a point so small it (5) _____ (have no dimensions) – and that at some indefinably minuscule slither of time approximately 13.7 billion years ago, all this matter (6) _____ (explode) outwards from its source in a massive blast – so massive in fact that it (7) _____ (still/go on), and the universe (8) _____ (expand) ever since. The term 'The Big Bang' (9) _____ (coin) some time later by scientist Fred Hoyle, who, at the time (10) _____ (try) to criticise the hypothesis, but it (11) _____ (stick), and now this (12) _____ (be) the idea that most scientists seem to favour.



→ Grammar Reference 1.1, page 169

- In pairs. Student A: describe in your own words the process mentioned in *The Big Bang* above.
Student B: ask questions about anything you don't understand.

Listening: short extracts



- 1 Discuss. Do you like doing any of the activities shown in the pictures? Why or why not?

SPOTLIGHT ON LISTENING

Interpreting context from vocabulary

Certain words and phrases can be associated with specific subjects. By reading the questions carefully before you listen, you should be able to anticipate the context from the key words.

- 2 Look at the following list of words and expressions associated with books, cinema and the Internet and place them in the appropriate category.

animation	chapter	download	excerpt
extract	front cover	first edition	online
scene	special effects	surfing	paperback
soundtrack	print out	trailer	web page

- 3 You are going to hear someone reading out an advert. Before you listen, look at the questions below and underline the key words.

- The advertisement is for
 - an arts and crafts book.
 - a design to make something.
 - a do-it-yourself kit.
- The speaker is reading from
 - a magazine.
 - a mail order catalogue.
 - the Internet.

- 4 1.1 Listen to the extract and answer the multiple choice questions above. Turn to the tapescript on page 204 and underline the key words that helped you find the answers.

- 5 Read the questions for the second extract below and complete the rubric in your own words.

You are going to hear _____ .
Read the questions below and then listen to the extract.

- What is the couple's main reason for moving?
- How does the main speaker feel about the move?

- 6 1.2 Listen and see if you were correct. Now answer the questions in 5.

- 7 Listen again, and write down any words which describe how the main speaker feels. Turn to the tapescript on page 00 and underline these words.

- 8 Decide whether the following statements are true or false.

- The couple are moving to another country. T / F
- The man is worried that the sheep farm may not work. T / F
- The woman is used to a lot of noise. T / F
- She thinks that the move will be good for them. T / F

- 9 Read the rubric for the third extract below. Which of the words from exercise 2 in the Spotlight might you hear?

You are going to hear two people discussing plans to make a film based on a book.

- 10 1.3 Listen to the extract and answer the question below.

The woman expresses concern about

- the proposed lack of special effects in the film.
- the complex nature of some of the drafted scenes.
- the film potentially being too superficial in its approach.

Use of English: key word transformations

EXAM SPOTLIGHT

PAPER 3, PART 5 Similar meaning in transformed sentences

In Paper 3, part 5 you have to complete the second sentence so that it has a similar meaning to the first sentence. It's important to check carefully that the meaning of the second sentence is similar to the first one.

- 1 Look at the two sentences below. How does the second sentence have a different meaning?

He learned to drive when he was seventeen.

been

He *has been learning to drive* since he was seventeen.

- 2 For each of the sentences below, decide which of the options that follows is closest in meaning. Explain why the other two don't mean the same thing.

- I've had enough of teaching, and would like a change.
 - I've been doing quite a lot of teaching, and I need a holiday.
 - I'm tired of teaching, and would like to make a fresh start.
 - I've had a lot of experience teaching, and am looking for a new post.
- He was doing well at work, but he suddenly decided to pack it all in and go to live on an island.
 - Although he was successful, he gave it all up and went to live on an island.
 - Due to his success, he decided to give it all up and live on an island.
 - Despite going to live on an island, he was successful.

3 PAPER 3, PART 5 For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- She passed her driving test in 1995.
driving
She _____ 1995.
- I urgently need to give Simon a message about where to meet Jane.
deliver
I have to _____ Simon about where to meet Jane.
- Please hurry up and decide which film to watch.
mind
I wish you would _____ about which film to watch.
- I found it quite hard to get this place at university.
easy
It has _____ get this place at university.
- I'd been worrying about the test, but it was easy.
expected
I _____ be so easy.
- The police suspect that he killed his wife.
of
He _____ his wife.
- Now that he's retired, he likes to go fishing a lot.
taken
Since he retired he _____ a hobby.
- She's taking karate lessons, and kickboxing as well.
is
Not only _____ she's also doing kickboxing.

Speaking: talking about new experiences

1 In pairs, describe the pictures. What do they all have in common?



EXAM SPOTLIGHT

PAPER 3, PART 5 Key word transformations

In Paper 3, part 5 you are being asked to do several things.

4 Look at the checklist below and decide whether the points are true or false, based on exercise 3.

- Both sentences should have the same meaning. T / F
- Both sentences should be in the same tense. T / F
- An idiom, phrasal verb or fixed phrase could replace a verb or noun. T / F
- One or more words in the sentence may change form. T / F
- The key word must be put into the appropriate form. T / F
- Inverted sentences may not be used. T / F
- An active sentence could be transformed into a passive sentence. T / F
- A positive sentence cannot be transformed into a negative sentence. T / F

5 Match the sentences in exercise 3 to the checklist above.

2 A friend of yours has just told you the following about a new experience she has had:

Guess what! I've taken up hang gliding! I had my first lesson this morning.

What questions would you ask her about this to gain more information?

SPOTLIGHT ON SPEAKING

PAPER 5, PART 1 Social talk

In Paper 5, part 1 the examiner asks each candidate something about themselves. This is an opportunity for candidates to show their ability to talk socially. It's important to give detailed answers to the questions in this section.

- 3 Discuss. The following statements are answers to the question: 'Tell me about a new experience you have had recently'. What else could you say to expand on them?

Last week I went to the Science Museum in London, and I found it very interesting.

I took the First Certificate exam two months ago, and I was anxious about the Speaking Paper!

I went to Spain on holiday this summer.

- 4 PAPER 5, PART 1 Work in pairs.

Student A: You are the examiner. Ask student B to describe a significant experience that changed his/her life, and to say in what way it changed it.

Student B: Listen to the question carefully, and give a detailed answer. Use the 'In other words' box below to help you.

Student A: Make sure that student B answers your question fully. Swap roles.

In other words

- 5 Match the sentences in column A below with the more detailed sentences in column B.

A

- 1 It was fun.
- 2 I felt scared.
- 3 I won't forget it.
- 4 I would do it differently.
- 5 It did me good.
- 6 I quit too easily.
- 7 I was given a chance.

B

- a I can still clearly remember every moment.
- b It was a long time ago but I still remember how terrified I felt.
- c If only I hadn't given up so easily.
- d If I could relive the experience, I would try to change the way I reacted.
- e Despite what happened to me I benefited in a number of ways.
- f I realised that I had been given a unique opportunity.
- g It was probably the most enjoyable experience I had ever had.

Writing: planning a descriptive or narrative piece of writing (letter)

SPOTLIGHT ON WRITING

Planning your work

Planning is always important and should take up a good part of your allotted writing time.

- 1 Use the five point plan below for any piece of writing you do.

Five Point Plan: Put each of the planning stages in the correct order: *writing, selecting vocabulary, brainstorming, checking, outlining.*

- 1 _____ 2 _____ 3 _____
4 _____ 5 _____

- 2 Read the following announcement in a student magazine. What are you being asked to write? What two things are you being asked to include in it?

We are offering readers a free holiday weekend for the best descriptive account of a new or unusual experience that you have had. Write a letter describing the experience and explaining what made it so memorable or significant.

EXAM SPOTLIGHT

PAPER 2 Descriptive or narrative writing


In Paper 2, you may be asked to write a piece that has descriptive or narrative elements, or outlines a personal experience. This could be in the form of a letter, an article, a review, a contribution to a longer piece or a competition entry. You therefore need to familiarise yourself with the structures and vocabulary relevant to describing, narrating, and explaining, and you should know how to express levels of formality. A letter to a newspaper or magazine may include a narrative element which details personal experience. If you haven't had any unusual experiences that you think are worth writing about, it doesn't mean you can't attempt the task.

- 3 Use your imagination to write down three ideas for an unusual experience. This is known as the 'brainstorming' stage.



Spend no more than a few minutes on this stage.

- 4 Listen to a class of students discussing their ideas. How many ideas did they think up in the brainstorming session?

- 5  1.5 Listen to the group outlining the paragraph structure. Complete the structure below that they agree on, then look at the tapescript to check your answers.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

- 6 A friend of yours submitted the letter on the right to the magazine. Read it and decide what structural problems it has.
- 7 Write a suitable ending to Anneka's letter. Make sure you answer the second part of the question.

SPOTLIGHT ON VOCABULARY

A descriptive account needs the right vocabulary to make it easy for the reader to picture what you are describing. This means carefully selecting appropriate words and phrases. You should do this before you start writing.

- 8 Look back at Anneka's letter and underline the words and phrases she uses to describe:
- a the weather.
 - b the view from the air.
 - c the writer's feelings about the experience.

- 9 Don't waste time writing your letter out in rough and then copying it again neatly. But do remember to check your letter – it's your last chance to gain a few points by correcting mistakes.

Work in pairs. Look at your partner's ending to Anneka's letter and check it for mistakes.

Dear Editor,

I had always dreamed of going up in a hot-air balloon, so when I was offered the chance last year, I jumped at it. It was my mother's fiftieth birthday, and as a special treat, my dad decided to take the whole family up. I think it must have been quite expensive but it was well worth it. It was a beautiful summer's day with a fresh crisp wind blowing from the east - ideal weather for a balloon ride. Nevertheless, we wrapped up warm and equipped ourselves with hats, sunglasses, cameras and binoculars. I had expected to be frightened but as the balloon rose gently into the air I was amazed at how safe I felt. We could see the airfield getting smaller and the horizon expanding as we ascended over the nearby village. It was amazing to see how quickly it started to look like a toy town. Before long, everything below was just a patchwork of fields and roads. We were floating effortlessly in a blue sky with only the sound of the wind buffeting round the balloon itself. It was breathtaking. We each took turns regulating the amount of hot air needed to keep us at just the right height until it was time to begin our descent. Naturally, we were reluctant to return to earth.

Yours faithfully,

Anneka Johansson

- 10 Read the following writing question.

PAPER 2, PART 2

We are offering three months' free subscription to our magazine to the reader that sends in the best account of an important turning point in their life. This will be published in a special supplement entitled 'A Fresh Start'. Write a letter and tell us how you turned your life around and what made it happen.

Write your letter. Use between 220–260 words. Make sure you follow all the planning stages.



Vocabulary organiser 1

1.1 Getting started, page 1 Complete the sentences with a suitable verb or phrasal verb that means to 'begin' or 'start'.

- Police in the West Midlands area have _____ an official investigation into the robberies.
- An estimated six million people watched as the new President was _____ yesterday.
- 'We'd better _____ early if we don't want to miss the launch of HMS Victorious at Southampton tomorrow.'
- When I _____ the company, I never expected it to be so successful.
- The chairwoman _____ a discussion into analysing the failure of the new product.
- Acupuncture _____ in China over 3,000 years ago.
- A number of protestors _____ acts of violence, but these were quickly suppressed by the police.
- At the age of 15, she _____ a promising career in show business.

1.2 Decide which of the words above mean the following:

- to officially introduce someone into an important position with a ceremony
- to start something new, difficult or exciting your life
- to begin a journey
- to begin to happen or exist
- to cause something to happen as a response or reaction

1.3 Reading, page 2 Choose the best word in *italics* to complete the sentences below.

- Charlie Chaplin gained *invaluable* / *earnest* experience while working as a teenager, which provided ideas for films.
- His mother suffered from a *distinct* / *hoarse* voice after working too hard.
- Chaplin's tramp character was a(n) *auspicious* / *resounding* success.
- A barber's shop, printing plant and glass factory were among the various *establishments* / *institutions* where Chaplin worked as a teenager.

1.4 Look back at Text B on page 3 and find words which mean the following:

- young _____
- created _____
- symbol by which to be recognised _____
- the one which came before _____
- prevent something from happening _____

1.5 Language development, page 4 Match the phrasal verbs in the box with their definitions (a–h) below.

make for make into make it up to make off make out
make something of make up make up for

- do something to show you are sorry for the problems you caused somebody _____
- go towards a particular place or destination _____
- invent a new story, song, game, etc. _____
- leave quickly, especially in order to escape _____
- be able to see or hear something, though not very clearly _____
- make a bad situation better, or replace something that has been lost _____
- change something so that it has a different use or purpose _____
- use the opportunities you have to become successful _____

SPOTLIGHT ON VOCABULARY

Organising vocabulary

It's important to record new vocabulary in a notebook in an organised manner, in order to remember it. There are several ways of organising and recording the vocabulary that you learn. Discuss the following methods:

- By theme
- Grammatically – phrasal verbs, idioms, collocations, etc.
- Word association
- Functional use

1.6 Decide which you think is the most suitable method to record vocabulary from this unit, and start your own Vocabulary organiser notebook.

1.7 Writing, page 8 Find a word or phrase in Anneka's letter that means the following:

- pleasantly fresh and cold _____ (adj)
- getting bigger _____ (v)
- rose, climbed higher _____ (v)
- something made up of many different parts _____ (n)
- blowing _____ (v)

BANK OF ENGLISH

Word partnerships

Use a dictionary. Complete the lists below.

- material** → reading text, *Humble beginnings*, page 2

Use **material** with:

N.COUNT.: building materials, _____, _____, _____

N. UNCOUNT.: reading material, _____, _____, _____

ADJ.: material things, _____, _____, _____

- matter** → grammar text, *The Big Bang*, page 5

Use **matter** with:

N. UNCOUNT.: waste matter, _____, _____, _____

N.COUNT.: a private matter, _____, _____, _____

PHRASES: it's a matter of, as a matter of fact, _____, _____, _____