



Aim High

Student's Book

6

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ

ชั้นมัธยมศึกษาปีที่ 6

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1 Beginnings

Sporting origins

BEFORE READING

Work in pairs. How many of the different sports in the photos can you name? Do you know where they come from? Do you know the history of any other ball sports?

READ

- 1 Read the Reading tip and look at the questions while skimming the texts.

Reading tip

When answering general context questions like those in exercise 2, you don't need to read the whole text in detail. Skim it quickly and pick out the key points that you need.

- 2 Read the texts quickly. What are the three sports, and in what chronological order were they invented?
- 3 **1.02** Now read and listen to the texts again. Choose the best answers.
 - a At the beginning of the 19th century, football was played as a global sport.
 - b with both the hands and the feet.
 - c with clear game guidelines.
 - d in the same way as rugby.
- 4 The game of rugby
 - a was definitely invented by William Webb Ellis.
 - b was originally played only in Rugby School.
 - c became a national sport in 1823.
 - d was invented because there were no rules for football.
- 5 Naismith's new ball game
 - a was not intended to be played outside.
 - b demanded higher ball skills than other games.
 - c was actually the same game he played as a boy.
 - d was designed to be played by religious young men.

THIS UNIT INCLUDES

- Vocabulary • prefixes • adjectives describing emotional states
- Time expressions • similes
- Grammar • talking about habitual actions • phrasal verbs
- Speaking • talking about inherited characteristics • talking about childhood memories
- Writing • a description of an event

A A public school product

A new form of football originated in England during the 19th century, taking its name from the place where it was **supposedly** invented: Rugby School. In the early 1800s, football was played throughout England (and in many other countries too) but there were no standard rules, and in most versions of the game, the ball could be caught as well as kicked. However, running with the ball was largely **outlawed**. Legend has it that in 1823, a student at Rugby School called William Webb Ellis picked up the ball during a football match and ran with it towards the opposing goal line. This illegal action caused a permanent change in the rules of the game, or so the story goes, and from that day **onwards**, Rugby School played its own version of football which became known as Rugby Football. (The more familiar kind of football is officially known as Association Football to distinguish it from Rugby Football.) To this day, there is an **inscription** at Rugby School celebrating William Webb Ellis and his actions, and although the historical truth of the events is highly questionable, the story **endures**. The plaque reads: 'This stone commemorates the **exploit** of William Webb Ellis who with a fine disregard for the rules of football as played in his time first took the ball in his arms and ran with it thus originating the distinctive feature of the Rugby game.'



B A Canadian invention

James Naismith was a Canadian physical education instructor who worked at the YMCA (Young Men's Christian Association) training school in Springfield, Massachusetts, in the USA. In 1891, he was asked to **devise** a new sport which the students could play indoors during the winter to **stave off** boredom. Naismith came up with a game which involved two teams of nine players trying to throw a ball into peach baskets which were fixed to the wall at either end of the gym. It was loosely based on a game from his own childhood called 'Duck on a rock'. On 15 January 1892, he published the rules of his new game, which he called basketball. Naismith's handwritten diaries, which were discovered by his granddaughter in 2006, reveal that he was anxious about the new game and thought it would prove a failure, like many other attempts at inventing new indoor sports. On the contrary, the game was a huge success and rapidly became very popular throughout the USA, spreading across the country through the network of YMCA gyms and beyond. (**Ironically**, the YMCA banned the game from its gyms a few years later because it was too rough.) In 1893, iron hoops with nets were introduced to replace the original baskets. However, it was another ten years before open-ended nets were developed; **prior to** that, players had to climb up and retrieve the ball from the net whenever a basket was scored.

C An all-American sport

In 1905, a famous sportswriter named Henry Chadwick wrote an article suggesting that baseball evolved from the old English game of rounders. This upset Albert Spalding, one of the game's earliest players and a manufacturer of sports equipment. He **resolutely** refused to accept that the great American game did not originate in America. So Spalding organized a commission of seven prominent and patriotic men to determine the 'true origin' of baseball. The project was widely reported in the newspapers. In charge of the commission was Colonel Mills of New York. He had played baseball before and during the Civil War and was the fourth president of the National League in 1884. The commission's investigations were essentially at a dead end until Abner Graves, a mining engineer from Denver who was travelling through Ohio at the time, **happened to** see a newspaper article about it. He sat down in his hotel room and wrote a long letter to the Mills Commission. In the letter, Graves stated **categorically** that at Cooperstown in 1839 he had watched a US army officer called Abner Doubleday scratching out a baseball pitch on the ground and instructing other young men how to play baseball with teams of eleven players and four bases. Graves described how the ball that they used was made of roughly-stitched horse-hide and stuffed with rags. The Mills commissioners and Spalding were **elated**. They promptly proclaimed baseball was invented by an American army officer, Abner Doubleday, in Cooperstown in 1839. The only evidence for this was the **testimony** of Graves, who was perhaps not the most reliable of witnesses. A year later, he murdered his wife and was committed to an asylum for the criminally insane.

- 4 Basketball was
 - a forcibly promoted by the YMCA throughout the whole organization.
 - b later prohibited by the organization where it was invented.
 - c not quite as successful as its originator had hoped for.
 - d only played for a decade before it was completely changed into today's game.
- 5 The game of baseball
 - a was most certainly first played in England.
 - b had a special group of experts set up to uncover its origins.
 - c had press coverage from politicians to discover the first baseball game.
 - d wasn't played in the USA until the late 1880s.
- 6 The commission
 - a received detailed accounts of baseball having been played in the USA.
 - b employed Abner Graves to research the history of baseball.
 - c officially declared baseball to have been invented by the armed forces.
 - d officially published the eyewitness account of a known criminal.

UNDERSTANDING IDEAS

- 1 Which sport do you think is the cleverest invention?
- 2 Read the quotation from British actor, Robert Morley. What do you think it means? Do you agree with it? Give reasons.
'The ball is man's most disastrous invention.'
- 3 If you could 'un-invent' one sport so that it no longer existed, which would you choose and why?

VOCABULARY

Sporting origins

Match the highlighted words in the text with these definitions.

- 1 Prevent.
- 2 Continues to exist.
- 3 Showing firm determination.
- 4 Denoting an unexpected or contradictory situation.
- 5 According to what is generally believed (often used to indicate doubt in the truth of the statement).
- 6 A notable or heroic deed.
- 7 Came about by chance.
- 8 Made illegal.
- 9 Absolutely and unconditionally.
- 10 Evidence in support of a fact, often in a legal situation.
- 11 Forwards.
- 12 A short text written or carved on a surface.
- 13 Invent.
- 14 Before.
- 15 Overjoyed.

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VOCABULARY

Sporting origins

ACTIVATE

Complete these sentences with the correct form of the words from the box.

categorically devise elated endure exploit happen to
inspiration ironically outlawed onwards prior to
resolutely stave off supposedly testimony

- She had always had a real fear of the water since childhood, but she _____ signed up for swimming lessons to conquer this.
- The practice of drug taking for performance enhancement by Olympic athletes was _____ in 1968 by the International Olympic Committee.
- Throughout his distinguished cycling career, he _____ denied taking drugs, which he now confesses was untrue.
- Her last _____ saw her kayaking 2,000 miles down the Amazon River to raise a huge amount of money for charity.
- They ran out of food during the week-long trek through the mountains and were chewing leaves and stones to _____ hunger pangs.
- The practice of taking drugs to enhance athletic performance _____ began in ancient Greece.
- The _____ on the base of the trophy read: 'This trophy is awarded to the Champion of Champions.'
- From 1930 _____, the first amphetamines were produced, although they were not widely available until a few decades later.
- In 1991, twenty ex-East German swimming coaches admitted in a _____ to giving anabolic steroids to their athletes during the 1970s.
- In 1774, a group of golfers in Edinburgh, Scotland decided to _____ the first standardized rules for the game as we now know it.
- _____ 1750, an early version of golf was played by hitting a stone with a stick in the sand dunes on the Scottish coast.
- When Diana Nyad finally achieved her lifelong ambition of swimming the 110 miles from Florida to Cuba at the age of 64, she was completely _____.
- Although the vast majority of people remain firmly opposed to the use of drugs in sport, the problem of detection _____.
- At the 1952 Olympics, several skaters who had taken amphetamines (or 'speed') became very ill, _____ giving a whole new meaning to the expression 'speed skater'.
- In 1843, after twenty years of experimenting, Charles Goodyear _____ discover 'vulcanized' rubber – a material which has revolutionized sports equipment.

EXTEND

Prefixes

LOOK OUT!

Negative prefixes

We can sometimes add the prefixes *un-*, *in-* (*im-*, *il-*) and *dis-* to adjectives, adverbs and verbs to make them negative.
impractical unfortunately disappear

- Read the Look out! box. Then use a negative prefix *dis-*, *in-*, *im-*, *il-*, or *un-* with the words in the box to complete the sentences.

accessible accurate advantaged inhabitable iterate
partial replaceable

- They sued the newspaper because many of the facts in the report were _____.
- Jack's chances of reaching university were slim, because of his _____ background.
- The house has fallen into ruin and is now completely _____.
- The fire at the art gallery damaged a number of _____ exhibits.
- They realized the applicant was _____ when he couldn't read the instructions to the test.
- A chairperson has to be _____, even when they completely disagree with one of the speakers.
- The snow can be very deep in winter, making the village _____.

LOOK OUT!

Prefixes with fixed meaning

- Some prefixes have a fixed meaning, e.g. *over* = too much.
overcharged overcooked overworked
- You need to check in a dictionary whether the new word is written with or without a hyphen, e.g. *anticlimax co-educational self-evident underpaid*

- Match the prefixes (1–8) to the meanings (a–h).

- | | |
|---------|--------------|
| 1 over | a badly |
| 2 cross | b by itself |
| 3 mis | c too much |
| 4 super | d with |
| 5 anti | e not enough |
| 6 under | f extremely |
| 7 co | g against |
| 8 self | h between |

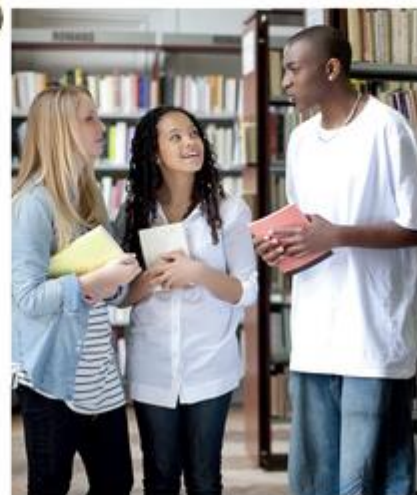
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GRAMMAR

Talking about habitual actions

EXPLORE

- Read and listen to the dialogue. What are the three friends talking about? What tenses are the sentences in red?



- Tara I think physically I look like my dad, but in terms of personality, it's my mum that I take after. *'I'll often call my mum to talk about my problems because she understands me best. We usually think alike on things.'*
- Ben Hmm, I don't think I'm particularly like either of my parents, but *'my grandmother used to tell me that I was the spitting image of my grandfather.'*
- Claire And was she right?
- Ben Yes! I've seen photos. *'She would get out the photo album every time I visited. I can definitely see myself in him. Weird.'*
- Claire Well, *'everybody is forever telling me I look exactly like my sister. I hate that. When we were younger, people were always mistaking us for twins. And I'm eighteen months older!'*
- Tara Well, you do look very similar ...
- Claire Oh, thanks ... And just because we're the same size *'she will borrow my clothes without asking. It's so annoying!'*
- Tara Oh, I know about annoying siblings. *'When we were younger, my brother would boast that his eyelashes were much longer than mine!'*
- Ben But is that true?
- Tara Unfortunately, yes!

- Complete the chart for talking about habitual behaviour with the sentences (1–8) in the dialogue.

	PAST	PRESENT
neutral	a _____	c _____
	b _____	d _____
expressing disapproval	e _____	g _____
	f _____	h _____

- Read the Learn this! box to check your answers.

The present simple is used to talk about repeated actions, habits and routines.
I often cycle to school.

The present/past continuous is used with the adverbs *always*, *constantly*, *continually*, *forever* to talk about annoying repeated behaviour.
They were constantly shouting at each other.

Will and *would* can be used to talk about habitual actions and behaviour. When they are stressed, it implies criticism. *Would* refers to the past.
She will keep putting her dirty shoes on my new carpet.

Used to + infinitive describes past states or habits that someone did in the past but does not do now.
We used to live in New York.

Would can also be used to talk about past habits, but not past states.
We'd (We would) visit our grandparents every summer.

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EXPLOIT

- Write five sentences comparing yourself to family members. Use expressions from the dialogue.
- Work in pairs. Think of five examples of things which a family member often does or often used to do. Then tell your partner, using as many different verb forms as possible.
- Prepare an interview for your partner about mental or physical traits inherited from parents or grandparents.
'Which of your parents or grandparents do you bear the strongest physical resemblance to?'
- Work in pairs. Take turns to be A and B.
Student A: Interview B using your questions from exercise 3.
Student B: Answer A's questions. Use expressions and verb forms from the exercises above where appropriate.

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SKILLS

Memories

VOCABULARY



Look at the photo of a child's first day at school. Answer the questions.

- 1 How do you imagine the child is feeling? Use the words below to describe his emotions.

bewildered circumspect disorientated distraught
overawed overwhelmed preoccupied uneasy
nervous withdrawn

- 2 What other situations might cause similar emotions?
3 What are your own memories of your first day at school?

LISTEN

- 1 **1.04** Listen to four speakers talking about aspects of their childhood. Choose the topic which best matches each speaker.

- a primary school
b best friends
c family relationships
d favourites
e fears and anxieties
f special occasions

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐

- 2 **1.04** Complete the phrases the speakers use with the words below. Listen again and check.

call evocative hindsight ingrained picture recall
recollection reminisce traumatic

- 1 As I _____, the trouble started when...
2 With _____, I suppose it was...
3 I found the whole thing quite _____.
4 I can still _____ it clearly.
5 ... until it became completely _____ in my memory.
6 Christmas is a very _____ time for me.
7 I can't _____ to mind many disappointments.
8 I still have a clear _____ of that smile.
9 It would be fun to _____ about the good old days.

- 3 Match the expressions (1–10) with the synonymous words and expressions below.

all the time finally for now immediately occasionally
never never-ending repeatedly then very soon

- 1 time after time
2 at the time
3 for the time being
4 any moment now
5 the whole time
6 endless
7 once in a while
8 not for a moment
9 at once
10 in the end

- 4 Complete the text with words and expressions from exercise 3.

A childhood memory

I grew up in central London, where it took two hours to escape from the city by car or bus. ¹_____, dad used to take us for a drive in the countryside but most of the time, we stayed close to home. So the first time I visited my grandparents' house on the coast, I fell in love with the seaside. ²_____, ³_____, my grandparents were in their sixties and quite fit and healthy, so they would come with us to the beach every day. I have such vivid memories of those ⁴_____ afternoons that my sisters and I spent playing in the sea. The water was freezing, but ⁵_____ did that put us off! Neither did the large and powerful waves, which used to knock me off my feet ⁶_____. I would laugh, jump up and rush back into the waves ⁷_____. We wouldn't want to leave the beach, but ⁸_____, sunset would force us to return to my grandparents' house for the night.



SPEAK

- 1 Choose one topic from Listen exercise 1 to talk about. Think of three memories to include.

- 2 Work in pairs. Take turns to be A and B.

Student A: Tell your partner about your memories. Include as many words and expressions from the Vocabulary exercise and Listen exercises 2 and 3 as possible. Then try to answer B's questions.

Student B: Listen carefully. Then ask your partner three questions about his or her memories.

GRAMMAR

Phrasal verbs

EXPLORE

- 1 Read the text and explain the question in the title. Then sum up the answer the text gives.

What makes you you?

Why do some people back down when faced with a threat, while others stand up to it? When given a difficult task, why do some people see it through, while others give up? It all comes down to personality. But where does that come from? Some scientists believe that most traits are inherited. Others take the opposite view: personality, they say, is formed by our environment and parents do not pass it on to their children. The truth is probably somewhere in between. Some traits are clearly determined by your environment: whatever your genetic background, if you grow up in Sweden, you'll probably speak Swedish. On the other hand, when it comes to traits like the colour of your eyes or your blood type, it is clear that genetics alone accounts for them. There are also traits which are partly inherited but partly shaped by environment: your weight, and even your height and skin colour, are examples. Of course, genetics and the environment together are not the full picture. Your free will – your ability to take decisions – is also a factor in shaping your identity, but how big a factor? You'll have to make your own mind up about that!

- 2 Read the **Learn this!** box below and match one, two or three examples (a–h) with each type of phrasal verb.

- a How well do you **get on with** your siblings?
b Put your jacket **on**, we're going outside.
c Who is going to **look after** me when I'm old?
d It's nine o'clock – time to **get up**!
e I don't think many guests are going to **turn up**.
f Don't forget to **take off** your shoes.
g How can you **put up with** that noise?
h I'd like to think it **over** for a while.

LEARN THIS!

Phrasal verbs

A phrasal verb is when a verb combines with an adverb or preposition (or sometimes both) to create a new meaning. Phrasal verbs can be divided into four main types:

- 1 Two-part verbs with no object. **Example(s):** _____
2 Two-part verbs whose object can come between OR after the two parts. (However, when the object is a pronoun, it must come between the two parts.) **Example(s):** _____
3 Two-part verbs whose object cannot come between the parts. **Example(s):** _____
4 Three-part verbs whose object cannot come between the parts. **Example(s):** _____

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EXPLOIT

LOOK OUT!

When phrasal verbs are used in passive structures, the two or three parts stay together.
All the lights had been switched off.
The same is true for infinitive structures unless the phrasal verb belongs to type 2.
Jane is not easy to get on with. I need to look it up in a dictionary.

- 1 Read the **Look out!** box. Then find phrasal verbs (1–8) in the text in **Explore exercise 1** and decide:

- a what each phrasal verb means.
b whether they are type 1, 2, 3 or 4.
c whether they are active, passive or infinitive structures.

- 1 back down 3 see through 5 pass on 7 account for
2 stand up to 4 give up 6 grow up 8 make up

- 2 Read the text in exercise 3 below, ignoring the mistakes. What can identical twins tell us about the effects of genetics and environment?

- 3 Find and correct seven more mistakes with the word order of phrasal verbs.

Most people would agree that human behaviour is made up of a mixture of genetics and environment. The question is: can we break down it into its constituent parts and decide which influence is stronger in certain situations? It's an intriguing question, and one which will certainly have important consequences for our society if the scientists who have been looking it into for many years suddenly come with up a definitive answer.

If a man is destined to be a criminal because of his DNA, is it morally right to punish him for his crimes, or should society allow him to get them away with?

Calculating the relative importance of genetics and environment is difficult, but in some situations, it is possible to work out it. Of particular interest to researchers are identical twins who have been brought in different families up. It's the differences between these twins which provide the key: only their environments can account them for because identical twins share exactly the same DNA.

- 4 Work in pairs. Discuss these questions.

- 1 What kind of people do you get on with best?
2 Which famous people do you look up to, and why?
3 Which of your personality traits were passed on by your parents and which can be accounted for by your experiences?

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WRITING

Describing an event

READ

Read the description of an event and answer the questions.

- 1 What event did the author go to, and at what age?
- 2 How did he feel about the performance? What effect did it have on him?
- 3 How important was this experience for him and why?



My first trip to the theatre

I first went to a live theatre performance when I was ten years old. My aunt and uncle got tickets for a famous London production, and they invited me. *The Mousetrap* by Agatha Christie is the longest-running show worldwide today, although at ten, I wasn't to know this. I had heard of Agatha Christie though, as she is one of the most famous mystery writers in Britain, or indeed the world. I was thrilled! I remember the buzz of excitement inside the theatre as we all found our seats. After a while, the lights went down and everybody became quiet. I could barely make out the stage. We waited. Finally, the curtains lifted, but the stage was still as dark as night. We could only hear voices. Then in the darkness a murder was committed and everyone gasped. My heart was beating like a drum and I was completely captivated from then on.

The next scene opened on an old-fashioned guesthouse. Our seats were very close to the stage – it felt so real, as if we were in the same room as the actors. I was glued to my seat throughout the whole of the first act, and had to force myself back to reality when the house lights came on. During the interval, my cousins and I excitedly chatted about our theories as to who the murderer might be, while we gave our attention to a chocolate ice cream.

The second act built up the suspense, where everyone was a suspect and no one was exactly as they seemed. Then there was a thrilling twist in the plot which brought the play to an extremely satisfying end. As we spilled out onto the pavement, my eyes and ears were still full of everything I had seen and heard. I credit that first visit to the theatre with my love of plays and drama in general, as I am now a keen amateur actor with a local theatre company.

PREPARE

Writing tip: Using short sentences

You can improve the style of your writing by using sentences of different lengths. Very short sentences can be effective if used occasionally to create emphasis or build suspense or tension.

- 1 Read the **Writing tip**. Then underline two very short sentences in the model description. Which is used for emphasis and which is used to build suspense?

- 2 Rewrite the sentences (1–3) to include at least one short sentence. Say whether the effect is:
(a) building tension or suspense
(b) adding emphasis.

- 1 When we arrived at the hotel, I went straight to our room. I looked out of the window and there was the sea!
- 2 As Ben approached the door, he could hear footsteps inside the room. He turned the handle, the door swung open and he finally came face to face with the man who had been following him.
- 3 The playground was huge and I had never seen so many other children in one place. They were running to and fro, shouting and bumping into each other and it was terrifying.

- 3 Complete these sentences from the model description.

- 1 My heart was beating _____ a drum and I was completely captivated from then on.
- 2 Finally, the curtains lifted, but the stage was still _____ dark _____ night.
- 3 Our seats were very close to the stage – it felt so real, _____ we were in the same room as the actors.

- 4 Use your answers to exercise 3 to complete the information about similes.

Similes

Writers often use similes to make their writing more descriptive. A simile makes a comparison using *like* or *as*.

- 1 We use _____ + noun to express a general similarity between two things.

The hospital was _____ a maze.

- 2 We use _____ + adjective + _____ + noun/-ing form to compare a specific aspect.

Her face was _____ white _____ snow.

- 3 We use _____ to introduce a comparison with a complete clause.

The runner fell to the ground _____ he'd been shot.

- 5 Work in pairs. Invent similes to complete these sentences.

- 1 My sister covered her mouth with her hand, as if ...
- 2 The water in the lake where we used to go swimming was like ...
- 3 When I lost my teddy bear, I cried and cried as if ...
- 4 I crept downstairs as quietly as ...
- 5 My mother suddenly began sniffing the air like ...
- 6 The two men stared at each other as if ...

- 6 Look at the adjectives for describing emotional states below and find pairs with similar meanings. Then say when you might experience these states.

annoyed apprehensive baffled disenchanted
disillusioned eager elated enthusiastic irritated
nervous perplexed petrified reluctant remorseful
repentant tense terrified thrilled unwilling uptight

annoyed – irritated

You might feel annoyed or irritated if your brother played loud music while you were trying to revise.

Writing tip: Using synonyms

Use synonyms (words with the same meaning) to avoid repetition. A good dictionary may provide information about synonyms.

- 7 Read the **Writing tip**. Then look at the extract from the *Oxford Advanced Learner's Dictionary* and answer the questions below.

SYNONYMS

angry

mad • indignant • cross • irate

All these words describe people feeling and/or showing anger.

angry feeling or showing anger: Please don't be angry with me. o Thousands of angry demonstrators filled the square.

mad [not before noun] (informal, especially NAmE) angry: He got mad and walked out. o She's mad at me for being late. [C333] **Mad** is the usual word for 'angry' in informal American English. When used in British English, especially in the phrase *go mad*, it can mean 'very angry'. Dad'll go mad when he sees what you've done. 'Go mad' can also mean 'go crazy' or 'get very excited'.

indignant feeling or showing anger and surprise: Because you think that you or sb else has been treated unfairly: She was very indignant at the way she had been treated.

cross (rather informal, especially BrE) rather angry or annoyed: I was quite cross with him for being late. [C333] This word is often used by or to children.

irate very angry: irate customers o an irate letter [C333]

Irate is not usually followed by a preposition: She was irate with me/about it.

Which of the four synonyms of **angry** are you most likely to use:

- 1 if you're six years old?
- 2 if you're from New York?
- 3 if you're describing unfair treatment?
- 4 if you're describing an extreme feeling?

- 8 Rewrite the sentences using synonyms to avoid repetition. Use a dictionary to help you, if necessary.

- 1 The room was very large with very large windows.
- 2 She was a thin woman with a thin face.
- 3 My clothes were wet and my hair was wet.
- 4 I could see the beautiful mountains and beautiful lakes.
- 5 When the phone rang, I answered it immediately and knew immediately that something was wrong.

WRITE

- 1 You have been asked to write an article for your school magazine. Choose one of the events below. Then answer the questions (1–4) and make notes.

- your first day at a new school
- your first trip abroad
- your first visit to a large city
- the first time you met your best friend

- 1 When and where did it happen? How old were you? Who else was there?
- 2 What are your strongest memories? What happened? How did you feel?
- 3 What other memories do you have of the occasion? How did it end?
- 4 What happened afterwards? How do you feel about it now, looking back?

- 2 Work in pairs.

- 1 Look at your partner's notes from exercise 1 and write down three questions to ask.
- 2 Ask and answer the questions you wrote down.
- 3 Use your answers to your partner's questions to add more details to your plan.

- 3 Write an article (200–250 words) following your plan. Remember to use synonyms to avoid too much repetition and to include at least one simile and a short sentence.

- 4 Check your work using the list below.

CHECK YOUR WORK

Have you:

- followed the plan correctly?
- used synonyms?
- included at least one simile?
- used at least one short sentence to add emphasis or build suspense?
- checked the spelling and grammar?

I CAN ...

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

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

I can understand an article about the origins of different sports.

I can talk about childhood memories.

I can talk about habitual actions.

I can use phrasal verbs correctly.

I can write a description of an event.

●●●●● Workbook: page 9

●●●●● Workbook: Self Check pages 10–11