4E Word skills

Phrasal verbs

I can understand and use a variety of phrasal verbs.

Revision: Student's Book page 45

1 Match words from box A with words from box B to make compound nouns. Write them below.

A	B
~~climate~~ fossil global greenhouse ice rain renewable sea surface	caps ~~change~~ energy forest fuels gases level temperature warming

1 climate change
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

2 Complete the sentences with the particles below. You need to use three of them more than once. Are the sentences true (T) or false (F)? Check your answers at the bottom of the page.

down off on out up with

1 Factories and power stations give _____ greenhouse gases. ☐
2 When we cut _____ trees, we increase the amount of CO_2 in the atmosphere. ☐
3 The world's oceans are slowly heating _____. ☐
4 The world's supply of gas is likely to run _____ in the next ten years. ☐
5 The EU recently decided to close _____ all the nuclear power stations in Europe. ☐
6 Solar energy works better in places where you can rely _____ good weather. ☐
7 Scientists recently came _____ _____ a car engine that uses only CO_2. ☐
8 Many types of animals and plants are dying _____ because the Earth is getting warmer. ☐

3 Write the phrasal verbs which can replace the underlined words. Choose from the list below.

carry on come up with give up go up look after put off set off use up

1 I need to <u>think of</u> a good excuse for not handing in my homework. _____
2 I'm trying to <u>stop eating</u> junk food. _____
3 After running ten kilometres, she was too tired to <u>continue</u>. _____
4 He left his job so he could <u>take care of</u> his sons. _____
5 Please don't <u>finish</u> all the milk – I need some for my breakfast tomorrow. _____
6 The number of people with smartphones is continuing to <u>rise</u>. _____
7 We should <u>delay</u> the meeting because nobody can come that day. _____
8 Don't stay up late! We need to <u>leave</u> early tomorrow. _____

VOCAB BOOST!

There are hundreds of phrasal verbs in English and many of them are very common. They are easier to learn in small groups. Here are two options:

1 Learn phrasal verbs related to the same topic.

<u>Travel</u>

break down = (a car, a bus, etc.) stop working
go back = return
head for = travel in a certain direction
set off = leave
take off = (a plane) leave the ground, go up in the air

2 Learn phrasal verbs with the same base verb.

<u>look</u>

look after = take care of
look around = explore
look into = study, examine
look up = find in a dictionary or other reference work

4 Use a dictionary to find four phrasal verbs with the base verb *turn*. Include short definitions.

1 _____ = _____
2 _____ = _____
3 _____ = _____
4 _____ = _____

Exercise 2
1T 2F 3T 4F 5F 6T 7F 8T

LIVEWORKSHEETS

4F Reading

Survival story

I can understand a survival story.

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1 Complete the sentences with the correct form of the verbs below.

approach head land reach spin take off

1 A snow storm was _____ so we went inside.
2 The plane _____ from London at 9 a.m. yesterday and _____ in Paris an hour later.
3 It was very late when we _____ Oxford.
4 The plane was _____ towards Australia when it disappeared.
5 The helicopter began to _____ out of control.

2 Read the text, ignoring the gaps. Answer the questions.

1 What kind of natural disaster did Diana and Pete experience?

_____

2 Where were they when they realised there was a problem?

_____

3 Where was Monica?

_____

4 In which room did Monica and Diana hide?

_____

5 Where did Pete hide?

_____

6 How many people died in the disaster?

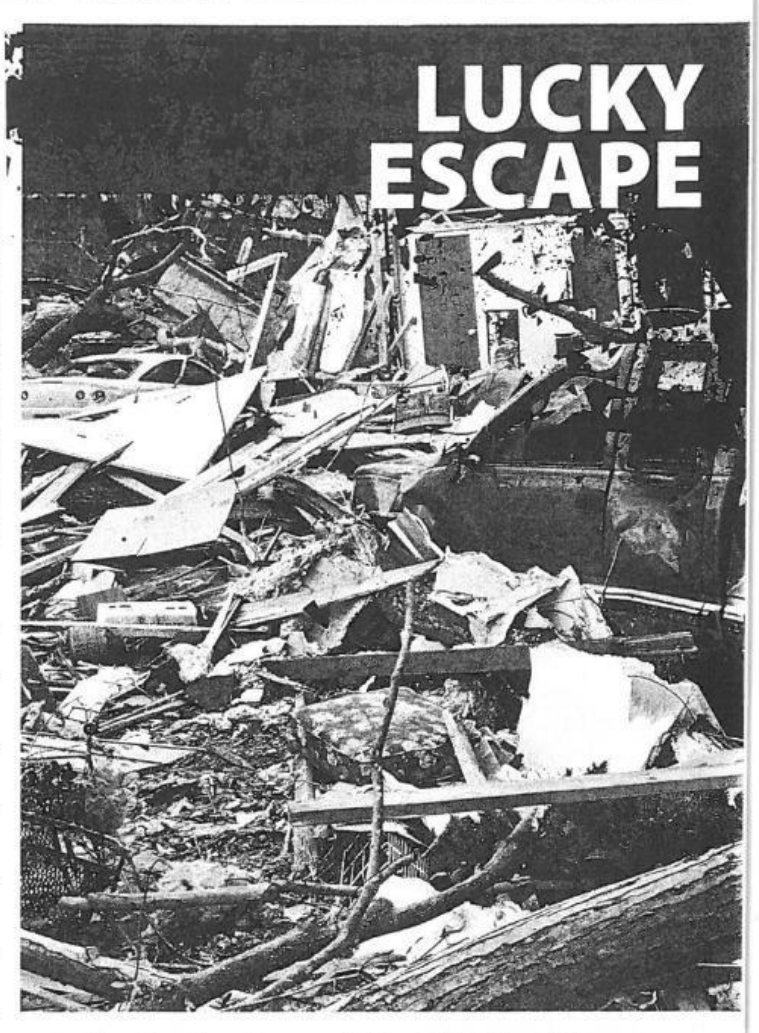
_____

Strategia czytania

Zawsze czytaj uważnie fragment, który następuje po luce. Upewnij się, że po uzupełnieniu luki tekst ma sens. W szczególności zwracaj uwagę na słowa, które odnoszą się do osób, miejsc i myśli w brakującym zdaniu.

3 Read the Reading Strategy. Match sentences A–F with gaps 1–4 in the text. There are two extra sentences.

A The tornado destroyed most of these buildings.
B Monica and Diana looked up and saw cars and trees spinning around in the air above the school.
C But other people in the town were not as lucky as the Palmores.
D She ran as fast as she could to the school.
E They are planning to rebuild their house.
F But they could hear him shouting for help.



One Monday afternoon in May 2013, Diana Palmore was at home with her husband, Pete, when they heard loud sirens which warned them that a tornado was approaching the town. Diana's daughter Monica was at the local school and Diana decided to go and bring her home before the tornado reached the town. [1]_____ In her classroom, Monica and her classmates were sitting under their desks, holding their maths books on their heads. Diana ran in and took Monica. But the tornado was much closer now and it was too dangerous to leave the school, so they hid in a bathroom. When the tornado hit, it ripped the roof from the school. [2]_____ 'It was very scary. The whole school was shaking,' said Monica.

When the storm passed, Monica and her mum ran back to their house, but it was in ruins. They couldn't find Pete. [3]_____ Then they saw his hand and realised where he was – in a cupboard under the stairs. He couldn't breathe, so they had to get him out quickly. Moments after they pulled him out, the whole house collapsed. The family survived a terrifying experience with only small injuries. [4]_____ Twenty-four people died in the tornado.

LIVEWORKSHEETS

4H Writing

An internet forum post

I can write a forum post about a global issue.

Preparation

1 Complete the zero conditional sentences with the correct form of the verbs in brackets.

1 If you _____ (burn) coal, it _____ (give) off greenhouse gases.
2 A rainbow often _____ (appear) if the sun _____ (come) out when it's raining.
3 If an earthquake _____ (happen) under the ocean, it sometimes _____ (cause) a tsunami.
4 If a hurricane _____ (form) over the Indian Ocean, they _____ (call) it a typhoon.
5 If you _____ (eat) ice, it _____ (make) your body cold.
6 Floods _____ (happen) if it _____ (rain) a lot more than usual for a long time.

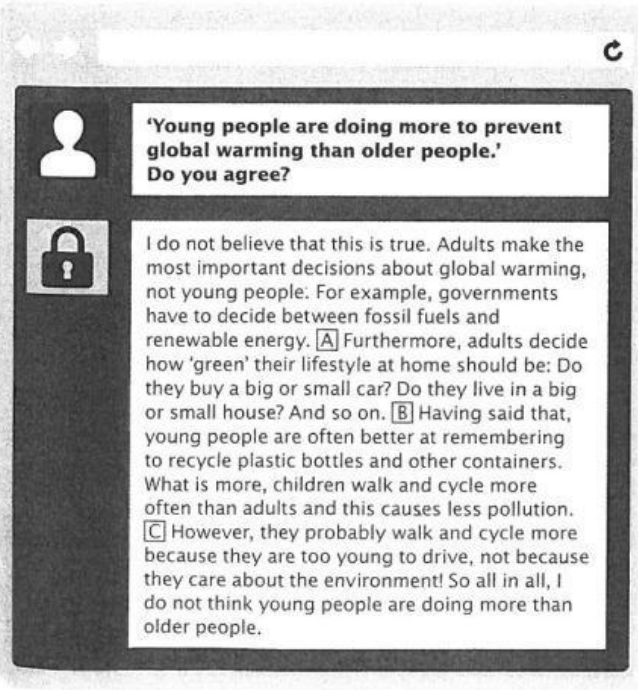
Strategia pisania

Kiedy przedstawiasz własne lub cudze opinie, zadbaj o jasną strukturę wypowiedzi. Na przykład:

- W jednym akapicie wyraź swoją opinię i poprzyj ją dwoma lub trzema argumentami.
- W kolejnym akapicie przedstaw przeciwny pogląd wraz z dwoma lub trzema argumentami na jego poparcie. Następnie możesz powiedzieć, czemu się z tym poglądem nie zgadzasz (kontrargument).

2 Read the Writing Strategy. Then read the task below and the model text. Decide where the second paragraph should begin: A, B or C.

The second paragraph should begin at ☐.



'Young people are doing more to prevent global warming than older people.' Do you agree?

I do not believe that this is true. Adults make the most important decisions about global warming, not young people. For example, governments have to decide between fossil fuels and renewable energy. [A] Furthermore, adults decide how 'green' their lifestyle at home should be: Do they buy a big or small car? Do they live in a big or small house? And so on. [B] Having said that, young people are often better at remembering to recycle plastic bottles and other containers. What is more, children walk and cycle more often than adults and this causes less pollution. [C] However, they probably walk and cycle more because they are too young to drive, not because they care about the environment! So all in all, I do not think young people are doing more than older people.

3 Add two phrases below to each group (A–D). Then circle the phrases that are in the model text.

Having said that, ... However, ... In my opinion, ...
Moreover, ... Nevertheless, ... On the other hand, ...
To be honest, ... What is more, ...

A Expressing an opinion
I think / I don't think that ... _____

B Presenting an opposing opinion
There are people who believe that ... _____

C Presenting a counter-argument
In spite of this, ... _____

D Making an additional point
Furthermore, ... _____

Writing Guide

4 Read the task and make a plan.

'Individuals can do more to stop global warming than governments.' Do you agree?

Paragraph 1 (my opinion)
- Argument 1: _____
- Argument 2: _____

Paragraph 2 (opposing view)
- Argument 1: _____
- Argument 2: _____
- Counter-argument: _____

5 Write an internet forum post like the one in exercise 2 (80–130 words). Use your notes from exercise 4 and include phrases from exercise 3.

_____
_____
_____
_____
_____
_____
_____

CHECK YOUR WORK

Have you ...
- ☐ written 80–130 words?
- ☐ covered all the arguments in your plan?
- ☐ used phrases from exercise 3?
- ☐ checked your spelling and grammar?

➤➤ **Further practice** Online Practice 4: Writing

LIVEWORKSHEETS

4 Review Unit 4

Vocabulary

1 Complete the sentences with the correct words related to the words in bold.

1 The sky is full of **clouds**. It's very *cloudy*.
2 It's a **frosty** morning. There's _____ all over the car.
3 There were **showers** yesterday. It was a _____ day.
4 It's **snowing**! Did you know that every _____ is a different shape and pattern?
5 This is a **sunny** climate. The sun _____ every day.
6 I like _____ weather. Things look pretty in the **mist**.
7 What a **thunderstorm**! Did you hear that big _____ of thunder?
8 This is a **windy** area. The _____ blows all the time.
9 There was a **hailstorm** this morning and now there is _____ on the ground.
10 It's very **foggy** this morning. Be careful – _____ is very dangerous when you're driving.
11 It's **icy** today. There's a lot of _____ on the roads.

Mark: / 10

2 Complete the sentences with the words below.

cold cool freezing hot mild sweltering

1 The temperature was –20°C. It was _____ !
2 San Diego has a _____ climate. The average temperature is 23°C.
3 It was a _____ day, it was so hot we couldn't go out.
4 The city is warm in the summer, but it's always pleasantly _____ by the sea.
5 It's too _____ in this house. It's only 10°C!
6 It's a bit _____ in the classroom. Let's open the window.

Mark: / 6

3 Choose the correct answers to complete the sentences.

1 We gave money to a charity to provide food during the _____.
a flood b famine c mudslide
2 After the dry summer, heavy rain caused _____ in the mountains.
a mudslides b eruptions c epidemics
3 I was on the twentieth floor during the _____. The whole building was shaking!
a tsunami b epidemic c earthquake
4 After a year with no rain, there was a serious _____.
a drought b tsunami c eruption
5 Mount Vesuvius is famous for its many _____.
a epidemics b forest fires c volcanic eruptions
6 We can't control this _____ without medicine.
a forest fire b epidemic c tsunami

Mark: / 6

4 Complete the texts with the words below.

took off landed spun reach approached headed

A The plane [1]_____ from the airport and rose into the air. A few minutes later, the pilot noticed a problem with one of the engines. He turned round and [2]_____ back to the airport. Luckily, the plane [3]_____ safely on the ground.

B As the car [4]_____ the red traffic light, it slowed down. But there was ice on the road and it [5]_____ round and round. We were standing on the pavement nearby, but luckily the car didn't [6]_____ us – it stopped just two metres away.

Mark: / 6

5 Choose the correct words to complete the sentences.

1 The **road sign / pedestrian crossing** informed us that we were near a school and should drive slowly.
2 I saw a **billboard / shop sign** advertising a pop concert.
3 The **fire hydrant / lamp post** outside my flat shines light into my sitting room.
4 It's a good idea not to drive to town this week because of the **traffic light / road works**.
5 For some reason, the drivers often pass this **street corner / bus stop** without picking up passengers.
6 It's annoying when people ride their bikes on the **pavement / traffic light**.

Mark: / 6

Word Skills

6 Replace the underlined words with the phrasal verbs below.

close down come up with use up carry on wake up to look after put off give up

1 Can you <u>take care of</u> the baby while I go shopping? _____
2 Do you think you can <u>stop using</u> your car for a month? _____
3 They <u>delayed</u> leaving their house in spite of the approaching forest fire. _____
4 We need to <u>think of</u> some new ways to save water. _____
5 How did you <u>finish</u> all the sugar? It was a new bag! _____
6 They decided to <u>continue</u> looking for survivors. _____
7 They had to <u>shut</u> their business because of the storm damage. _____
8 People need to <u>become aware of</u> reality and stop using so many natural resources. _____

Mark: / 8

LIVEWORKSHEETS

4 Review Unit 4

Grammar

7 Write comparative sentences and questions.

1 New York / cold / Los Angeles
New York is colder than Los Angeles.

2 The Atlantic Ocean / stormy / the Mediterranean
_____

3 Hawaii / as beautiful / Tahiti
_____

4 Manchester / not as big / London
_____

5 earthquakes / as dangerous / mudslides?
_____

6 hailstorms / frequent / tornadoes
_____

7 Warsaw / hot / Lublin?
_____

8 storms / not as scary / hurricanes
_____

9 hailstones / big / snowflakes?
_____

10 London / not as sunny / Madrid
_____

Mark: / 10

8 Complete the sentences with the superlative form of the words in brackets.

1 It was one of _____ forest fires in history. (bad)
2 That was _____ exam of the term! (difficult)
3 Lake Baikal is _____ lake in the world. (deep)
4 This year's flood was _____ in a decade. (destructive)
5 That documentary about storms was _____ film ever! (good)
6 Because it was still raining, it was _____ mudslide rescue in years. (hard)
7 Organising firefighters is one of _____ tasks I can think of. (complicated)
8 He has some of _____ theories about natural disasters! (silly)
9 The tsunami did very little damage to residential areas because they are _____ from the sea. (far)

Mark: / 9

Use of English

9 Choose the option which has the same meaning as the words in bold.

1 I don't know how she **came up with** the idea.
a thought of
b wrote down
c chose

2 **Watch where you're going**! You nearly hit me.
a give me some help
b try harder
c be more careful

3 The drought **becomes worse** with each day that passes.
a is less serious
b is more serious
c stays the same

4 This climb is **more dangerous than any other** on the mountain.
a the most dangerous
b the least dangerous
c not very dangerous

5 My climbing rope broke, and **that's the last thing I remember**.
a I know exactly what happened next
b I don't know what happened next
c I tried to forget what happened next

Mark: / 5

Total: / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!
★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe the weather.			
I can make comparisons.			
I can identify the context of a dialogue or monologue.			
I can use different structures to make comparisons.			
I can understand and use a variety of phrasal verbs.			
I can understand a text about a paraglider.			
I can describe and answer questions about photos.			
I can write an internet forum post about a global issue.			

LIVEWORKSHEETS

5 Ambition

Vocabulary

A Jobs

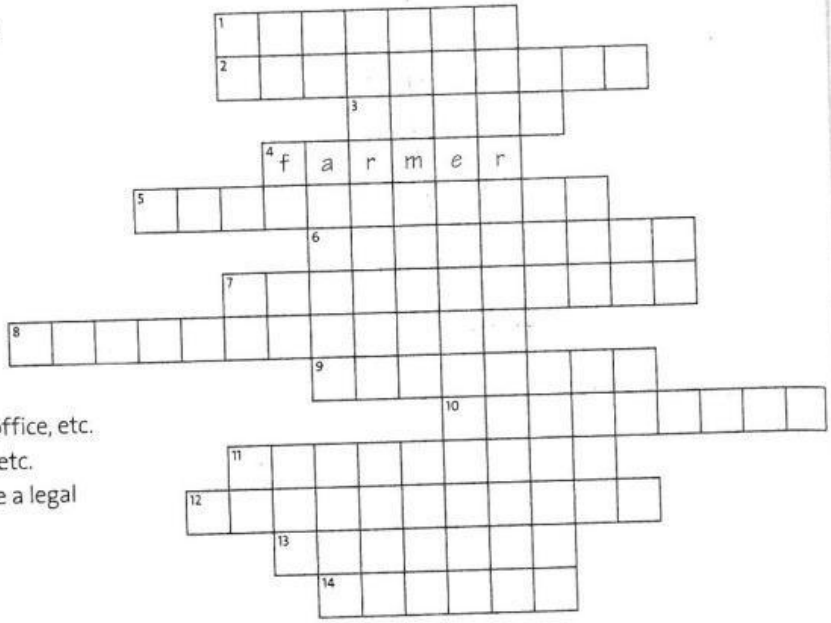
I can talk about jobs and work.

1 Read the definitions and complete the puzzle.

This person:

1 helps people to look after their teeth.
2 writes computer software.
3 flies an aeroplane.
4 often looks after cows and other animals.
5 cuts people's hair.
6 helps people who are injured or ill in an emergency.
7 trains a person or team to make them better at a sport.
8 deals with people who arrive at a hotel, an office, etc.
9 designs and builds road, bridges, machines, etc.
10 helps people when they buy a house or have a legal problem.
11 designs buildings.
12 helps people to choose a holiday.
13 cleans people's offices, houses, etc.
14 brings food and drink to tables in a restaurant or café.

What is the secret job? _____



2 Complete the work activities with the words below.

alone children a computer customers your feet five hours indoors a lot (×2) outdoors the phone phone calls the public a team a uniform

1 travel _____
2 be on _____
3 serve _____
4 work _____
_____
_____
5 wear _____
6 deal with _____
7 be part of _____
8 work nine-to- _____
9 work long _____
10 make _____
11 answer _____
12 work with _____
13 earn _____
14 use _____

3 Complete the adjectives for describing jobs with *a, e, i, o, u* and *y*. Then use them to complete the table.

1 ch a ll e ng i ng
2 b __ dl __ p __ __ d
3 cr __ __ t __ v __
4 r __ p __ t __ t __ v __
5 r __ w __ rd __ ng
6 str __ ssf __ l
7 t __ r __ ng
8 v __ r __ __ d
9 w __ ll p __ __ d

Positive ☺	Negative ☹
a *challenging*	f
b	g
c	h
d	i
e	

4 25 **Listen to four people talking about their jobs. What are the jobs? Choose two adjectives from exercise 3 which you think best describe each job.**

Job	Adjective 1	Adjective 2
1		
2		
3		
4		

Further practice Online Practice 5: Vocabulary

LIVEWORKSHEETS

5B Grammar

will and *going to*

I can make predictions, plans, offers and promises.

1 Match sentences 1–5 with the decisions, offers and promises (a–e). Complete a–e with *will* or *won't* and the verbs below.

be carry have help tell

1 This bag is very heavy. ☐
2 See you at eight o'clock. ☐
3 I've lost Mum's phone. ☐
4 I can't do this maths calculation. ☐
5 What would you like to drink? ☐

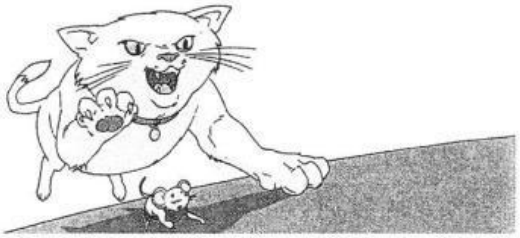
a I _____ it for you.
b OK. I _____ late!
c Show it to me and I _____ you.
d I _____ lemonade, please.
e Don't worry. I _____ her anything.

2 Circle *will* or *going to* to complete the predictions.

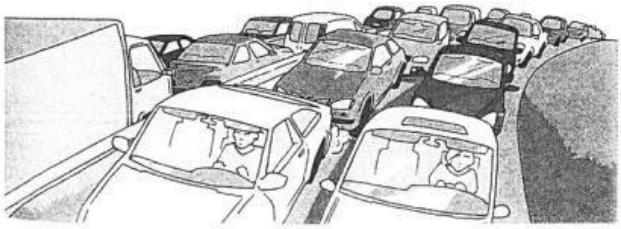
1 I don't think Chelsea **will / are going to** win the Champions League next year. Their team isn't strong enough.
2 Look at those clouds. It **'ll / 's going to** snow.
3 Kat hasn't done any revision. She **won't / isn't going to** pass her exams.
4 That car is going much too fast! It **'ll / 's going to** crash!
5 I **will / am going to** email you tonight – I promise!
6 Jack's holding a tennis racket. He **'ll / 's going to** play tennis!

3 Look at the pictures and complete the predictions with the affirmative or negative form of *going to*.

1 She _____ fall.



2 The cat _____ catch the mouse.



3 They _____ arrive on time.

4 Complete the mini-dialogues. Use *will* or *going to* and the verbs below.

buy close have sleep text visit

Kate Are you going to Kim's party tonight?
Toby I'm not sure. I [1]_____ you this afternoon and let you know.

Zoe We've run out of milk.
Marcus I know. I [2]_____ some this afternoon. It's already on the shopping list.

Alex The blue jeans are £20 and the black ones are £22.
Issy I [3]_____ the blue ones, please.

Fred What are you doing in the summer holidays?
Emily I [4]_____ my cousin in the USA.

George It's freezing in here!
Amy OK, I [5]_____ the window.

Kelly Have you got any plans for Sunday morning?
Darren Yes, I [6]_____ all morning!

Further practice Online Practice 5: Grammar

4 He _____ have lunch.

5 He _____ win.

LIVEWORKSHEETS