

# 4 A great destination

## Reading comprehension

**1 Match the statements to the sections of Bangkok: The Grand Palace.**  
**Write the numbers next to the correct heading a to e.**

- 1 Your ticket also admits you to the Vimanmek Mansion Museum which is near the Grand Palace.
- 2 Statues representing legendary creatures stand fiercely on guard at entrances.
- 3 There are three parts to the palace complex.
- 4 The Grand Palace stands on the Chao Phraya river.
- 5 King Rama I encouraged Thai culture and literature.
- 6 In the past, the Inner Court was the residence of the queen.
- 7 At first The Grand Palace was a group of traditional wooden buildings.
- 8 The Dusit Maha Prasat Hall is one of the oldest buildings in the palace complex.
- 9 The Grand Palace is no longer the permanent home of the kings of Thailand.

- a Facts about the palace: \_\_\_\_\_
- b History: \_\_\_\_\_
- c Architecture: \_\_\_\_\_
- d Important buildings in the palace complex: \_\_\_\_\_
- e Tips from international visitors: \_\_\_\_\_



**2 Complete the sentences with the words in the box.**

*residence   remarkable   decorated   foreign   truly   terraces   magnificence   ceremony*

- 1 The prince was crowned as the new king during a special \_\_\_\_\_.
- 2 It was an occasion of great \_\_\_\_\_.
- 3 Many \_\_\_\_\_ guests were invited.
- 4 Afterwards the guests were received in the royal \_\_\_\_\_.
- 5 The \_\_\_\_\_ were \_\_\_\_\_ with flowers and lights.
- 6 It was a \_\_\_\_\_ occasion.

**3 One word in each sentence is wrong. Underline it and write the correct word at the end.**

- 1 The Grand Palace is one of the sights in Bangkok that every teenager should see. \_\_\_\_\_
- 2 The palace is surrounded by a productive wall. \_\_\_\_\_
- 3 More buildings have been added greatly over the centuries. \_\_\_\_\_
- 4 King Rama I encouraged Thai culture and libraries. \_\_\_\_\_
- 5 In the past, the Inner Court was the reception of the queen. \_\_\_\_\_
- 6 Shirts and sleeveless tops are not allowed. \_\_\_\_\_

# Vocabulary

## 1 Read the words in the box. Find the synonyms.

*design    dazzling    adorn    stunning    decorate    remarkable    style    unusual*

Find two synonyms for each definition:

- 1 to make something look attractive by putting nice things with it or on it \_\_\_\_\_
- 2 the way in which something is created so it has a particular appearance \_\_\_\_\_
- 3 impressive and wonderful \_\_\_\_\_
- 4 standing out from others so it is noticed \_\_\_\_\_

## 2 Read the pairs of antonyms in the box. Make sure you understand the meanings. Complete the sentences with the antonyms.

*real / fake    ignore / notice    unimpressive / stunning    decorated / plain*

- 1 Anna thought that the hat that was \_\_\_\_\_ with feathers looked ridiculous and she preferred the one that was completely \_\_\_\_\_.
- 2 Dan \_\_\_\_\_ the new student and walked past him but Sam \_\_\_\_\_ him and asked him if he needed any help.
- 3 When you hold these bank notes up to the light, you can tell that they are \_\_\_\_\_ because the picture which the \_\_\_\_\_ notes have is missing.
- 4 The senior basketball match was \_\_\_\_\_ and our team won 56–22 but the under 16s were very \_\_\_\_\_ and they lost 5–38.

## 3 Find the words in *The Grand Palace*.

- 1 a person who designs buildings \_\_\_\_\_
- 2 the activity of designing buildings \_\_\_\_\_
- 3 of or relating to the design of buildings \_\_\_\_\_
- 4 a person who is received as an invited visitor \_\_\_\_\_
- 5 a person who tries to deceive somebody \_\_\_\_\_

## 4 Circle the words for buildings, parts of buildings or rooms in a building.

*destination    terrace    royal    façade    dazzling    office*

*library    gallery    decorated    hall    ceremony*

## 5 What parts of speech are the words that you did not circle in Exercise 4? Write the parts of speech then list the words for each one.

part of speech

words

\_\_\_\_\_

\_\_\_\_\_

## Dictionary work

**1** Use a dictionary. Match the adverbs in the box to the correct definition.

*richly*   *uniquely*   *gradually*   *fiercely*

- 1 angrily; ready to attack \_\_\_\_\_
- 2 in a beautiful and expensive way \_\_\_\_\_
- 3 slowly and in small stages \_\_\_\_\_
- 4 unusually, rarely \_\_\_\_\_



**2** Look up these adjectives. Write the adverb shown at the end of the entry.

- |                    |                      |
|--------------------|----------------------|
| 1 beautiful _____  | 2 incompetent _____  |
| 3 ludicrous _____  | 4 optimistic _____   |
| 5 proficient _____ | 6 satisfactory _____ |

**3** Use three of the adverbs from Exercise 2 in sentences of your own.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

## Spelling

**1** Match the words in the box to the correct definition.

*enclosure*   *fracture*   *premature*   *composure*   *texture*

- 1 happening too soon or before the usual time \_\_\_\_\_
- 2 the feeling of being calm and relaxed \_\_\_\_\_
- 3 an area that is surrounded by a fence or wall \_\_\_\_\_
- 4 the way that something feels when you touch it \_\_\_\_\_
- 5 a break or crack in a bone or piece of rock \_\_\_\_\_

**2** Use three of the words from Exercise 1 in sentences of your own.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

# Language development

## 1 Rewrite each of these complex sentences as two simple sentences.

1 When John arrived at the station, he found that the train had already left.

---

2 Tall trees grew all over the hillside, tossing their branches in the strong wind.

---

3 The pretty vase was filled with roses which smelled glorious.

---

## 2 Rewrite each of these complex sentences as three simple sentences.

1 Mary carefully opened the box which was decorated with strange letters that she did not recognise.

---

---

2 First the palace was built then a strong wall was built around it which had four entrances.

---

---

3 The people hurried through the streets, carrying bags and suitcases containing all their clothes and possessions.

---

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## 3 Rewrite each group of simple sentences as one complex sentence.



Remember: a complex sentence has a main clause and at least one subordinate clause.



You know these subordinate clauses:

- **time clauses**, e.g. as soon as / when
- **relative clauses**, e.g. which / that
- **participle -ing clauses**
- **with clauses**.

1 The sun rose. Ben jumped out of bed.

---

2 The cat leaped onto the wall. It was holding a dead mouse in its mouth.

---

3 Sam heard a car. It was coming fast along the road. It was roaring like an angry beast.

---

4 This museum used to be a castle. It had a moat all round it. The moat was full of water.

---

5 Tourists can get to the island by a boat. The boat leaves early in the morning.

---

**1 Report the statements. Change the tenses and make any other changes as necessary.**

1 “The Grand Palace is magnificent,” said the guide.

*The guide said that*

---

2 “The buildings are highly decorated,” she explained.

---

3 “We are enjoying our tour,” said the tourists.

---

4 One man said, “I’ll definitely return to Thailand.”

---

5 “My guide speaks excellent English,” said one woman.

---

6 “I can’t believe how hot the weather is,” said a girl.

---

**2 Report these commands. Use *told* or *asked*.**

1 “Follow me, please, everyone,” said Miss Mae, our guide.

*Miss Mae, our guide, asked everyone*

---

2 “Drink plenty of water,” the mother told her son.

---

3 “Don’t wear shorts and sleeveless tops,” the guide said to us.

---

4 “Please, lend me your camera, Laura,” said Jack.

---

5 “Give it back to me immediately,” Laura said to Jack.

---

6 “Take my advice and prepare thoroughly for your exams,” said Mr Day to his students.

---

Always think of the meaning of the sentences!



**3 Read the dialogue. Then report it. Use the verbs in brackets.**

**Ross:** I can’t find my mobile.

**Holly:** I think there’s one in the kitchen. I’m always losing my mobile.

**Ross:** There’s a mobile on the kitchen table but it’s not mine. It’s pink.

**Holly:** That’s my mobile!

(say, add, exclaim)

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# Grammar in use

## 1 Complete the sentences with the verbs in brackets. Use the present simple to talk about the future.

- 1 A: \_\_\_\_\_ there any good programmes on TV tonight? (be)  
B: There \_\_\_\_\_ an interesting film. It \_\_\_\_\_ at half past eight. (be, start)
- 2 What time \_\_\_\_\_ the next train \_\_\_\_\_ ? (arrive)
- 3 The plane to Paris \_\_\_\_\_ not \_\_\_\_\_ at ten. It \_\_\_\_\_ at eleven. (leave, take off)
- 4 The day after tomorrow \_\_\_\_\_ not the 6th. It \_\_\_\_\_ the 7th. (be, be)
- 5 This year our exams \_\_\_\_\_ in April. (be)
- 6 There \_\_\_\_\_ a full moon tomorrow night. (be)

## 2 Look at the TV guide for tomorrow evening. Answer the questions.

### TOMORROW'S TV

<b>5.00</b>	Cartoon fun
<b>5.15</b>	Nature's giants: a look at the biggest creatures on the planet
<b>6.00</b>	News and weather
<b>6.30</b>	Beat the clock: family quiz show
<b>7.00</b>	International football: Real Madrid v Chelsea. All the pre-match excitement. Kick-off: 7.30
<b>8.15</b>	News and weather
<b>8.30</b>	International football: Real Madrid v Chelsea (second half) plus the results of other European matches.
<b>9.30</b>	Film: No time like the present. Fast-moving thriller starring Paul Steiger and Candy Roberts.
<b>11.35</b>	Late-night music: the John Bolton Band

- 1 When does the wildlife programme start? \_\_\_\_\_
- 2 When is the quiz show on? \_\_\_\_\_
- 3 How many news programmes are there tomorrow evening? \_\_\_\_\_
- 4 When does the first half of the football match finish? \_\_\_\_\_
- 5 What interrupts the sports programme? \_\_\_\_\_
- 6 What time does the football continue? \_\_\_\_\_
- 7 When does the film start? \_\_\_\_\_
- 8 How many music programmes are there tomorrow evening? \_\_\_\_\_

## 3 Complete the sentences with *hang* and the words in the box.

*on around up onto back*

- 1 Professor Brown's study is full of books. He \_\_\_\_\_ every book he buys.
- 2 Some suspicious-looking men \_\_\_\_\_ near the jewellery shop.
- 3 Ask the professor your questions. Be confident. Don't \_\_\_\_\_!
- 4 \_\_\_\_\_! I can't run as fast as you.
- 5 Jack realised he had called the wrong number so he \_\_\_\_\_.

You have read about The Grand Palace in Bangkok and written about The Grand Canyon in North America.

Both pieces of writing give readers **information** and **persuade** them to visit.

Now you are going to write a **guide** to a place you know that people would be interested in visiting.

**Read Student's Book page 44 again. It tells you how to write to inform and persuade.**

## Think about the area in which you live.

What would people find interesting to visit? It could be a building, a river, a waterfall, a mountain or you could use your own idea.

What are you going to write about? \_\_\_\_\_



## Do your research.

You will need to include lots of **information** in your guide. Use local guidebooks and the internet to find out interesting facts.

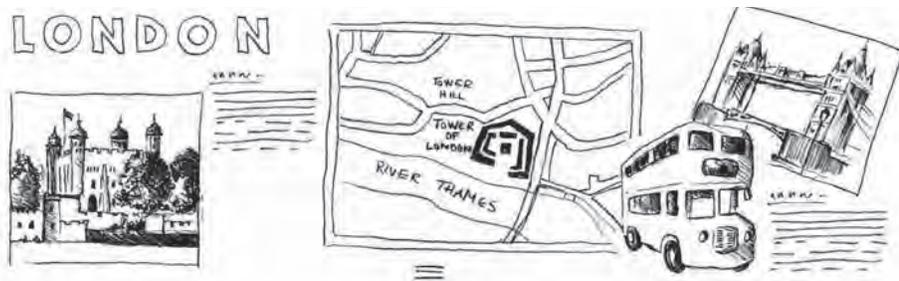
building: How old is it? Who built it? What is it used for? What can you see inside? Is there anything unusual about it? When is it open? How much does it cost to go in?

natural feature: How long / tall / wide is it? What lives there? Is there a visitors' centre? How can you travel around it? What months of the year can you visit? How much does it cost?

## Use persuasive language.

- As well as information, you need to write in such a way that people will want to visit. Think carefully about the **descriptive language** you use. Avoid words like *nice*, *pretty* and *good*. Think of interesting **adjectives**.
- Include some **opinions** of people who have visited. You can make them up so that people reading your guide know that visitors really enjoyed themselves.

## Plan the layout of your guidebook text.



It is very important that your guide looks **attractive** so that people want to read it. Look back to page 44 of the Student's Book and read the *Layout* section. Use as many of the **presentational devices** as you can.

## Remember

- You may need to use both **past** and **present tenses**.
- You need to include interesting and useful **information**.
- Use **persuasive** vocabulary and visitors' positive **opinions**.
- Use **presentational devices** to make the guide look attractive.

## Useful vocabulary

*ancient*  
*breath-taking*  
*impressive*  
*magnificent*  
*stunning*  
*unique*

# Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

canteen facilities grounds equipment meals lab hall state boarding  
up-to-date mixed

not bad I bet my thing Let's see pretty though Of course out of this world

**Dan:** Is your school old or modern, Izzie?

**Izzie:** It's \_\_\_\_\_ new. The classrooms have got all the latest \_\_\_\_\_.  
You should see our science \_\_\_\_\_. It's really \_\_\_\_\_.

**Dan:** Science isn't really \_\_\_\_\_. How about sporting \_\_\_\_\_? What are they like?

**Izzie:** \_\_\_\_\_ ... What can I tell you? We've got an amazing new sports \_\_\_\_\_.  
The \_\_\_\_\_ outside are a bit small \_\_\_\_\_.

**Dan:** Are there just girls at your school?

**Izzie:** No, it's \_\_\_\_\_. There are boys and girls like at most \_\_\_\_\_ schools.

**Dan:** Do you have lunch at school? Do you have a \_\_\_\_\_?

**Izzie:** Yes, we do but the food isn't exactly \_\_\_\_\_! \_\_\_\_\_ the food at your  
school's great.

**Dan:** It's \_\_\_\_\_. Breakfast could be better.

**Izzie:** \_\_\_\_\_! I forgot. You're at \_\_\_\_\_ school so you have all your \_\_\_\_\_ there.

## Individual speaking

1 Make notes about your school.

- 1 Is your school a state school or a private school? \_\_\_\_\_
- 2 How many students are there in the school? \_\_\_\_\_ In your class? \_\_\_\_\_
- 3 Describe a typical classroom. What equipment does it have?  
\_\_\_\_\_
- 4 What facilities does your school have for sports / science / art / drama / music?  
\_\_\_\_\_

Name at least three things that you like about your school and say why.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Are there any things you would like to change about your school? Why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 Write sentences about your school.

3 Talk to the class about your school.

You could start like this:

*Hello, everybody. This morning / afternoon I'm going to talk about our school.*

Here is one way you could finish:

*Thank you for listening. Do you agree with what I've said? I'd be interested to hear your views.*

## Reading

- Which place in Bangkok is featured in the guidebook? \_\_\_\_\_  
Which country is it in? \_\_\_\_\_
- Circle the visual features that are included in the guidebook.

*plan    drawing    chart    photo    map    timetable*

## Vocabulary

- Turn to pages 138–139. Do you know 20 words about a palace in the east?   
Which word means the place you are intending to go to \_\_\_\_\_

## Looking at language

- Dictionary work: adverbs. Write adverbs formed from these adjectives.  
a true \_\_\_\_\_    b gradual \_\_\_\_\_    c colourful \_\_\_\_\_    d rich \_\_\_\_\_
- Spelling: words with *-ture* / *-sure*. Complete the words with *-ture* or *-sure*.  
a plea \_\_\_\_\_    b signa \_\_\_\_\_    c lei \_\_\_\_\_    d litera \_\_\_\_\_
- Language development: complex sentences. Rewrite this complex sentence as two sentences.  
The Palace is a complex of several buildings which stands close to the Chao Phraya river.  
\_\_\_\_\_

## Grammar

- Report this speech. "This palace is magnificent," said Susie. "Please take a photo, Harry!"  
\_\_\_\_\_
- Complete the sentence using the present tense to express fixed / certain events in the future.  
What time \_\_\_\_\_ the next train to London?
- Complete the sentence with a phrasal verb using *hang + on / around / up / onto / back*.  
Please go and \_\_\_\_\_ your coat in the hall.

## Writing

- Complete these features of a guidebook.  
It gives the reader i \_\_\_\_\_ that includes f \_\_\_\_\_ about the past and the present. It makes the place sound exciting and p \_\_\_\_\_ people to visit.
- Have you made a neat copy of your guide to a place you know?  Is it in your folder?

## Listening and speaking

- Did you and your friends discuss your school?
- Have you talked for one minute or more about your school?

Check-out 4 complete

# Revision 2 (Units 3 and 4)

## 1 Complete the sentences with the verbs in the box. Use the past perfect simple.

make drench complete fall give

- 1 Ben finished the homework that his teacher \_\_\_\_\_ him.
- 2 By six o'clock in the evening ten centimetres of snow \_\_\_\_\_.
- 3 Harry \_\_\_\_\_ not \_\_\_\_\_ his project so he had to hand it in to his teacher unfinished.
- 4 When the carpenter \_\_\_\_\_ the window, he fixed it into the window frame.
- 5 The week of heavy rainfall \_\_\_\_\_ the dry fields and the grass began to grow.

## 2 Complete the sentences with the verbs in the box. Use the past perfect continuous.

save operate try flicker hover

- 1 The computer screen \_\_\_\_\_ for half a minute before it went blank.
- 2 Ben decided to spend the money that he \_\_\_\_\_.
- 3 The helicopter \_\_\_\_\_ above the cliff when suddenly it flew away.
- 4 The lock was damaged and Harry knew somebody \_\_\_\_\_ to open his door.
- 5 The surgeon \_\_\_\_\_ since early morning and he was exhausted.

## 3 Complete the sentences with *so that* or *in order to* or *to*.

- 1 Anna wrote Carrie's phone number in her diary \_\_\_\_\_ she wouldn't forget it.
- 2 Ben went to the mall \_\_\_\_\_ buy a new computer game.
- 3 We set off early for the museum \_\_\_\_\_ get ahead of the crowds.
- 4 We are travelling to Bangkok tomorrow \_\_\_\_\_ we can visit the Grand Palace.

## 4 Rewrite each pair of sentences as one sentence. Use *so that* once and *in order to* once.

- 1 Harry learned Spanish. He wanted to talk to his Spanish cousins.  
\_\_\_\_\_

- 2 You should start revising early. You should avoid doing it in a rush.  
\_\_\_\_\_

## 5 Report the statements. Change the tense and make any other changes as necessary.

- 1 The friendly man said, "The palace is closed today."  
\_\_\_\_\_

- 2 Joe replied, "I'm sure it's open."  
\_\_\_\_\_

- 3 Freddy suggested, "We can go and see if it is open."  
\_\_\_\_\_

- 4 "I can take you to another palace," the man said.  
\_\_\_\_\_

**6 Report the commands. Use *told* or *asked*.**

- 1 "Please, show me your tickets," said the guide. \_\_\_\_\_
- 2 "Take this plan of the palace," he said. \_\_\_\_\_
- 3 "Don't stand too long in the sun," Joe said to Freddy. \_\_\_\_\_
- 4 "Please, could I have some water?" Freddy said to Joe. \_\_\_\_\_

**7 Complete the paragraph with the verbs in the box. Use the present simple.**

*begin    continue    close    start    be*

"Listen carefully," said the guide. "There \_\_\_\_\_ a talk about the castle today. It \_\_\_\_\_ at 3. After that, the film show \_\_\_\_\_ and it \_\_\_\_\_ until 5. The castle \_\_\_\_\_ at 5.30."

**8 Complete this sentence with the correct word in brackets.**

The present simple can be used for fixed \_\_\_\_\_ events. (present / future)

**9 Write the past tenses of these verbs.**

- 1 drink \_\_\_\_\_
- 2 blow \_\_\_\_\_
- 3 lose \_\_\_\_\_
- 4 stand \_\_\_\_\_
- 5 spring \_\_\_\_\_

**10 Write the adverbs formed from these adjectives. Use them to complete the sentences.**

true \_\_\_\_\_ majestic \_\_\_\_\_ gradual \_\_\_\_\_ fierce \_\_\_\_\_

- 1 The king rode \_\_\_\_\_ through the streets of his city.
- 2 The guard dogs growled \_\_\_\_\_ from inside the palace gates.
- 3 The sky darkened and \_\_\_\_\_ faint stars could be seen.
- 4 The prisoner was \_\_\_\_\_ sorry for the harm he had done.

**11 Spelling: Complete the words with *gh* or *ph*. Then write *f* for words with *gh / ph* sounding *f* and *s* for silent *gh*.**

- 1 cou\_\_\_\_\_
- 2 rou\_\_\_\_\_ly
- 3 fli\_\_\_\_\_t
- 4 gra\_\_\_\_\_
- 5 throu\_\_\_\_\_

**12 Spelling: Complete the words. Write *-ture* or *-sure*.**

- 1 trea\_\_\_\_\_
- 2 pres\_\_\_\_\_
- 3 cul\_\_\_\_\_
- 4 mea\_\_\_\_\_
- 5 fea\_\_\_\_\_
- 6 crea\_\_\_\_\_
- 7 plea\_\_\_\_\_

**13 Join these sentences using conjunctions *and*, *but* or *or*.**

The palace was fascinating. We were very tired. We agreed to sit down and rest.

\_\_\_\_\_

**14 Rewrite this group of sentences as a single complex sentence.**

The building was dark inside. It had many passages. It would be easy to lose your way.

\_\_\_\_\_

**15 Complete this sentence with phrasal verbs with *set + up / in / off / out / about*.**

When bad weather \_\_\_\_\_ they immediately \_\_\_\_\_ preparing to leave the beach.

**16 Complete this sentence with phrasal verbs with *hang + on / around / up / onto / back*.**

A man was \_\_\_\_\_ the station platform; he did not get on the train, but \_\_\_\_\_ uncertainly.