

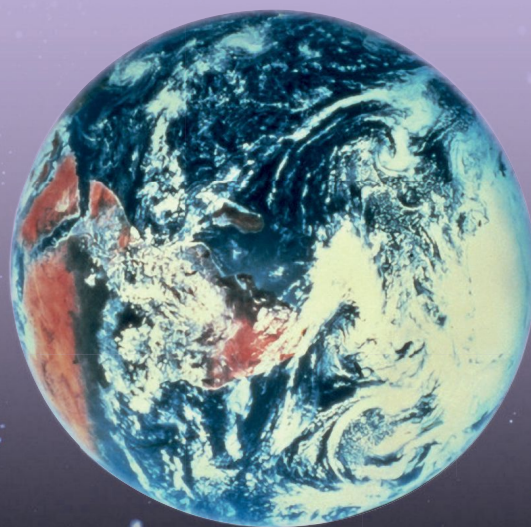


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Cambridge  
**Global English**

WORKBOOK 8

Olivia Johnston, Chris Barker & Libby Mitchell



Second edition

 Cambridge Assessment  
International Education

Endorsed for learner support





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Olivia Johnston, Chris Barker, Libby Mitchell & Julie Moore

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# > How to use this book

This Workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your Learner's Book, with one page for each lesson.

Tips to help you with your learning. →

## Study tip

When reading, try to guess the meaning of new words from context. Sometimes a related word can give a clue: *different / differentiate*.

Information to help you find out more about grammar. →

## Use of English

The *-ing* form of the verb can be used as a noun or in a noun phrase. The noun or noun phrase can be the subject of a verb: **Swimming** is fun. **Learning languages** is useful.

Or it can be the object of a verb: I like **travelling**. I enjoy **watching foreign films**.

There are spelling rules for forming the *-ing* form.

- With most verbs, we just add *-ing*: *talk / talking*.

Use the Cambridge Learner Corpus to get your grammar right! →



## Get it right!

We can use a the *-ing* form to talk about an activity, e.g. *studying, working, visiting*.

**Studying** at home is difficult because I share a room with my brother.



There are opportunities to practise your grammar on the Use of English pages in each unit. Each Use of English lesson is divided into three parts:

**Focus:** These grammar questions help you to master the basics.

Focus

1 Complete the partitive phrases.

- a Don't forget to buy a ..... *loaf* ..... of bread.
- b I'd like a ..... of soup for lunch, please.
- c Can I have a ..... of lemonade with ice?
- d Let's get a ..... of grapes for the picnic.
- e We need a ..... of cereal and a ..... of matches.
- f Let's have a ..... of coffee and a ..... of cake.

**Practice:** These grammar questions help you to become more accurate and confident.

Practice

2 Add any missing words to the sentences below.

Some sentences are correct.

- a I packed four clean T-shirts and two <sup>*pairs of*</sup> shorts.
- b She gave me a really useful advice.
- c You can only take five clothing into the changing room.
- d Most of the children were wearing jeans and T-shirts.
- e Someone had left a sunglasses on the table.
- f I'm going to play a music written especially for today's concert.

**Challenge:** These questions will help you use language fluently and prepare for the next level.

Challenge 

3 Choose the correct word to complete each sentence.

- a We had a mountain / piece / dash of rubbish to clear up after the party.
- b Just add a *trickle* / piece / dash of salt and it will be delicious.
- c The detective noticed a tiny *dash* / spot / pinch of blood on the carpet.
- d This room needs just a *lick* / heap / dash of paint to improve it.
- e Only a *lick* / spot / trickle of water came out of the tap.
- f The recipe says to add a *dash* / trickle / pinch of lemon to the mixture.



# 1

# Languages of the world

## > 1.1 My language, your language

1 Complete the text with words and phrases from the box.

home bilingual few words of fluent improve  
 official language second songs started learning  
 that way learn it subtitles



I was born in France and have lived in Paris all my life, but both of my parents are from Morocco, where the ... *official language* ...<sup>1</sup> is Arabic. We've always spoken Arabic at .....<sup>2</sup> so I am completely .....<sup>3</sup> in Arabic and French. My parents were already very .....<sup>4</sup> in French when they came to live in France, because it was a .....<sup>5</sup> language for them. That's because when they were at school, they were taught Science and Maths in French. But when they speak French, they still have a Moroccan accent. I don't have a Moroccan accent because I .....<sup>6</sup> French at nursery school when I was two years old. I love learning languages. At school, I learn English and Spanish. I really enjoy watching films in Spanish with .....<sup>7</sup>. I learn a lot .....<sup>8</sup>. I also like listening to .....<sup>9</sup> in English. It helps me to .....<sup>10</sup> my vocabulary. I know a .....<sup>11</sup> Mandarin Chinese but I'd like to .....<sup>12</sup> properly one day because it could be useful to me in my career. I want to be an interpreter and translate at international conferences.

2 Complete the words. They are all languages or nationalities. Write L (for language), N (for nationality) or B (for both) next to each one.

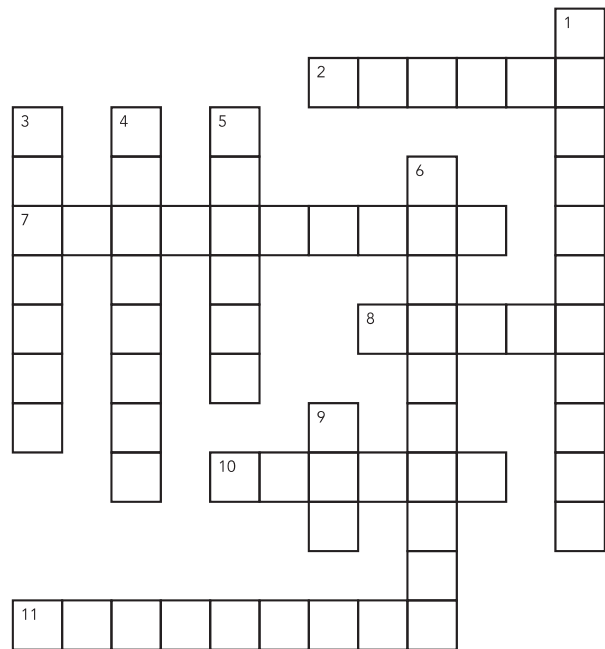
- |   |                  |             |   |            |       |
|---|------------------|-------------|---|------------|-------|
| a | Canadian.....    | .....N..... | g | Japan..... | ..... |
| b | Bah..... Ma..... | .....       | h | Mand.....  | ..... |
| c | Canton.....      | .....       | i | Sans.....  | ..... |
| d | Fren.....        | .....       | j | Span.....  | ..... |
| e | Hin.....         | .....       | k | Ur.....    | ..... |
| f | Ind.....         | .....       |   |            |       |

## > 1.2 Teach yourself Tok Pisin

### 1 Complete the crossword.

#### Across

- 2 A language that has developed from a mixture of two languages. (6)
- 7 The number of people living in a country. (10)
- 8 The language of ancient Rome. (5)
- 10 A pidgin language that has become the mother language. (6)
- 11 A group of people living in a particular area who have the same culture and language. (9)



#### Down

- 1 An ..... country is one that isn't ruled by another country. (11)
- 3 The most important city in a country. (7)
- 4 Russian uses the Cyrillic ..... (8)
- 5 The language spoken in Poland. (6)
- 6 The words that we use or learn to use in a language. (10)
- 9 Papua ..... Guinea. (3)

### Challenge



### 2 Answer the questions in your notebook.

- a How many languages do you speak?
- b What's the official language of your country? Is it different from your first language?
- c Does your first language or your country's official language contain words from other languages? If yes, give some examples.
- d Do you think it's a good idea that some countries have an official language that isn't spoken at home by most people? Why or why not?

## > 1.3 It's good to learn languages

- 1 Circle the correct words and phrases to complete the interview questions and answers.

Do you think it is useful to **know / knowing**<sup>1</sup> another language?

Yes, it is, **for example / definitely**<sup>2</sup>. Speaking to someone in their own language, **even if / of course**<sup>3</sup> it is only for a short time, makes that **country / person**<sup>4</sup> feel more at ease. So when you visit another country it is **really / a little bit**<sup>5</sup> useful.

So in your opinion, knowing just **a few / small**<sup>6</sup> words makes a difference?

Yes, it makes **very different / all the difference**<sup>7</sup>. People really like it when you **try / trying**<sup>8</sup> to speak their language.

What do you think **for / that**<sup>9</sup> the advantages are of learning languages?

Learners who know **another / second**<sup>10</sup> language have better reading skills and a **wider / longer**<sup>11</sup> vocabulary. When it comes to work, you're **a little bit / more likely**<sup>12</sup> to be successful if you speak the language **of / from**<sup>13</sup> the people you do business with. **For example / It's useful**<sup>14</sup> if you work for a Japanese **series / company**<sup>15</sup> in Europe or America, you need to **speak / speaking**<sup>16</sup> some Japanese. They say that people **who / which**<sup>17</sup> use languages in their jobs earn **about / times**<sup>18</sup> 8% more than people who don't use them. Also, **studies / colleges**<sup>19</sup> show that it improves your brain power. And **now is / there is**<sup>20</sup> even some evidence that people who are bilingual live longer!

- 2 Replace the words in brackets with words from Exercise 1.

- a I always feel ..... *at ease* ..... (relaxed) with my language teacher.
- b Learning languages has a lot of ..... (good points) .
- c I need to work on my listening and speaking ..... (abilities) in Spanish.
- d My vocabulary ..... (gets better) when I watch films with subtitles.
- e Scientists have ..... (information from research) that sleeping is good for your memory.

## > Question words

### Use of English

The interrogative pronouns *who* and *what* and the interrogative adjectives *whose* (+ noun) and *which* (+ noun) can be the subject **or** the object of a verb.

| Question words | As subject  | As object                                     |
|----------------|---|---|
| <i>Who</i>     | <b>Who</b> saw the thief?<br>NOT: <del>Who did see the thief?</del>   | <b>Who</b> did you see?                       |
| <i>What</i>    | <b>What</b> happened yesterday?<br>NOT: <del>What did happen yesterday?</del>                               | <b>What</b> did you find under that stone?    |
| <i>Whose</i>   | <b>Whose</b> hens escaped last night?<br>NOT: <del>Whose hens did escape last night?</del>                  | <b>Whose</b> hens did the fox eat last night? |
| <i>Which</i>   | <b>Which</b> actors starred in <i>Titanic</i> ?<br>NOT: <del>Which actors did star in <i>Titanic</i>?</del> | <b>Which</b> actor did you meet last summer?  |

### Check!

Write **S** (subject) or **O** (object) for the question words in *italics*.

- |   |   |   |  |
|---|---|---|--|
| a | <i>Who</i> answered the phone? .....    | e | <i>Whose</i> phone is ringing? .....     |
| b | <i>What</i> did they want? .....        | f | <i>Who</i> did you call just now? .....  |
| c | <i>Whose</i> bike did you borrow? ..... | g | <i>Which</i> colour do you prefer? ..... |
| d | <i>Which</i> teacher said that? .....   | h | <i>What</i> will happen to them? .....   |

Focus

1 Complete the dialogue with *what, who, which* or *whose*.

Jan: Hi Sal. It's Jan.  
 Sal: Jan! I didn't recognise the number.  
 Jan: Well I left all my stuff at Mia's.  
 Sal: .....*What*.....<sup>1</sup> did you leave?  
 Jan: My bag with my phone in it.  
 Sal: So .....<sup>2</sup> phone are you using at the moment?  
 Jan: My sister's.  
 Sal: .....<sup>3</sup> sister lent it to you? Deb or Liza?  
 Jan: Liza, of course.

Sal: .....<sup>4</sup> were you doing round at Mia's?  
 Jan: Watching an old *Star Wars* film.  
 Sal: .....<sup>5</sup> one?  
 Jan: *A New Hope*. Have you seen it?  
 Sal: No, I don't think I have.  
 .....<sup>6</sup> other *Star Wars* films have you seen?  
 Jan: All of them, but I really like the old ones.

Practice

2 Complete the questions with a word from the box. Some words are used more than once. Then match the questions to the answers.

|      |        |       |       |
|------|--------|-------|-------|
| What | What's | Who's | Where |
|------|--------|-------|-------|

a .....*What*..... do you call the two dots above some letters in German? 1 I think it's a great way to learn a language.

b ..... is Tagalog spoken? 2 It's called an umlaut.

c ..... do you think about studying abroad? 3 It's hard to describe.

d ..... been to South America? 4 In the Philippines.

e ..... the accent like in Scotland? 5 I've been to Brazil.

Challenge

3 Your mobile screen is broken and you can't read all the words in your messages. Write questions with *who, what, which* or *whose*.

a I broke my xxxx yesterday. .... *What did you break?* .....

b I've passed my xxxx exam. ....

c I borrowed xxxx's laptop yesterday. ....

d xxxx got a prize last week. xxxx told me. ....

e I invited xxxx to my party. He said xxxx. ....

## > -ing forms as subjects and objects

### Use of English

The *-ing* form of the verb can be used as a noun or in a noun phrase. The noun or noun phrase can be the subject of a verb: **Swimming** is fun. **Learning languages** is useful. Or it can be the object of a verb: I like **travelling**. I enjoy **watching foreign films**.

There are spelling rules for forming the *-ing* form.

- With most verbs, we just add *-ing*: talk / talking.
- With verbs ending in one *e*, we delete the *e* and add *-ing*: write / writing.
- With verbs that end in a stressed syllable of one vowel and one consonant (not *y* or *w*), we double the last consonant and add *-ing*: begin / beginning BUT: play / playing.

### Check!

Write the *-ing* form of these verbs.

- |   |                                       |   |              |
|---|---------------------------------------|---|--------------|
| a | answer / ..... <i>answering</i> ..... | e | open / ..... |
| b | get / .....                           | f | ride / ..... |
| c | see / .....                           | g | run / .....  |
| d | make / .....                          | h | stay / ..... |

### Focus

1 Complete the sentences with the correct verb in the *-ing* form.

be   get(x2)   learn   listen to   make   watch   work out   use

- a .....*Watching*..... films in English is a good way to learn new words.
- b Avoid ..... a dictionary all of the time.
- c ..... the meaning of words from context is a useful skill.
- d A lot of learners enjoy ..... songs to improve their vocabulary.
- e Have you considered ..... a language learning app on your phone?
- f ..... good at a language is not possible without daily practice.
- g ..... afraid of ..... mistakes is bad for fluency.
- h Don't forget that ..... a language should be fun.



Practice

2 Circle the best form of the word for each sentence.

- a She passed the English exam because of all her hard *work / working* through the year.
- b He spent five years *studies / studying* Chinese.
- c I spoke Spanish every day during my *visit / visiting* to Madrid.
- d *Work / Working* with people from different countries is really interesting.
- e During the interview, they asked him about his *studies / studying*.
- f *Visit / Visiting* a country is a great way to practise the language.



Get it right!

We can use the *-ing* form to talk about an activity, e.g. *studying, working, visiting*.

**Studying** at home is difficult because I share a room with my brother.

But there is often a separate noun form that we use in other contexts, e.g. *studies, work, visit*.

She has to combine her **studies** with her football training.

Challenge



3 Rewrite the sentences so that they mean the same thing.

Use an *-ing* form in every sentence.

- a It was fun to read that book in French.  
.....*Reading that book*..... in French was fun.
- b It can damage your eyes to look at the sun.  
..... sun can damage your eyes.
- c It's not easy to learn three languages at the same time.  
..... at the same time is not easy.
- d The best way to learn a language is to practise every day.  
..... is the best way to learn a language.

4 Write sentences about yourself using an *-ing* form.

- a ...*Find*...ing ..... *a snake under my bed*..... is one of my greatest fears.
- b .....ing ..... is one of my ambitions.
- c .....ing ..... is one of my most vivid memories.
- d .....ing ..... was one of my most exciting experiences.
- e I can never forget .....ing .....





## > 1.4 Do you speak emoji?

1 Choose the correct word from the box to complete each phrase.

look face **mouth** cheeks eyebrows up



- a open ..... *mouth* .....                      d raised .....
- b pink .....
- c puzzled .....
- e thumbs .....
- f smiley .....

2 Complete the sentences with words from the box.

crying winking joking laughing pointing puzzled rolling smiling

- a 'Why are you ..... *laughing* ..... ?' 'Because I just heard a joke!'
- b That book's funny. I was ..... while I was reading it.
- c 'Are you OK?' 'Yes, I'm fine. I'm just ..... because I'm cutting onions!'
- d 'Why are you looking so .....?' 'It's because I don't understand the instructions on my new phone.'
- e 'Look over there.' 'Where? What are you ..... at?'
- f 'Why are you ..... your eyes?' 'WHY? Because you're 20 minutes late AS USUAL!'
- g 'Dave said there was a snake in this swimming pool.' 'Relax! He was ..... He just said it to scare you.'
- h 'How do you know he wasn't being serious?' 'Because he was ..... at me when he said it!'

3 Complete the dialogue with an appropriate word.

**Presenter:** Why do people like ..... *using* .....<sup>1</sup> emojis?

**Professor:** Well, first of all they're a universal .....<sup>2</sup>.  
Everyone can understand them because they're  
.....<sup>3</sup> not words.

**Presenter:** Are there any other .....<sup>4</sup>?

**Professor:** Well, it's much .....<sup>5</sup> to click on an emoji to say  
'I'm having a great time' rather than writing it.

## > 1.5 Beyond words

### 1 Write the word or phrase next to the correct definition.

- |                          |          |   |
|--------------------------|----------|---|
| body language            | <b>a</b> | Polite and friendly words or gesture when you meet or welcome someone. .... <i>greeting</i> ..... |
| culture                  | <b>b</b> | Speaking without using words. ....  |
| eye contact              | <b>c</b> | The way your body shows your feelings. ....   |
| gesture                  | <b>d</b> | The habits, traditions and beliefs of a society or group of people. ....                          |
| <del>greeting</del>      | <b>e</b> | A movement you make with your hand, arm or head to express something, for example waving. ....    |
| non-verbal communication | <b>f</b> | It happens when two people look at each other at the same time. ....                              |

### 2 Are these words adjectives or nouns? Write *adj* or *n* next to them.

- |          |            |                    |          |               |       |
|----------|------------|--------------------|----------|---------------|-------|
| <b>a</b> | aggressive | ... <i>adj</i> ... | <b>e</b> | impatience    | ..... |
| <b>b</b> | angry      | .....              | <b>f</b> | negative      | ..... |
| <b>c</b> | agreement  | .....              | <b>g</b> | offence       | ..... |
| <b>d</b> | confusion  | .....              | <b>h</b> | uncomfortable | ..... |

### 3 Circle the correct option in each sentence.

- a** It's a problem when people from different cultures *misunderstand* / *maintain* each other's gestures.
- b** I've written all the train times down so there won't be any *confidence* / *confusion* about our travel plans.
- c** The meaning of gestures can *express* / *vary* in different cultures.
- d** In many Arab countries people *touch* / *kiss* their chest over their heart just after they *smile* / *shake* hands.
- e** I think it's polite to show *offence* / *interest* when somebody is talking to me.
- f** Some people find it's easiest to *express* / *maintain* their ideas and feelings in writing.



## > 1.6 An A to Z of idioms

1 There's one incorrect word in each idiom. Cross it out and write the correct one in the space. Then match the explanations to the corrected idioms.

- |   |  |   |  |
|---|--|---|--|
| a | [ 2 ] He's a pain in the <del>foot</del> . ..... <i>neck</i> ..... | 1 | I was really happy.                              |
| b | [ ] I was on a stick edge. ....                                    | 2 | <del>He's very annoying.</del>                   |
| c | [ ] I was over the world. ....                                     | 3 | You haven't understood.                          |
| d | [ ] You've put your neck<br>in it. ....                            | 4 | I was extremely worried.                         |
| e | [ ] It's out of this moon. ....                                    | 5 | It's really wonderful.                           |
| f | [ ] You've got the wrong end of<br>the knife. ....                 | 6 | You've accidentally said<br>something upsetting. |

2 Choose the correct idiom to complete each response.

|                              |                           |                        |
|------------------------------|---------------------------|------------------------|
| It's out of the question     | It's a zoo out there      | it gets on your nerves |
| That's all very well         | It went from bad to worse | It's a good job        |
| <del>arrive on the dot</del> | It's anybody's guess      |                        |

- |   |   |   |  |
|---|---|---|--|
| a | <b>Ali:</b> Is Jordan always punctual?<br><b>Jo:</b> Yes. She'll ..... <i>arrive on the dot</i> ..... | f | <b>Jung:</b> How was the camping?<br><b>Zara:</b> .....<br>that you didn't come. It snowed!  |
| b | <b>Su:</b> What's the traffic like?<br><b>Kim:</b> Terrible. ....<br>.....                            | g | <b>Sam:</b> So you missed the bus. Then<br>what happened?<br><b>Defne:</b> .....<br>.....<br>We missed the train.                  |
| c | <b>Lee:</b> Can you do my homework<br>for me?<br><b>Dad:</b> No!. ....                                | h | <b>Juni:</b> You can borrow my mobile if<br>you lend me your bike.<br><b>Leanne:</b> .....<br>but I need my bike to get to school. |
| d | <b>Ana:</b> Where's Charlie?<br><b>Jay:</b> I don't know. ....<br>.....                               |   |  |
| e | <b>Tariq:</b> Do you like this game?<br><b>Akina:</b> It's OK at first. But after a bit<br>.....      |   |  |

## > Present continuous

### Use of English

- We use the present continuous for actions that are happening at the time of speaking: 'Why are you crying?' 'I'm not crying. I'm laughing.'
- When the verb *think* means *believe*, we do **not** use the present continuous: *I think it's important to learn languages.* BUT: 'You look sad. What are you thinking about?' 'I'm thinking about my cousin who is very ill.'
- We can use the verb *be* in the present continuous when we are talking about how someone is acting or behaving now: *He is usually very polite. Why is he being so difficult today?*
- We can use the present continuous **or** the present simple with *feel* and *look* when we talk about how someone feels or looks now. *I feel happy today.* OR: *I'm feeling happy today.* *You look relaxed.* OR: *You're looking relaxed.*
- We can use the present continuous with *have* when it doesn't mean possess or own: *Are you having a nice time in France?* BUT: *I have a lot of relations.*
- Some verbs are not normally used in the present continuous. Here are some of them: *believe, belong, contain, hate, know, like, love, mean, need, prefer, realise, seem, understand, want.*





### Check!

Circle the correct phrases.

- a You look thoughtful. **Are you thinking / Do you think** about the holidays?
- b Josie **is / is being** very tired.
- c Ed **isn't having / doesn't have** fun today.

### Focus

1 Write the text messages in the present continuous.

- a I .....<sup>1</sup> (feel)   
 and I .....<sup>2</sup> (enjoy) walking near the  
 .....<sup>3</sup> .
- b Hiya Ben. We .....<sup>4</sup> (play)   
 on the .....<sup>5</sup> . Come and join us.