

English for Starters []

Activity Book

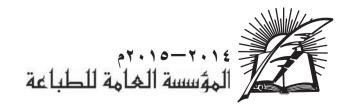
Simon Haines



English for Starters 11

Activity Book
Simon Haines





حقوق التوزيع في الجمهورية العربية السورية محفوظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية نبال حنا سرور شلش لينا الذياب رشا بايزيد سمر الشيشكلي



322 Old Brompton Road, London SW5 9JH, England

Maktabat El Nashr El Tarbawi El Souri

(Syrian Educational Publishers)

Omar El Mukhtar 2nd Str., Bldg. 6 El Mazraa, Damascus-Syria Phone: (011) 44676789 Fax: (011) 44676788

e-mail: info@syrianep.com

www.syrianep.com

New edition 2012

Reprinted 2014

© York Press 2008

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

Contents

Module	1	Getting together	
Unit 1 Unit 2 Unit 3	ĺ	Festivals Family celebrations Meeting places	4 9 14
Module	2	The media	
Unit 4 Unit 5 Unit 6	-	Broadcasting Television-watching habits Uses of TV cameras	22 27 32
Module	3	Communication	
Unit 7 Unit 8 Unit 9	•	Communicating Writing On the phone	40 45 50
Module	4	Being prepared	
Unit 10 Unit 11 Unit 12	-	Accidents The planet in danger The power of nature	58 63 68
Self-asses Assessme Grammar Vocabular Irregular	file ry file	swer key	76 77 81 90 94

Festivals

UNIT 1

MODULE 1: Getting together

Reading



Read this article about the Cherry Blossom festival in Japan, and answer these questions.

In which season does the Cherry Blossom festival take place?

×	÷.		
2			-
1.7	旋。		
	3. 2	1	

b	When did this festival begin?
С	Which three events does the Cherry Blossom festival mark?
d	Which Japanese cities are popular during the Cherry Blossom festival?
е	Where can you go to see cherry blossom if you don't like crowds of people?
f	How are cherry trees in Japan different from cherry trees in other places?

Cherry Blossom time in Japan

If you go to Japan in March or April, you are almost certain to see one of the Cherry Blossom* festivals which take place all over the country every spring. Viewing the new blossom on cherry trees has been a favourite Japanese custom since the 7th century CE. When it first started, Japanese people used to look at the blossom on the cherry trees and write poems. These days the festival not only marks the beginning of spring, but also the start of the academic year and the financial year. On viewing days, people eat special food and drink outside. Some people take their own food, others buy food from street vendors.

Parks in the Japanese capital Tokyo are favourite places for people to view the cherry blossom, but of course the parks can get very busy. The historical parts of the city of Kyoto are also very popular. For people who don't like noise and crowds of people, there are also quieter places, like the mountains, where they can view the blossom. In fact, everywhere in Japan there are cherry trees: parks, castles, gardens and even school playgrounds.

The blossom of the cherry tree is Japan's national flower and there are more than four hundred types of cherry trees in the country. But these cherry trees are different from those elsewhere in the world because they do not produce fruit.

* blossom = flowers on bushes or trees

- Read the article again and find the correct ending 1–9 for the statements a–i about Japan's Cherry Blossom festivals.

 The historical parts of Kyoto ...

 1 ... have a high chance of seeing the country's Cherry Blossom festivals.

 b Japan's cherry trees are unique ...

 2 ... to celebrate the start of the
 - festival.

 Since the 7th century CE ...

 Since the 7th century CE ...

 The control of the contro
 - Visitors to Japan in the spring ...

 4 ... the quietest places to view the blossoms.

 Playgrounds, castles and museums ...

 5 ... the beginning of the academic
 - 5 ... the beginning of the academic and financial years, as well as the start of spring.
 - 6 ... Japanese people have viewed the cherry blossoms every spring.
 - 7 ... because they do not produce cherries.
 - 8 ... across Japan have cherry trees.
 - 9 ... can also get very busy during the festival.

i The mountains are ... Vocabulary

Complete these sentences with one of the multi-part verbs from the box. Make sure you use the correct verb tense.

go out go without go on go to go off go up

The cherry blossom is the national flower...

The Cherry Blossom festival marks ...

People eat special food and drink ...

- a You mustsleep. You look terrible.
- **b** If the price of petrolagain, I'll have to stop using my car.
- c My alarm clock at six o'clock every morning.
- **d** Last night, the storm for nearly five hours, and finally stopped at dawn.
- e We couldn't see a thing when the lights
- f We had a very expensive holiday last year, so wethis summer.
- Choose the correct adjective in these sentences.
 - **a** I was so nervous about the exam that it was absolutely *difficult / impossible* for me to sleep the night before.
 - **b** The children were very *frightened / terrified* during the storm.
 - c She was absolutely astonished / surprised when she found out she'd failed her piano exam.
 - **d** Damascus in Syria is a very big / enormous city.
 - e That meal was absolutely good / perfect thank you very much.
 - The players felt very exhausted / tired after their three-hour tennis match.
- Match these words and expressions from the article with their meanings.
 - a academic 1 someone who sells something in public places
 - b custom 2 connected with a country
 - elsewhere 3 look at
 - **d** financial **4** connected with education, schools, etc.
 - e national **5** habit, tradition
 - f street vendor
 g view (verb)
 6 connected with money, taxes, etc.
 7 in another place or other places

Crammar Abilities and achievements Grammar file page 81

- 1 Choose the correct verbs in this conversation.
 - A How did you learn to ride a horse?
 - **B** I (1) *can't* / *couldn't* remember exactly, but I know that I (2) *can* / *could* ride when I was only six years old.
 - A Have you ever had a riding accident?
 - **B** Yes, two years ago. I broke my leg and I (3) *can't / couldn't* ride for six months.
 - A What happened?
 - B I was riding in the park my horse ran into a tree. I fell off and the horse fell on top of me and trapped my leg. I (4) could / couldn't move it a little, but I (5) could / couldn't get it free.
 - A So how did you escape?
 - **B** I shouted as loudly as I (6) *could / managed to* and eventually I (7) *could / managed to* attract someone's attention. They called the hospital and an ambulance came for me. With great difficulty, they (8) *could / managed to* move the horse and pull my leg free. It was then that I realised that I (9) *couldn't / didn't manage to* walk. The paramedics had to carry me to the ambulance.
- Complete the two conversations below with the verbs in the box.

can can't could couldn't manage to

- **a** A What shall we do today?
 - **B** We (1)go to the beach if you like.
 - A That's a good idea. The only problem is that I (2)swim very well.
 - **B** Don't worry. I (3)help you.
- **b A** How was your holiday?

 - A What did you do?
 - **B** I went everywhere by taxi. So, I (2)get to all the places I'd planned to visit.
 - A What about going to the music festival?





1 Read these descriptions of a five-day trek in Nepal. Put the descriptions in the correct order by writing Sunday, Monday, Tuesday, Wednesday or Thursday in spaces b-e. The first day is completed for you.

rive days in Nepai				
As soon as I woke up, I opened my window and saw the mountains for the first time. They looked amazing! We started our trek after breakfast. Walking uphill was tiring, but downhill was worse. My legs wouldn't stop shaking. We stopped for lunch and at six o'clock we reached our first night's camp.				
b				
c				
d Even though my bed was uncomfortable, I was so tired that I slept really well. This morning we left at sunrise and walked for three hours. After an early lunch, we continued for another three hours, all downhill, until we reached the place we had started from five days ago! It was the end of our trek!				
e				
Read the diary above again and make a note of all the time expressions the writer u	ses.			
Sunday as soon as I woke up / after breakfast / at six o'clock				
Monday				
Tuesday				
Wednesday				
Thursday				

3 Using the following steps, write an hour-by-hour diary of a festival you went to or took part in. It can be a real or an imaginary experience. Think of the following questions (Which festival do you want to talk about? What did you do there? What did you like most about the festival?...) Use some of the time expressions in your list and any others you need.

Family celebrations

MODULE 1: Getting together

Reading

Read this article about family life in different parts of the world, and answer these questions.

- a Why is family so important in Syria?
- **b** Do extended families generally live in the city or the country?

The family now and in the future

The family is an important part of culture in many areas of the world. In Syria, the family is at the heart of almost every part of society. The extended family is the centre of economic and social life, with parents, children, grandparents, aunts and uncles and others often living together, or in the same town or village. As well as living together, extended families sometimes work together and often spend much of their leisure time with each other. This is especially true in rural areas, although some extended families break up when some of the younger members move to the cities to find work. Although they keep in touch with their families in the countryside, these people have very different lives in the city. They generally live in nuclear families, consisting of only parents and their children. In some countries, the differences between life in the village and life in the city are very great, although rural areas themselves are changing as more and more people get satellite television, computers and mobile phones.

Although things are gradually changing in Syria, extended families still give support to all their members, especially the very young, the very old and others who cannot look after themselves. Even though the role of the family may be changing in Syria, most Syrians do not want Syria to become like some other countries where the family is losing its importance. In these countries, many young people leave their families and start to lead independent lives when they are in their late teens or early twenties.





- Now answer these questions about the article.
 - a Which kind of families are larger: extended families or nuclear families?
 - **b** Are nuclear families more common in the country or the city?
 - c Why do some young people move from country areas to cities?
 - In what ways are country areas changing?
 - e Which groups of people are particularly well looked after in extended families?

3 Use the correct forms of these verbs from the article to complete ser	ntences a-g.
consist of find give lead lose move spend	
a Extended families	n rural areas. t life there.
 4 Complete sentences a-e with adjectives found in the article and forr capital letters. afamilies are important to Syrian society. b Some people receivesupport from their extended 	ned from the words in EXTEND ECONOMY
families. c The family isto Syrian society. d Nuclear families in the cities are veryfrom extended families in the countryside. e Younger family members decide to have morelives	IMPORTANCE DIFFERENCE INDEPENDENCE
in the cities. Vocabulary Complete sentences a-g with one of the words from this list.	
artist composer instrument novel playwright poem singer	
 a A / An	
2 Complete both sentences in each pair with one word from this list.	
form head move rest símple	
 a Horse riders wear a helmet to protect their	•
 Did youthe car into the garage? My parents want toto a larger flat in the city ce 	
 If you want to join the tennis club, you'll have to fill in an applica Facial expressions are a of communication. After all that exercise you need a of your homework at the sum of your homework. 	

Frammar Past perfect simple Grammar file page 82

	1	Complete these sentences by changing the verbs in brackets into the past simple or the
1		past perfect.

We (1) ran (run) all the way to the bus station, but by the time we (2)(arrive)) the
bus (3) (already leave). Someone working at the bus station	
(4)(say) we (5)(miss) the bus by only three minutes.	
If we (6)(get) there a few minutes earlier, we would have caught it.	

- Work out the order in which these pairs of actions happened. Then write sentences using the words or phrases in italics and verbs in the past simple or the past perfect. You may need to change people's names to pronouns.
 - Ali's father lent Ali his car.
 Ali passed his driving test. after
 After Ali had passed his driving test, his father lent him his car.
 - **b** The family finished preparing the food for the party. The guests started arriving. *before*
 - **c** The tourists went on a guided tour of the city. The tourists got off their coach in the city centre. *as soon as*

- **d** The businessman checked in at the airport. The businessman had breakfast. *after*
- The audience asked questions.
 The lecturer finished speaking. when
- f The cousins arrived at the stadium.
 The volleyball tournament started at 12 p.m. before
- **g** The family cut the birthday cake. The candles were blown out. *as soon as*



Writing Notes for a talk



When you prepare to give a talk or a presentation, it is helpful to make a few simple notes.

Read these notes that a speaker wrote when he was preparing a talk.

Introduction

Irish nomads - Travellers Method of travel Sold things they made

Differences now

Houses

Language: Gammon

Cars

Children: school / interests





Now read the talk and underline the parts of the talk the notes refer to. Did the speaker follow the exact order of his notes?

I am going to tell you something about the nomadic people who live in Ireland.

- They are called Travellers or Tinkers and traditionally they used to travel around the country in horse-drawn caravans selling things they had made. They were particularly well-known for making pans and kettles.
- Now more and more Travellers are moving into modern houses and settling down.
- They still travel, usually in modern cars and lorries now, but not as often as in the past. Their children go to school regularly and do the kinds of things children all over the world do: watch TV, listen to music and have their favourite football teams.
- Travellers have their own language, called Gammon, but this is now dying out as their traditional lifestyle is changing.

- Write your own notes for a talk on a subject you know something about. Follow these steps:
 - a Choose a subject you know something about.b Plan the structure of your talk in your head. Don't write the whole talk.

С	Write brief notes to remind yourself of the main points that you want to include.

	•••••••
	••••••

Meeting places



MODULE 1: Getting together

Re	ead	ling
(1	Wl	hat is happening in the photograph? ocuss with a partner.
	•••••	
2		you read this article about tea-drinking habits in China, answer these questions. When did people first start to grow tea plants in China?
	b	When do Chinese people particularly enjoy tea?
	С	How are the tea-houses in Beijing different from those in other parts of the country?

TEA - A DAILY NECESSITY

Today, tea is the most popular drink in the world. It is drunk by more people than either coffee or cocoa and the number of people drinking it is increasing year by year. The cultivation of tea plants began in China over two thousand years ago and from there its popularity spread first to Japan and then to the rest of the world. Together with silk and porcelain, tea is still one of China's most important exports.

In China, everyone from taxi drivers to civil servants drinks tea every day. Although people drink it at all times of the day and night, it is especially popular after meals. In warm summer weather, people believe it helps them to keep cool and relax, and this is why there are so many traditional tea-houses in Chinese towns and villages, where local people, especially the elderly, meet regularly and chat with their friends. In many towns, tea-houses open in the late afternoon and quickly fill up with students and business people.

In the capital of China, Beijing, there are many world-famous tea houses. One of these is Lao She Tea-house, which is popular with celebrities from China and elsewhere. Here customers can enjoy the traditional Beijing atmosphere, drink the best

teas in China and watch and listen to traditional Chinese music and drama.



People in Japan started drinking tea in the sixth century.

e People in Arab countries started drinking tea later than people in China and Japan.

The word for 'tea' is the same in many languages.

4 Match these words and expressions from the article and the Ect file with their meanings.

good at doing something / celebrity experienced

civil servant the growing of plants

chat (verb) a kind of clay which is used to make cups, plates, etc.

d cultivation 4 famous person

5 talk in a friendly, informal way e porcelain

skilled someone who works for the government

ocabulary

Some of the talking verbs in sentences a-g are wrong. Tick (✓) the correct sentences and cross (X) the incorrect sentences. Then choose the correct verb from this list.

argue	chat	discuss	speak	talk (x2)	tell (x2)
-------	------	---------	-------	-----------	-----------

Could you say me the time please?

I chatted to my friends on the way home from school.

If you have a problem at school, argue it with a teacher.

The professor *told* for an hour about the environment.

He has very strong opinions. That's why he *argues* with people.

He said me where he lived.

g The teacher told the student to stop *telling*.

Choose the best phrases in these conversations.

A I'm feeling very hungry / thirsty. I'd love a cup of tea / a teacup.

B Okay, I'll make a pot of tea / a teapot.

A What was that noise?

B Sorry, I've just broken a cup of coffee / a coffee cup.

A I'm going to the supermarket. Do you need anything?

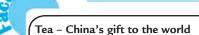
B Yes, please. Can you get me three cartons of milk / milk cartons, please?

d A Where shall I put my earrings to keep them safe?

B You could put them in an empty box of matches / matchbox or something like that.

e A I'm feeling really hungry.

B I'm not surprised - you haven't drunk / eaten anything since breakfast.



- There were tea plants in China 6000 years ago.
- Now 40 countries in the world grow tea. 90% of these are in Asia.
- Tea-drinking spread from China to Japan in the 6th century CE.
- · Tea reached Arab countries in the 9th century CE.
- There are five different types of Chinese tea. The most famous is green tea.
- The word for 'tea' is similar in many languages. For example, in China it is 'cha' and in Russian it is 'chai'.
- The leaves of tea plants are picked when the plant is between 5 and 30 years old.
- A skilled tea picker can collect 600 grammes of tea leaves a day.





.....

.....







7 rammar

Discussing conditions Grammar file page 82 1 Complete these sentences about the history of chocolate. Use the correct form of the verb in brackets. If the Olmecs(discover) cocoa 3000 years ago, we wouldn't have been able to produce the modern chocolate bar. In 1528, chocolate arrived in Spain. If it(arrive) earlier, it would have spread to the rest of Europe faster. Some people today eat too much chocolate. If they(eat) less, they would be healthier. d The Aztecs used cocoa beans as money. If they(use) the beans in this way, their society would not have been as advanced as it was. e If Belgian chocolatiers(develop) chocolate-making techniques, Belgium wouldn't be so famous for its chocolates. 2 Complete these sentences about tourism with the correct forms of the verbs in italics. a If people(want) to visit the Archaeological Museum they will have to buy a ticket before they enter. If flights(be) cheaper, more people would take trips to other countries. The cost of tourism would be much lower if it(be) possible to find more affordable hotels. If space tourism became very popular, they(have to) build space hotels. If you(look) at the sky from an aeroplane, you can see the tops of the clouds. 😘 🗛 swer these questions about someone who was thinking of opening a café using the words in italics in your answer. If he opened a café, what would he sell? (coffee / tea) If he opened a café, he'd sell coffee and tea. If he wanted to sell cakes too, where would he make them? (kitchen) If he wanted to become a café owner, what would he need to do first? (training course) If he owned a café, what would he do at the end of each day? (count the day's money) 4 Now imagine that the person in exercise 3 didn't open a café. Rewrite your answers to sentences 3a-d changing the verb tenses. If he'd opened a café, he'd have sold coffee and tea.

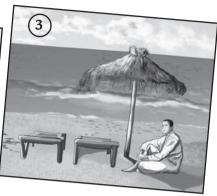
d

Writing Describing scenes in detail

Match descriptions A, B and C with the postcard scenes below from Lt akia in Syria.







- A The sea is deep blue. There are waves coming on to the beach, but the sea looks calm. There are white clouds on the horizon, but we know the sun is shining because someone is sitting on the beach with a parasol. There are no buildings or cars in this photo.
- **B** In this photo, there are people sitting and walking on the beach, which looks sandy. The sky is blue, but the sea is not visible in this photo. On the left, there are buildings and cars, and in the background there is a low hill.
- C The sky is clear blue. There isn't a sandy beach in this photo. The coast looks very rocky here. There are a few trees and buildings, but no people. There is a low hill in the background.
- Read the descriptions again and make lists of:

а	phrases with adjectives and nouns:
b	phrases which tell you where something is:on the horizon / in the background
С	phrases with look: the sea looks calm

3	Use the following steps. Write a detailed description (real or imaginary) of a place you have visited on holiday. If you wish, use one of the pictures on page 17 as a prompt. Write 75-125 words. Choose the picture that you want to write about. Think of the details that you can describe. What words that relate to the senses can you use? Remember to use phrases like those you listed in exercise 2.

Progress Test 1



MODULE 1: Getting together

Reading

Most of the lines in this article contain a spelling mistake. Underline any misspelt words and write them in the spaces at the end of the lines. Tick (\checkmark) any correct lines.

Passing your driving test – some simple advice		
Talk to poeple who have taken their test recently. Get them to	people	1
tell you about their experience and ask them for their advice.		2
Read about what to expect in the test. You can find usful		3
books in libraries and articals on Internet websites.		4
Don't book your driveing test until you feel confident. If you	••••••	5
don't feel confident, ask your driving instructer for more practice.		6
Try to get a good night's sleep before the day of the test.	••••••	7
Don't wory if you feel nervous. This can help you concentrate on your driving.		8
On the day of the test, arrive at the test centre erly. Give	•••••	9
yourself plenty of time to relaks and prepare yourself mentally.	••••••	10
Turn of your mobile phone. The last thing you want is for	•••••••••••••••••••••••••••••••••••••••	11
someone to phone you just before or actually during the test.	•••••••••••••••••••••••••••••••••••••••	12
During the test, drive normally. Everibody makes a few	•••••••••••••••••••••••••••••••••••••••	13
mistakes when they're driving, so don't try to drive perfectly.	••••••	14
If you don't understand something that the driving examinor	•••••••••••••••••••••••••••••••••••••••	15
tells you to do, ask him or her to tell you again.		16
If you make a mistake, forgat about it and go on driving as well	·	17
as you can. You won't fail because of one or two small mistakes.	•••••••••••••••••••••••••••••••••••••••	18
And if you fail, don't get upset. Most lerners have to take their	••••••	19
test two or three times before they pass.		20

Read the article again and answer these questions. How can people who have taken a test already help you? Where can you find written information about taking a driving test? What should you do if you don't feel confident about taking the test? How can feeling nervous help you when you take the test? _____ Why should you try to arrive at the test centre with time to spare? How should you try to drive during the test? What should you do if you don't understand something you are told during the test? How many times do most people have to take the test before they pass?

Grammar and Vocabulary

1 Choose the correct verbs in this story. Sometimes both verbs are possible.

Where's my car?

After work yesterday, my father went to get his car from the car park. He took the lift to the third storey as usual, but he (1) (could / couldn't) find his car. Then he remembered that the third storey had been full in the morning and he'd had to go to the next storey. He went up the stairs to the fourth storey and (2) (could / managed to) find his car straight away. When he tried to get in he (3) (couldn't / wasn't able to) unlock the door. Then he realised that he was trying to get into the wrong car - it was the same colour as his but it had a different number. Eventually he found his car and (4) (managed to / was able to) open the door and get in. But then he (5) (couldn't / didn't manage to) start the engine. He telephoned the breakdown service, and they said they (6) (could / were able to) come immediately. In fact, it took them over half an hour to arrive because they (7) (couldn't / weren't able to) find the car park. As soon as they arrived, they repaired the car which meant that my father (8) (could / managed to) start the car and drive home.

- 2 Rewrite these sentences as third conditional sentences using *if*.
 - a Ahmad got up late because his alarm clock didn't go off.

If his alarm clock had gone off. Ahmad wouldn't have got up late.

- b He got up late, so his taxi got stuck in heavy traffic on the way to the airport.
- Because his taxi got stuck in heavy traffic, he didn't catch his flight.
- **d** He missed his flight, so he had to wait at the airport.
- e While he waited at the airport, he met an old school friend.
- 3 Choose the best words in these sentences.
 - **a** He spoke so quickly that I found it very difficult / impossible to understand what he meant.

- **b** You look absolutely *exhausted / tired*. I hope you haven't been *going off / going without* sleep again.
- **c** The children were *absolutely / very* terrified by the storm. It *went off / went on* for hours.
- **d** This time the space *shuttle / station* made an absolutely *perfect / good* landing.
- e The artist / composer painted a very big / enormous painting.
- Complete sentences a-f with the correct form of the word in capitals at the end of each line.

a	There's a very strong between me and my brother.	SIMILAR
b	In many countries theway of travelling is by horse or camel.	TRADITION
C	There is a greatin temperature between Africa and Europe.	DIFFERENT
d	Oilwill be increased next year.	PRODUCE
е	Scientists have made important new about the bl iverse.	DISCOVER
f	The firefighters who rescued people from the building showed great	RR AV/F

Writing

	cribe in detail a scene that you can see f	rom	one of the windows in your home or
	e phrases with adjectives and nouns. Examp	ole: ta	ll σreen trees
	e phrases which tell you where something is		
	e phrases with look. Example: everything looks		•
D)	e phrases with look. Example, everything looks	, реасе	rjui
•••••			
•••••			
•••••			
•••••		••••••	
1.	Look at the outcomes on page 13 of the	e Stud	lents' Book.
	How did you find:	easy?	difficult? useful? not useful? interesting? not interesting?
	listening to a talk and a description?		
	talking about abilities and achievements? discussing festivals?		
	giving a factual talk?		
	presenting ideas and suggestions?		
	writing a report and an informal invitation?		
2.	Was the reading in this module	5.	Was the vocabulary in this module
	easy? difficult?		easy? difficult?
	interesting? not interesting?		Are there any words or sounds that yo
	What was your favourite passage in this		have difficulty with?
	module?		
3.	Was the listening in this module	6	Write your regult from your Die grace
	easy? difficult?	0.	Write your result from your Progress
	interesting? not interesting?		Test
	What was your favourite passage in this		What did you do well in?
	module?		
4	Was the writing in this module		NA/L - 1
4.	vvas tile wiiting in this inoduic		What do you need to revise?
4.			What do you need to revise?
4.	easy? difficult? What did you do to plan your	7.	What do you need to revise? Was the grammar in this module

Broadcasting



MODULE 2: The media

Reading



- a When did Trevor Bayliss decide to make a wind-up radio?
- **b** What do you do to wind up the radio?

c Who uses these radios?

The power of radio

n 1981, Trevor Bayliss, who is a British inventor, watched a TV programme about the difficulty of getting health information to poor people who lived in remote parts of Africa. After the programme, Bayliss had a very interesting idea: he decided to try to produce a radio which did not need batteries or a supply of electricity. Three years later, Trevor Bayliss produced the world's first 'wind-up radio'. The radio has a handle, a spring and a generator. To produce power, users have to turn the handle. This winds up the spring, and as this slowly unwinds, it turns a small electrical generator which produces the electricity for the radio. After a 30-second wind-up, people can listen

to the radio for an hour. This radio works everywhere there are radio signals. Some wind-up radios also have solar panels so that they can use the power of the sun. Trevor Bayliss invented wind-up radios for people in poor parts of the world, but people in richer countries also use them because they are good for the environment.

Now some people are wondering if it is possible to produce power for other household machines in the same way. But this would be difficult because things like washing machines or televisions need a lot more power than small radios. Maybe another inventor will take Trevor Bayliss' idea a step further.



- a Trevor Bayliss made a TV programme about poor people in Africa.
- b The first wind-up radio was made in 1981.
- c Radio users turn a handle which winds up a spring.
- d It takes half a minute to make enough electricity to listen to the radio for 60 minutes.

е	Some radios	have solar panels	instead of a	handle and a	spring.	
---	-------------	-------------------	--------------	--------------	---------	--

- f People in richer countries use the radios because they are cheap.
- g It would be easy to produce wind-up washing machines.
- 3 Complete these lists with nouns or verbs from the article.

	Noun	Verb
а	inventor	invent
b		inform
С	decision	
d	production	
е		supply
f		generate

Vocabulary

Complete sentences **a-e** with one of the words or phrases from this list.

telephone telephoto lens telescope teletext teleworking

- **a** To take a photograph of something in the distance, you need a camera with a
- **b** To look at something far away, you need a
- c To speak to someone in another place, you need a

- A swer these questions with a compound noun from the list below. You do not need to use all the words.

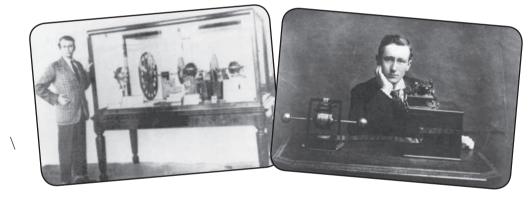
colour television news programme portable radio radio signal short distance video recorder

- You are going to the beach and you want to listen to an important news broadcast. What could you take with you?
- **b** There is a TV programme you want to watch, but you have to go out. What could you use?
- d You want to find out what is happening in your country and the world. What do you have to watch on TV?

Crammar Relative clauses Grammar file page 83

(9) did not surprise me.

Combine these pairs of sentences to make one sentence. Use relative clauses including the words which or who.



- Guglielmo Marconi invented the first radio system.
 Marconi was born in Italy in 1874.
 Guglielmo Marconi, who was born in Italy in 1874, invented the first radio system.
 In his first experiments Marconi sent radio signals a short distance.
 Marconi did his first experiments at his family's home.
- c Marconi took his ideas to England in 1896.
- Marconi was interested in physics at school.
- d The first TV pictures were created by the Scottish inventor, John Logie Baird. The first TV pictures only travelled a few metres.
- e John Logie Baird gave the first demonstration of television in 1924. John Logie Baird was a Scottish inventor.

Writing Describing objects



Read these three descriptions and match them with three of the pictures.

A Picture

- 1 This is a smart new invention which allows you to take photographs of things you are looking at through the binoculars. You can even take 30-second video clips.
- 2 The digital photographs and video clips can be displayed on a TV screen, downloaded on to a computer, or emailed to your friends.
- 3 This is perfect for sports fans who want a photographic record of events they attend.



B Picture

- 1 This is one of the smartest players you can buy. You can use it to store songs, photos and video clips. Other features include a voice recorder and an FM radio. The battery lasts 8 hours.
- 2 It has a repeat function, so you can listen to short extracts several times automatically. This means it can be used to help you learn a language.
- 3 It is light and easy to carry. Its dimensions are 170mm x 95mm and it weighs 95 grammes.



C Picture

- 1 With this latest device you can surf the Internet, do your homework, talk to your friends, listen to music, and burn CDs and DVDs. It is a wireless device so you can surf the Internet from anywhere with a WiFi hot spot.
- 2 It has a battery life of 6 hours and is easy to carry because it weighs just over 2kg.
- 3 It is perfect for people who move around from place to place and need to take their computer with them.



- Which of the three sections in each description
 - a tells you who the object is designed for?
 - **b** tells you the purpose of the object?
 - gives extra information about the object?



8	Write your own description of an object that you think is useful for people of your age. Write 50-70 words and divide your description into three paragraphs, like examples A, B and C on page 25. Use some of these words and phrases.
	This is one of the (smallest) (This is) perfect for people who You can (choose) by -ing The size of (this player) is It weighs (42) grammes. It is useful for It is easy to (carry).
,	
ı	3
(

Television-watching habits



MODULE 2: The media

Reading



a Which school subjects does the boy mention?

b What do students have to do after they have finished watching educational programmes?

Educational television programmes

practise listening to spoken French.

We watch television programmes two or three times a week at school. Our teachers choose programmes that will help us with projects we are doing in different subjects. Last week, for example, we watched a really interesting geography programme about everyday life in

Sri Lanka. Television programmes like these are very good at giving us information and ideas about different cultures.

Our teacher also records maths and science programmes for us to watch in our lessons. He has to record them because they are broadcast in the middle of the night. I find maths quite difficult, so these programmes are helpful because they revise things the teacher has already taught us in our normal maths lessons. Every week in one of our French lessons, we watch a programme about a family who live in Paris. Of course, they speak French all the time so that helps us to

I enjoy watching educational programmes because they can teach us things in a different way from books. Usually, when the programmes have finished, our teachers ask us questions and we have to write about what we have learnt.

When I'm at home, I don't watch TV very often, but I enjoy quiz programmes because you can learn a lot from them. Every afternoon this week, there's a quiz which tests people's mental arithmetic. That's helpful for me because my mental arithmetic is not very good. I would like to watch more educational programmes at home because although children's programmes are interesting, I don't always learn much from them.



a How often does the boy watch TV programmes at school?

b What did the boy learn from the programme about Sri Lanka?

ocabulary

Complete sentences a-f with one of these multi-part verbs.

get behind with $% \left(1\right) =\left(1\right) \left(1\right) +\left(1\right) \left(1\right) \left(1\right) +\left(1\right) \left(1\right) \left$

- **b** If you don't do your homework, you willyour work.
- c All the students in my classvery well.
- d It takes old people a long time toheadaches and stomachaches.
- e We enjoyed a relaxing holiday, but now it's time towork again.
- f I don't need much sleep, so it's easy for me toearly.
- 2 Complete the conversation with the correct word.



Ali Has (1) anybody / somebody seen the remote control for the television? I've looked in

this room, but I can't find it (2) anywhere / somewhere.

Nasser And I've looked (3) anywhere / everywhere else for it.

Ibrahim Maybe (4) anybody / somebody else has borrowed it and hasn't brought it back. Did

you lend it to **(5)** *anybody / anything*?

Ali No, I'm sure I didn't.

Nasser Has **(6)** *anybody / somebody* else been in this room today?

Ali No, **(7)** *anybody / nobody* else has been in today.

Nasser Did you go **(8)** *anywhere / somewhere* else?

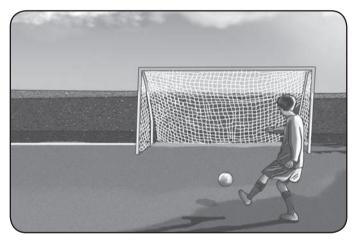
Ali No, I've been here all the time.

Telling, asking and advising someone to do something Grammar file page 83

- 1 Make sentences using the words in brackets.
 - 'Watch more educational programmes.' (Teachers / advise / their students) Teachers advised their students to watch more educational programmes.
 - 'Don't watch television for more than two hours a day.' (Parents / tell / their children)

- 'Ask me if you don't understand something.' (The teacher / tell / the students)
- 'Show me your homework.' (Parents / ask / their children)
- 'Tell the class what you learned from the TV programme.' (Teachers / ask / students)
- 'Take notes while you are watching this programme.' (The teacher / advise / his students)





- Mazen's father advised him to play sport instead of watching it on TV.
 - "You should play sport instead of watching it on TV."
- The teacher told the class to watch TV programmes about the environment.

.....

- The doctor advised me not to watch television in the dark.
- Scientists asked parents to make sure they know what programmes their children are watching.

Scientists told parents to sit and watch programmes with very young children.

Writing Reviewing a TV programme



Read these brief reviews of television programmes which students wrote for a school magazine and answer these questions.

- a Which programme is entertaining?
- b Which programme can you watch every day?
- c Which programme gives advice?
- **d** Are any of the programmes fictional?

News World

News World is on for twenty minutes every day at four o'clock in the afternoon. It reports on current news stories from all over the world. The main reason I enjoy the programme is that the news stories are more interesting for young people than the stories on the main news programmes. The reporters describe what is happening very clearly and explain the background to the stories of the day. At the end of the programme, there is always five minutes of sports news which shows highlights of all the important national and international events.

Syria's Gardeners

Syria's Gardeners is my favourite programme because it gives you tips about growing and looking after all kinds of plants, from garden flowers to indoor plants and even trees. It's on every Saturday evening at eight o'clock and is filmed mainly in parks and people's gardens and houses. People talk about their favourite plants and ask a group of experts for help if they have any problems. It's really a programme for adults, but I find it very interesting.

Good Morning!

Good Morning! is definitely my favourite entertainment programme on television at the moment. It's on once a week, at 7a.m. on Friday mornings. It is a live programme that travels to local events and festivals across Syria. It also interviews artists from different regions across the country and it broadcasts national events, too. It's different from other entertainment programmes because it's educational as well as entertaining. That's why I like it so much.

 the name of the programme and when you can watch it. the reason you like the programme. examples of the kinds of things that happen in a typical programme. Write your review in 150–200 words. Use some of these words and phrases: X is my favourite TV programme because The (main) reason I enjoy the programme is that
examples of the kinds of things that happen in a typical programme. Write your review in 150–200 words. Use some of these words and phrases: X is my favourite TV programme because The (main) reason I enjoy the programme is that
Write your review in 150–200 words. Use some of these words and phrases: X is my favourite TV programme because The (main) reason I enjoy the programme is that
X is my favourite TV programme because The (main) reason I enjoy the programme is that
The (main) reason I enjoy the programme is that
It's on every (Saturday morning) at (10 o'clock). It's about (an ordinary family). In the latest episode

Uses of TV cameras



MODULE 2: The media

Ø.	
ų	Reading
	modum 5

1	Re	ad this article about acting and answer these questions.
	а	How is acting in a film different from acting in a play?
	b	Why do film actors often have to act the same scene several times?
	U	with do thin actors often have to act the same scene several times:
	С	What is the best thing people can do to improve their acting abilities?
	th pe A Fin pe an B. Se so se th C. The ext din an D The Or he E.	o you have a favourite film or TV actor? Why do you like him or her? How difficult do you ink it is to be a good actor? Here is some advice for actors who would like to improve their erformance in front of the camera. The set of all, it is important to remember that acting in front of a camera is very different from performing in front of crowds of real people. In film acting, there is only the actor, the director and a few technicians. The condly, actors must remember that the camera is their audience, they shouldn't forget where it is. The camera needs to be able to be their facial expressions and the way their mouth moves when ey speak. Thirdly, actors have to be patient because they often have to act actly the same scene several times. This is because the film rector may want to take the same shots from different angles and then choose the best one later. The most important thing actors have to learn, of course, is to pretend to be other people. Fiten the characters an actor plays will have very different personalities from the actor him- or reself.
	ar th th	cople who decide to become professional actors will probably have acting lessons, but there e several other things they can do to improve their own acting. For example, they could watch eir favourite actors on television or in films and think about their techniques. But the best ing they can do is to make a video of themselves acting. They will find that this helps them to e what they are doing wrong.

Read the article again and match the paragraph headings 1–5 below with the five paragraphs A–E in the article.
 1 Becoming someone else 2 Practical advice 3 No live audience 4 Patience is important 5 Don't hide from the camera
Which words from the article match these definitions? The paragraph letters are in brackets.
a entertain people by singing a song or acting in a play for them [A] b large numbers of people in one place [A] c people who have particular technical skills [A] d group of people who watch a play, listen to a concert, etc. [B] e the looks on a person's face which show what they are thinking or feeling [B]
f scenes recorded by a film camera [C]
Vocabulary
Correct the verbs in these sentences. Tick (\checkmark) the correct sentences.
 a My family are all very good at sport. b The students in my class at school works hard. c More and more people is making their own video films. d The audience were very quiet during the concert. e My football team has a match every week. f In my opinion, children watches too much television. g Our government does everything it can to look after the people. h The ship's crew are always there to answer passengers' questions.
A swer questions a – e with words from this list. You do not need to use all the words. One of the questions has two answers.
actors children criminals customers patients pupils students
 a Who are arrested by police? b Who do shop assistants serve? c Who are taught by teachers? d Who are brought up by parents? e Who do doctors treat?

Grammar Talking about processes Grammar file page 83

- 1 bok at this illustration of a film studio.
 - **a** Match sentences **1–7** with actions **A–G** in the illustration.
 - 1 The director is reading the script with two actors.
 - 2 Other actors are learning their words.
 - **3** A technician is positioning lights.
 - 4 Two men are building the set.
 - **5** Cameramen are putting their cameras into position.
 - **6** The scriptwriter is rewriting the script.
 - **7** Decorators are painting one of the walls.
 - **b** Now rewrite sentences **2–7** using passive verbs.

1	The script is being read by the director with two actors.
2	
3	

Writing Describing a scene in detail



The illustrations show three scenes from a storyboard for a short film. Match these descriptions with two of the scenes.

Α

The family is in the same position on the beach. The father has dropped his book and is sleeping; the mother is awake and reading her magazine. The two young children are building another sandcastle on the beach. We can see the older boy on his sail-board about 100 metres from the beach. It is very windy and we can see the sea is rough because the sail-board is at an angle and the boy is only just holding on...

B A family of five are sitting on a sandy beach. The father is reading a book and the mother has a magazine. There are three children, a boy of about eight and a girl of about six. They are playing a game with a beachball. There is an older boy who is about 16. He is sitting on the beach looking around but he is not doing anything. He looks bored. Next to him on the beach is a large sail-board.







2 Write a description of the third scene.

Es cribe what you can see in detail, using a similar style to descriptions And B above. Write 150-200 words.

expressions of worry surface of the water lifeboat helicopter overhead rescue

•••••
· • • • • • •
•••••
·····•
•••••
•••••
······
·•••••
·····
•••••
·····
•••••
······
•••••
·····
•••••
•••••

Progress Test 2



MODULE 2: The media

Reading



1 Choose the correct word in each line of this article about video-conferencing. Write the word you have chosen in the space at the end of the line.

What is video-conferencing?

Video-conferencing is a method of to working which lets two or more	1of
people <i>in on</i> different places see and hear each other at the same time.	2
As well as allowing people <i>to / of</i> talk and listen to each other, it is also	3
possible to share documents on the / their computers, such as Internet	4
pages and software. Video-conferencing technology <i>has / have</i> been	5
used in business situations <i>for since</i> several years, but it is also used	6
by / in different ways in schools, colleges and universities.	7
Video-conferencing can be <i>used / using</i> as a teaching method by	8
teachers or can be used for / to let guest speakers or experts in other	9
cities or countries talk <i>at / to</i> pupils and students. And because the	10
technology allows two-way communication, pupils and / of students	11
can ask and answer questions, and can discuss things to / with each	12
other. Video-conferencing also allows groups of schools at / in different	13
parts of a country or in different countries to work <i>in / on</i> projects	14
together. This is <i>more much</i> cheaper and easier than organising real visits.	15
A video-conferencing system needs any / some basic equipment: a	16
screen <i>and or</i> monitor, a camera, a microphone and a speaker.	17
Communication can take / taking place using an Internet connection.	18

Complete these sentences with words from the article.

	mplete these sentences with words from the article.
	Video-conferencing allows people in different to talk to each other. (1 word) As well as talking and listening to each other, people can on their computers. (2 words)
С	For a number of years, video-conferencing has been used in
d	Video-conferencing lets teachers, or experts talk to students and
e	pupils in schools. (2 words) Video-conferencing is a process which means students can ask their
	teachers questions. (2 words) Video-conferencing is not asor difficult as organising a real visit. (1 word)

bulary

	0.0					
(1	Complete these sentences by adding who or which. Add commas if necessary.					
	Video-conferencingcan be used in business or education uses modern technology.					
	b	Video-conferencing lets peopleare in different places talk to each other.				
	С	Schools have the right equipment can communicate with each other.				
	d	Speakerscannot travel to a school can talk to pupils using video-conferencing technology.				
	е	Video-conferencingneeds only basic equipment allows people to communicate cheaply and easily.				
(2	Re	write these sentences using passive verbs.				
	а	Companies are selling thousands of computers every day on the Internet.				
	b	People are not buying as many computers from shops.				
	С	People are downloading more and more programmes from the Internet.				
	d	People are not paying for some of these downloads.				
	е	Some people are downloading music from the Internet.				
(3	Cŀ	noose the correct word in these sentences.				
	а	When the phone rang, I thought it was my sister but it was nobody / somebody else.				
	b c	There are sixty seconds in <i>an hour / a minute</i> . It was a long flight, but the <i>audience / crew</i> looked after us very well.				
	d	To find out what is happening in your area, listen to your local <i>radio / space</i> station.				
	е	You can see the surface of the moon very clearly through a telescope / teletext.				
	f	At the cinema yesterday afternoon, most of the audience / staff were children.				
4		rite sentences about these things using the correct words in the box. There is one extra				
		get behind get down to get on get over get through get up				
	а	We shouldwork straight away. We've got a lot to do.				
	b	I hope Ithis headache before my holiday next week.				
	С	I went to bed very late last night - that's why I didn't at the usual time this morning.				
	d	Theyreally well with most of their colleagues.				
	е	I tried to phone several times yesterday, but I couldn't				

Writing

Describe something that belongs to someone in your family. Choose an item of clothing or jewellery, for example a hat, a pair of shoes or a ring. Write 150-200 words.

	je • •	wellery, for example a hat, a pair of shoes Say who it belongs to. Describe when the person wears it. Describe what it looks like. Include its size			
	1.	Look at the outcomes on page 37 of the	Stude	ents' Book.	
	1.	How did you find: listening to interviews? discussing TV watching habits? talking about processes? reading about the history of radio and television? comparing modern inventions? giving advice? expressing opinions? writing a brief history and a schedule?	easy?	difficult? useful? not useful? interesting? not interesting?	
	2.	Was the reading in this module easy? difficult? uinteresting? not interesting? What was your favourite passage in this module?	5.	Was the vocabulary in this module easy? difficult? Are there any words or sounds that you have difficulty with?	
	3.	Was the listening in this module easy? difficult? the interesting? not interesting? What was your favourite passage in this module?	6.	Write your result from your Progress Test What did you do well in?	
	4.	Was the writing in this module easy? difficult? What did you do to plan your writing? How can you improve?	7.	What do you need to revise?	

Communicating



MODULE 3: Communication

Reading

- Look at the map and photograph of a mountainous area in northern India. How do you think letters get to people living in places like this?
- Read the article below to find out if your ideas were correct.

Letters to the mountains

Not everyone in the world has a computer. This means that many people cannot use the Internet or send emails and have to write and post letters in the traditional way. But the postal authorities in Himachal Pradesh, a state in the north of India, have introduced a new service for their customers which is a combination of traditional mail and email. People write their letters, then take them to their local post office. There, they are copied then sent by email to post offices in other parts of the country. Here, the emails are printed out and taken by the postman to their correct addresses.

Some of these letters, however, which are addressed to very remote places, like the Himalayas, have to be taken by hand to their destinations. They are carried by 'mail runners' who travel long distances on foot, often through mountains or other very difficult areas. These postmen, who wear special uniforms and carry a mailbag and a bell, were introduced by the Indian post

office over 150 years ago. There are now over 1600 'mail runners' in the state

of Himachal Pradesh.

People in remote villages get very excited when they hear the postman's bell because they know that letters are coming for them. But the runners bring more than letters. They also bring news from other villages and from the outside world. Often runners also have to read letters to people because many of the villagers in these areas cannot read.





3 Read the article again and answer these questions.							
а	a In which part of India is Himachal Pradesh?						
b	How are people's traditional letters sent by email?						
С	Who takes the printed emails to the very remote areas?						
d	How many of these people are there in Himachal Pradesh?						
V	The mail runners wear special uniforms but they carry a mailbag and a bell. Which of these things do people normally carry and which do they normally wear? Write two lists.						
	a baby glasses a hat jeans a mobile phone a personal stereo shoes a shopping bag a suitcase						
	People normally wear:a hat						
_	People normally carry:a suitease						
	Complete sentences a–e with words from these lists.						
	clothing glass grain piece slice						
а	Some people like ice and a of lemon in their water.						
b	I'm reading a book about using computers more efficiently. It contains some very usefuls of advice.						
С							
d	8						
е	Everyone was very hungry - there were only a fews of rice left in the dish.						



Grammar Articles: a / an / the Grammar file pages 84-85

	hich of the names in these sentences are used with the ? In each space write the or X (no ticle).
	•
a	X Crete is an island in the Mediterranean Sea.
b	
C	South America.
	Toubkal is the highest mountain inNorth Africa. It's in Atlas
	Mountains.

- Choose the correct articles in these conversations.
 - **a** A What does your father do?
 - **B** He's a / an accountant.
 - **A** Does he work in a / an office?
 - **B** Yes, it's in *a* / the city centre.
 - **b** A Do you prefer letters or emails?
 - **B** It depends. I wrote a / an email to one of my friends this morning, but at a / the weekend I wrote a / an letter to a / the relative who lives abroad.
 - **A** I only write emails these days. I can't remember *a* / *the* last letter I wrote.
 - **c** A Have you got a / the pen I could borrow, please? I want to leave a / the note for my parents.
 - **B** Yes. Here you are. Do you need a / an sheet of paper and a / an envelope?
 - A No, thanks.
- 3 Complete these sentences with the correct article, a or the.

he histo	ry of the postal service
Originally	British postal services only carried letters to and from (1) King.
• 1626	(2) new postal service began. (3) service was between Plymouth and (4) capital, London.
• 1635	King Charles I said that everyone in Britain could use (5)
• 1680	London introduced (7) new cheap price for all letters. (8) price was one penny.
1840	(9) first stamp was used.
• 1974	Postcodes were introduced all over Britain. (10) letters of (11) normal postcode are related to (12) name of (13) town or city.

Writing Formal and informal letters



Read these two short letters, then answer the questions.

- a Which is written in formal English and which is written in informal English?
- **b** What is the purpose of each letter?

Α

Hi Omar,

Just a short note to say thanks for letting me look round your shop the other day. It was really interesting to see how a small business works. It'll be very useful when I have to write my next assignment about the advantages and disadvantages of running a business. Thanks for answering all my questions.

Your colleagues were also very helpful, so thanks to them, too. Hope to see you again soon.

Best wishes,

Salah

В

Dear Mr Waleed,

I am writing to thank you for allowing me to visit your office last Thursday. I found the experience very interesting.

In particular, I'd like to thank you for sparing the time to answer all my questions about the way your company operates. The information you gave me will be very helpful to me as a Business Studies student at university.

I would be grateful if you could also pass on my thanks to your colleagues for showing me round the office and explaining their work to me.

Yours sincerely,

Ali Haddad

2	Look at the two letters again and answer these q	uestions.					
		A or B					
	a Which letter has short verbs or contractions?						
	b Which uses everyday words for things?						
	c Which misses out words?						
	d Which sounds more friendly?						
_	e Which sounds more polite?						
3	Rewrite the formal letter using informal English.						
4	Write a formal "thank you" letter using 100-125 words. The following template can help you organise your ideas:						
	To:						
	Why you are writing the letter						
	What you are thankful for						
	blw t his is helpful or useful to you						
	Closure						
	Signature						

Writing

UNIT 8

MODULE 3: Communication

Reading



- **a** When were the first biros produced?
- b How much did the first American ballpoint pens cost?
- c In which country were Bic pens first produced?





Ballpoint pens: a short history

.....

In the early 1940s, a Hungarian journalist called Laszlo Biro visited a newspaper office. He watched the production process and was amazed by how quickly the printing ink dried on the paper. It was then that Biro decided to design a pen which used quick-drying ink instead of the normal ink which traditional pens used and which took a long time to dry.

In 1943, Laszlo and his brother, who was a chemist, produced the first 'biros'. The pens became an instant success - mainly because the ink dried quickly and they were stronger than normal ink pens, but also because they worked in planes at high altitude.

Two years later, an American company produced similar pens, but because of the technology involved, these first ballpoint pens were very expensive at \$10 each.

In 1949, the first cheap ballpoint pens were produced in France by Marcel Bich. These 'Bic' pens eventually sold on the American market for only 10 cents each. The Bic company has been successfully making ballpoint pens ever since then.

The most important part of a ballpoint pen is the ball. As it moves across a piece of paper, the ball revolves in its socket and transfers quick-drying ink on to the paper.

This mechanism is very important. If the ball is too tight in the socket, the ball will not move. If it is too loose, the ink will dry up. Ballpoint pens can write in many different situations but they cannot write upside down because the ink needs gravity to act on the ball.

	2	Read the article again and decide whether these statements are True or False. Correct the
1		Els e ones.

а	1 25710	Biro	was a	iourna	list	•••••
_	Laszi	, ,,,,	was a	10 ai i i a		••••••

.....

- **b** Biro wanted to design a cheap pen that could be used in planes.
- c 'Normal' pens were stronger than biros.
- d The first American ballpoint pens were very cheap.
- Americans could buy Bic pens for one tenth of the cost of the first American ballpoint pens.

£	The D:	I I	41	
	The Bic company no	ionger broduces	tnese chead bens	

- g In a ballpoint pen ink is transferred on to the paper by the ball.
- h Ballpoint pens can write in every situation and position.

altitude (2) immediate a amazed (1) unable to move eventually (4) 3 method / system instant (2) 4 in the end 5 go round loose (5) process (1)

6 hole where ball revolves 7 height above the ground revolve (5)

8 moving too freely socket (5)

move from one place to another tight (5)

transfer (5) **10** very surprised

ocabulary

1 Answer questions **a-e** with words from this list. You do not need to use all the words.

brush character clay ink paper pencil reed scratch

- What is the name for a letter in Chinese writing? a
- What did the Mesopotamians write on instead of paper? blocks of
- What did they use instead of a pen or pencil? a
- What can artists use to draw with? a
- Choose the correct words in these sentences.
 - **3** When he became an amateur / a professional footballer, he gave up his job at the bank.
 - It's practical / impractical for me to go to work on foot. It would take three hours.
 - The questions in the maths exam were so complicated / simple that I couldn't even understand them.
 - **d** Gold and silver are precious / worthless metals.
 - e Air travel is an ancient / a modern form of transport.

Present perfect simple and continuous Grammar file page 85

- Complete these sentences with for or since.
 - a We've lived in this flat2002.
 - b I've been reading this novelnearly three weeks.
 - My father has worked for the same companynearly twenty years.

 - He's been able to swimhe was three years old.
 - The children have been playing on the beach half an hour.
- 🙎 Choose the best verb, present perfect simple or present perfect continuous in conversations a-d. Sometimes both answers are possible.
 - **a** A Have you had / Have you been having a busy morning?
 - **B** Not really, I've talked / I've been talking to my friends on the phone.
 - A Have you done / Have you been doing your homework yet?
 - B No, I've sent / I've been sending a few emails, and I've tidied / been tidying my room.
 - **b** A What's wrong with your hand?
 - **B** I've cut / I've been cutting my finger. The knife slipped while I was peeling an apple.
 - A I've told / I've been telling you before to be more careful with knives.
 - **A** What have you done / have you been doing at school all afternoon?
 - **B** We've had / We've been having exams in English and history.
 - A How well do you think you've done / you've been doing?
 - **B** I should do quite well. I've revised / I've been revising all week.
 - **d A** Why is your brother looking so happy?
 - B He's just heard / He's just been hearing that he's passed / he's been passing his driving test.
 - A Was it the first time?
 - **B** No, he's taken / he's been taking it three times already.



Writing Interview questions

future? _____

(1

Read interview questions Q1-Q7, then find the appropriate answer for each question in the list & below .

Questions

Q	Can I start by asking you when you started playing
	football?
Q	When did you play your first serious match?
Q	Do you remember the score?
Q	Could you tell me about the first game you played as a
	professional?
ର	Can you remember how you felt?
Q6	What do you like most about being a footballer?
Q	And finally, can I ask you about your plans for the

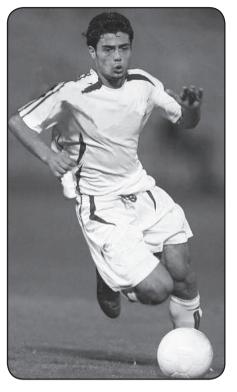
Answers

- A Yes, excited and at the same time terrified.
- B Yes, it was a friendly match against a nearby town. I think we won by one goal to nil.
- C I love the game itself and it's a good way to keep fit.
- D Well, I hope to go on playing for as long as possible. After that I'd like to be a sports journalist or maybe a football manager.
- E When I was about eight. I was still at primary school, but I took it very seriously.
- F I can't remember exactly, but my father says he remembers me trying to kick a ball when I was two years old.
- G Yes, we lost 3-2, but I scored the first goal.

1	0					
	4	Read	the	interview	questions	again.

- a How many different question beginnings does the interviewer use?
- b How does the interviewer begin his first and last questions?
- **c** What does the interviewer ask about in:

•	Q	-5?
•	Q	?
	Q	?



8

- Imagine that you have the chance to interview someone you admire. It could be someone well-known or someone who is not famous at all.
 - · Write six questions you could ask this person.
 - · Think about different ways of asking the questions.
 - · Ask about different times in the person's life.

	1		?
	2		?
	3		?
	4		2
	5		>
	6		÷
	0		ŗ
1	No	ow write a report of the interview.	
	•	Were your questions good ones?	
	•	Did the interviewee answer them in the way you'd hoped?	
	•	Describe what the person was like, and how you felt during the interview.	
	•••••		••
			· · ·
	•••••		••
	•••••		·••
	•••••		••
	•••••		••
	•••••		••
	•••••		•••
	•••••		••
	•••••		••
			· • •
	•••••		••
			· • •
			•

On the phone



MODULE 3: Communication

Reading

(1 F

Read this article about mobile phones. Think about what people do with their old mobile phones when they buy a new one.

Someone may want your old mobile.

Have you ever wondered what happens to old mobile phones when people buy new ones? Many people give their old phones to friends or to a younger brother or sister. Sometimes people can get a discount on a new phone if they return the old one to the shop. But a few people simply throw their old phones away because they don't work very well. In fact, many of these phones are not broken and could be repaired, cleaned and recycled.

So why is it a good idea to recycle phones rather than throwing them away? There are two main reasons. First of all, it can damage the environment if people simply throw their phones away. They may end up in landfill sites where they can be dangerous, especially if they still have disposable

batteries in them.

Secondly, there is a big demand for second-hand mobile phones in some parts of the world. In some Eastern European countries, for example, a third of all phone users have recycled mobiles. Most of the people who buy a second-hand mobile are young people who have never had a mobile phone before. This is also good for the phone companies because one day people with second-hand mobiles will exchange their old models with new ones. So, if you're thinking of getting your first mobile, look around for a good recycled phone, and if you decide to upgrade your mobile for a newer model, make sure that your old phone is recycled. Give it to a friend, send it back to the phone company or sell it. Don't just throw it away!









	2	Answer th	ne qu	uestions,	then	read	the	article	again	to	check	your	answe	rs.
--	---	-----------	-------	-----------	------	------	-----	---------	-------	----	-------	------	-------	-----

a	What do people do with their old mobile phones when they buy new ones?
	1
	2
	3
b	Why is it a good idea to recycle old mobile phones? (Two reasons.)
	1
	2

3 Read the article again and match the sentence beginnings a–e with the correct endings It is possible to pay less for a new phone ... a Many of the mobile phones that are thrown away ... There are two important reasons why ... If we throw too many old phones away, ... Many people who start with a second-hand mobile phone willcould be repaired and re-used. ...buy a new one in the future. ...if you send your old phone back. ...it can damage the environment. ...mobile phones should be recycled. Vocabulary \bigcirc Complete the phone conversations \mathbf{a} - \mathbf{e} with these phrases. That's right It's getting better We haven't got any choice I couldn't do without it it wasn't my fault A Do you like your new computer? **B** Yes, I do.now. A Were you here when the window was broken? A How's your headache? B, thanks. **d** A You're from Syria, aren't you? B A Shall we catch the 11 o'clock flight? **B** – there isn't another one until tomorrow. Complete sentences a-f with one of these words or phrases. break up fax message security number ring tone weak signal I can't hear what you're saying - I'm getting a very **b** To stop other people making calls on your phone, you should use a

If someone doesn't answer their mobile phone, you can leave them aor

Can you say that again? You're starting to

send them a

Grammar file page 86

Choose the correct question tags to end these sentences.

She lives next door, does she / doesn't she?

- **a** He phoned last night, didn't he / doesn't he?
- **b** They promised to visit, *did they / didn't they*?
- C You're buying a new mobile, aren't you / isn't you?
- **d** You'll give your old one away, will you / won't you?
- e He can't borrow your phone, can he / can't he?
- f You do take sugar in tea, do you / don't you?
- Add the correct question tags to A's statements in these conversations and the correct endings to B's replies.

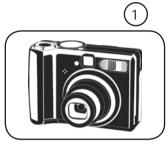
а	A You've just bought a new mobile,?
	B Yes,
b	A You haven't changed your number,?
	B No,
С	A Your phone's black and silver,?
	B Yes,
d	A You don't always use a security number,?
	B No,
e	A You're using your mobile more than you used to,?
	B Yes,
f	A You phoned me yesterday,?
	B Yes,
g	A You can't get a very good signal here,?
	B No,
h	A You won't forget to phone me,?
	B No,

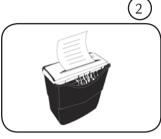


Writing Instructions

(1

Read these sets of instructions A, B and C, and match them with the correct pictures 1, 2 and 3.







A Picture

- · Press the power switch to ON.
- · Place the end of the paper above the mouth of the machine.
- · Don't put in more than 5 sheets of paper at once.
- · Press the button.
- · Keep your fingers and clothes away from the mouth of the machine.

B Picture

- · Turn on the device and wait until the green light shows.
- · Open the cartridge compartment by pressing the button on the top right.
- · Don't touch the cartridges until they stop moving.
- · Push down on the cartridge you need to replace, then remove it.
- · Finally put the new cartridge in your device and close the compartment.

C Picture

- · Remove the lens cap and turn the switch to REC.
- · Hold it in your right hand.
- · Put your thumb on the zoom control and your forefinger on the red button.
- · Point the lens at the person or object you want to photograph.
- · Hold your hand steady, then press the red button.
- Read the sets of instructions again.

а	Write a list of all the instruction words, including the negative instructions. Example: A Press / Place / Don't put in / Keep
b	Make a list of any special vocabulary used in the instructions. Example: A power switch / mouth / sheets of paper / button

3 Write instructions for something you use regularly. Write about 125-150 words. Use instruction words and negative instructions. Use a dictionary to check any special vocabulary you want to use. Make sure each instruction is clear and simple.

Progress Test 3



MODULE 3: Communication

Reading

1 Most

Most of the lines in this article contain an unnecessary word. Underline any unnecessary words and write them in the spaces at the ends of the lines. Tick (\checkmark) any correct lines.

Talking to your computer

Last year, Hani had a serious car accident, in which he is nearly died. But although he survived, he lost the use of his hands in the accident. As a computer programmer, Hani used to spend all day at the work using a computer keyboard. But how has he has managed since his accident? Amazingly, although he is injured, Hani continues to work as a computer programmer. Using with new speech recognition software, Hani is now talks to his computer, and no longer uses a traditional keyboard. But you don't have to be injured like as Hani to use speech recognition technology. Talking to a computer is more quicker than using a keyboard, and everybody would to find speaking a more natural way of communicating than writing.

The first speech recognition programmes could not change speech into written language but they could obey spoken commands, like 'Close' or 'Save document'. The most modern programmes can recognise continuous speech, but users must to read a few test texts to train the programme to understand the sound of their voice. This type of speech recognition programme, which it has a very large vocabulary, would only understand the person who had been 'trained' it. There are simpler programmes which are being able to understand anybody person who uses them, but these have only a very small vocabulary. Systems like these are used in telephone information services, where users are given up a small choice of words to say.

_	
1	is
2	✓
3	••••••
4	••••••
5	••••••
6	
7	
8	••••••
9	
10	
11	••••••
	
13	•••••••••••••••••••••••••••••••••••••••
14 15	••••••••••••••••••••••••••••••••••••••
16	
17	
18	
19	
20	••••••
21	••••••
~~	
	•••••••

	2	Read	the	article	again	and	complete	these	statements.
--	---	------	-----	---------	-------	-----	----------	-------	-------------

а	Hani was injured in
b	Hani worked as a
С	Hani does not use the computer keyboard now; he
d	To communicate with a computer using your voice, you need
e	The first programmes could only
	bulgers have to train the speech recognition programme to

Grammar and Vocabulary

C 1	Ac	dd question tags to these sentences.
-	а	Hani was injured in a serious car accident,?
	b	After the accident he couldn't use his hands,?
	С	He is still a computer programmer,?
	d	He uses a speech recognition programme,?
	е	Early speech recognition software didn't translate speech,?
	f	Speech recognition programmes have to be trained by one user,?
90	C	emplete these conversations by adding a secretary life up don't need an article surity (X)
C		emplete these conversations by adding a , an or the. If you don't need an article, write (X) the space.
		·
	а	A Have you gota pen I can borrow? I want to write letter.
		B Where's pen I lent you yesterday? A I thought I'd given it back to you.
		B Well, you didn't, and that was only pen I had.
	b	A Have you ever been to Europe?
		B Yes, I went onshort holiday to 🛭 last year.
		A What did you think of London?
		B I liked it. It's definitely one of most interesting cities I've been to.
	C	A Have you got English dictionary? I want to check meaning of word.
		B What isword?
		A 'Tram' - I think it'skind ofbus.
		B This is what dictionary says: ' electric vehicle which transports people
		aroundcities.'
13	Co	omplete these conversations, using the present perfect simple or present perfect
8		ntinuous form of the verbs in brackets.
	а	A What (1)(you do) since we last met?
		B All kinds of things. I (2)(finish) my university course and (3)(start) a
		new job. I (4) (be) very busy.
	b	A I (1) (not see) you much recently.
		B I know. That's because I (2)(spend) so much time at work.
	C	A (1)(you finish) reading that book I lent you?
		B Nearly. I (2)(read) a few pages every day, but I don't read very quickly.
	d	A I'm sorry I (1)(keep) you waiting. I (2)(have) a very busy morning.
		B Don't worry. I (3) (find) lots of things to do. I (4) (read) the newspaper
		for the last half hour.
4	Ur	nderline the incorrect words in these sentences and suggest alternatives.
	а	I'm so hungry I could eat a whole grain of chocolate.
	b	Adel kicked a ball through our window and broke three slices.
	С	There's no ink left in my pencil.
	d	Don't forget to write a stamp on the envelope.
4 56		Don't lorget to write a stamp on the envelope.
20		



Write an informal email of 125–150 words inviting your cousin who lives in another country to come and stay at your house during the next long school holiday.

gest some things you could do while yo	ur cou	sin is with you.
How did you find: talking about ways of communication? discussing ways of writing? doing an interview? giving opinions? checking information? writing letters and instructions? Was the reading in this module easy?	f the St easy? 5.	was the vocabulary in this module easy? difficulty with?
	Look at the outcomes on page 61 o How did you find: talking about ways of communication? discussing ways of writing? doing an interview? giving opinions? checking information? writing letters and instructions? Was the reading in this module easy? difficult? interesting? not interesting? What was your favourite passage in this module? Was the listening in this module easy? difficult? interesting? not interesting? what was your favourite passage in this module? Was the listening in this module easy? difficult? interesting? what was your favourite passage in this module? difficult? interesting? what was your favourite passage in this module? difficult? interesting? what was your favourite passage in this module? difficult? interesting? difficult? interesting? difficult? interesting? difficult? interesting? inthis module	talking about ways of communication? discussing ways of writing? doing an interview? giving opinions? checking information? writing letters and instructions? Was the reading in this module easy?

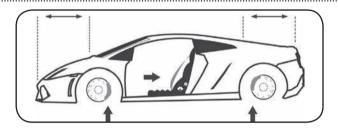
Accidents



MODULE 4: Being prepared

Reading

- 1 Read this article about car safety and answer these questions.
 - a What can happen in an accident if a car driver is not wearing a seat belt?
 - **b** Which parts of a car are made deliberately weak?
 - Why can't car makers prevent all accidents?



The cars are safe but what about the drivers?

Road accidents kill and injure thousands of people every year, so car makers are always trying to think of new ways of improving safety for drivers and passengers. These are some improvements that have been introduced in recent years.

Seat belts

Cars have had seat belts for many years, first in the front seats, then later in the back seats. Without seat belts a driver or front-seat passenger can be thrown through the windscreen in a head-on collision. Car makers say that seat belts cut the risk of death and injury by up to 50%.

Anti-lock braking system (ABS)

Anti-lock brakes help drivers to avoid accidents, by making cars stop more quickly than cars with ordinary brakes. Ordinary brakes can lock if the driver presses his foot too hard or too suddenly. The ABS system prevents the wheels from locking and this means cars do not skid.

Stronger and weaker areas

To protect the people in cars, manufacturers have strengthened the area where they sit. If the car is in an accident, the people in this area will not be crushed. But the front and back parts of cars have been weakened, so that if a car is in a crash, these 'crumple zones' will take the force of the impact, not the people inside.

There is no doubt that in the future, makers will continue to make their cars safer, but they cannot make drivers more careful. Only when everyone drives more carefully will road accidents become a thing of the past.

- Read the article again and choose the correct words or phrases in these statements.
 - **a** The first seat belts were in the *back / front* of cars.
 - **b** If passengers wear seat belts they cut the risk of death and injury by a half / a quarter.
 - **c** Cars with the anti-lock braking system stop more *quickly / slowly* than cars with ordinary brakes.
 - **d** The areas where people sit in cars have been *strengthened* / *weakened*.
 - e The crumple zones prevent damage to cars / injury to passengers.
 - f In the future, car makers will introduce improvements to make cars / drivers safer.
- Two verbs in the article end in the letters e n: strengthen (to make strong) and weaken (to make weak). Complete these sentences with one of the verbs in this list ending in -en.

brighten lengthen sharpen shorten widen

- a My new jeans are too long. Could youthem for me, please?
- b I mustthis knife. I can't cut anything with it.
- **d** The exam was much too short this year, so they're going toit to two hours next year.
- e It's very dull today. I hope the sun will come out and everything up.

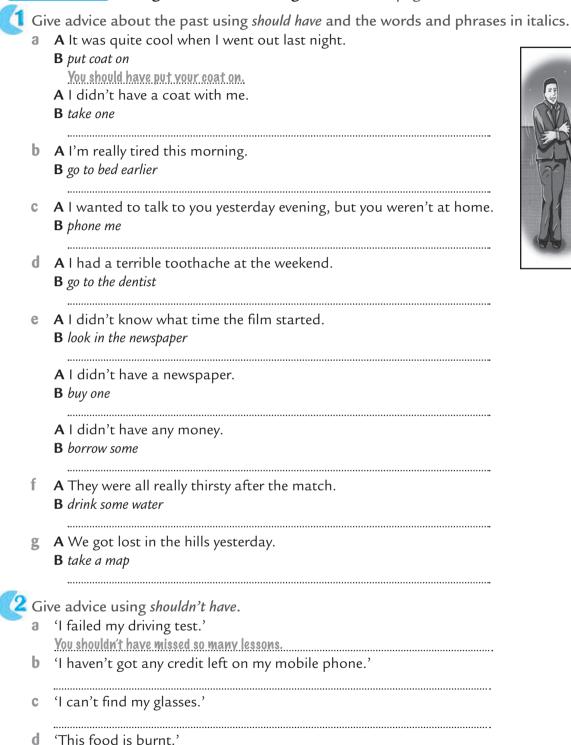
ocabulary

Add the correct endings to the unfinished words in sentences a-e. Use endings from these lists.

Nouns -ment -ist -hood Adjectives -al -y -ous -ful

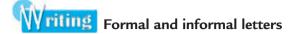
- 3 Slow down! It's dangerto drive too fast in a residential neighbourlike this.
- **b** Pedestrians should be carewhen they cross the road. Some motors drive too fast.
- c In the rainseason, roads flood and houses are damaged.
- **d** Environment organisations are trying to persuade people to use public transport.
- e In many countries the govern builds and repairs roads and motorways.
- 2 Complete these sentences using the correct plural form of the nouns in brackets.
 - 3 Some (person) do not eat with (knife) and (fork); they use (chopstick).
 - **b** Some(family) keep(cat) to catch(mouse).
 - c If you have a problem with your (tooth), you should see a dentist.
 - d It is traditional in many(country) for the(man) to work while the(child).
 - e It's not a very big farm. They have twenty(cow) and thirty(sheep).

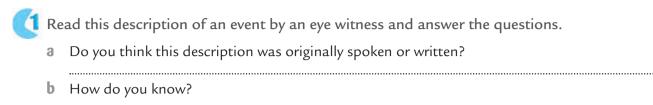
Giving advice and criticising Grammar file page 86



'My brother's really tired this morning.'









Rewrite this description in more formal English. Include more precise details.

Example We had come out of school fifteen minutes earlier.

We'd just come out of school — the roads were busy as usual. I was with my friends — we were chatting in loud voices about what we were going to do at the weekend — when we heard this loud noise. Of course we all stopped talking and looked round — and we saw a great big lorry with flames coming out of the driver's cab. We could see that there was no one inside, but there were lots of people running away from where the lorry was. I quickly phoned the police on my mobile phone. After about five minutes the whole lorry was burning — the flames were shooting into the sky. It was quite scary.

A couple of minutes later, two fire engines arrived and then a police car. The police kept the people back while the fire fighters put the fire out. After a bit, everything was back to normal.

Write your own description of an accident you saw happen in your town recently. Include this information.

- · Say where you were and who you were with when the event took place.
- · Say what time it happened.
- · Say how you felt.
- · Describe the sequence of events in detail.
- Use some of these phrases in your description.
 A far as I / we could see, ...
 A ter about (five) minutes, ...
 Two minutes later, ...
 There were lots of people ... -ing

We were / I wasing when happened.

The planet in danger



MODULE 4: Being prepared

Reading

(1

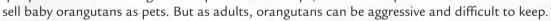
 $oxed{1}$ Read the article then answer the questions.

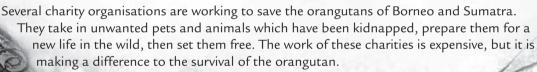
A fight for survival

Orangutans once lived all over south-east Asia, but now are only found in the wild on the islands of Borneo and Sumatra. Ten years ago there were approximately forty thousand orangutans in the wild. There are now less than twenty thousand, and this number is decreasing every year.

The natural habitat of orangutans is the forest, but the forests themselves are in danger. Every year thousands of acres of trees are cut down for wood and to give farmers new land to grow their crops. Also, serious forest fires destroyed large areas of forest in the 1990s. Orangutans depend on the forest for shelter and food and need large areas to find insects and fruit to eat.

For poor people living in these areas, orangutans can bring in money, but can also be a threat. Because of the reduction in the size of the forests where they live, orangutans now eat some of the crops that the farmers grow. So it is common for people to kill adult orangutans to protect their crops, and to kidnap and

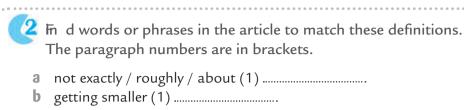








а	Where did orangutans use to live?
b	What kind of places are Borneo and Sumatra?
С	How long has it taken for the population of wild orangutans to decrease by half?
d	Why do people cut down the forests?
е	In what other way have forests been destroyed?
f	Why do people kill adult orangutans?
g	What do they do with baby orangutans?
h	Why aren't adult orangutans easy to keep as pets?
i	What do the charity organisations do with the baby orangutans before they set them free?



c place where animals live (2)

d plants that farmers grow for food (2)

e protection from the weather and enemies (2)

f danger (3)

g violent / destructive (3)

h continued existence (4)

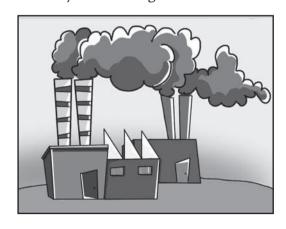
Vocabulary

Complete the sentences below with words formed from the words in capitals.

A swer questions a-f with words from this list.

climate exhaust fumes factory smoke vehicles waste

- a What usually comes out of chimneys?
- **b** What is put in a landfill site?
- c What comes out of the back of cars, buses, taxis, etc?
- d Which word means cars, buses, taxis, lorries, etc?
- e Where are cars and other things made?
- f Which word means the weather system of a region?



Talking about thoughts and feelings Grammar file page 87



1 Choose the correct verb forms in these conversations.

Hassan *I believe / I'm believing* we should protect orangutans.

Salah I agree / I'm agreeing.

Hala What do you think / are you thinking about?

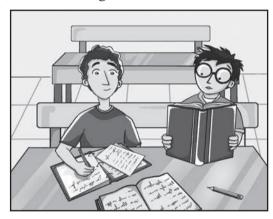
Laila I wonder / I'm wondering where to go for my holiday.

I think / I'm thinking you should go to Dubai. Hala

Wafa Why do you look / are you looking at the telephone?

Samar *I expect / I'm expecting* a call from my brother.

Wafa Where is he at the moment? Samar I don't know / I'm not knowing.



Bashaar *I* don't think / *I'm* not thinking I'll do very well in my science exam.

Ali What's the problem?

Bashaar *I* don't understand / *I'm* not understanding physics.

Ali I expect / I'm expecting you'll do okay.

Hassan What's your favourite type of film?

Waleed I like / I'm liking comedies. And you?

Hassan *I don't dislike / I'm not disliking* comedies, but *I prefer / I'm preferring* action films.

Complete this short article with the correct form of the verbs in brackets.

Salah runs an orangutan protection centre in Indonesia. He (1)(believe) that the
world must do something now to save the orangutan. 'In 20 years it will be too late,' he (2)
(say) 'We must save some large areas of forest now. I (3)(not think) we'll
be able to do it if we wait more than five years.' Currently, Salah (4)(spend)
much of his time trying to persuade people to give money to support the work of his centre.
He (5)(know) people have a lot of other things to spend money on, but he (6)
(feel) very strongly about orangutans. He (7)(always think) of
new ways of making money to help his animals.

Writing Interview questions

(1

Put the five paragraphs of this letter into the correct order. Write numbers 1–5 in the spaces above each paragraph.

The Editor

Today Magazine

Dear Sir,

We would like to ask your readers to think about how they can help to <u>save</u> the orangutans of Borneo and <u>Sumatra</u>. At the moment <u>there are twenty thousand, but this number is decreasing rapidly</u>. Here are a few suggestions for ways in which people can help.

This letter is to everyone who is worried about <u>animals in</u>
<u>the world which are in danger of</u>
extinction.

Yours faithfully,

Members of the Orangutan Protection Society

c

The simplest thing to do would be to <u>collect money to send</u> to one of the centres which protect these amazing animals and help to <u>keep them in the wild.</u>

But the most important way they could help would be to tell everyone they know about the situation of the orangutans and how their forest habitats are being destroyed.

We are very grateful to you for bringing this problem to the attention of your readers.

Read the paragraphs in the correct order. Match the paragraphs of the letter above to the questions below. Which paragraph:

a	savs who	the	letter is	S	intended	f	or?	***************************************

- b suggests something that would be easy for people to do to help?
- c explains the situation of the orangutans?
- d thanks the editor of *Today Magazine?*
- e suggests the best thing people could do to help?

3 Write your own formal letter asking people for support for a charity you believe deserves **b** e the letter from the Orangutan Protection Society as a model. Replace the underlined parts of the letter with your own ideas.

The power of nature

MODULE 4: Being prepared

Reading

- Read this article about tornadoes, and choose whether these statements are True or False.

 Correct the False ones.
 - a Tornadoes only happen in the SA
 - **b** Tornadoes normally happen in the summer.
 - c It is very difficult to predict when a tornado will happen.



Only five minutes

Tornadoes are violent storms with winds of 400 kph or more, which cause damage to nature and property, and sometimes kill people. They can happen anywhere on Earth but are particularly common in North America and the Caribbean, which has an average of a thousand every year. They are also frequent in parts of Europe, including Britain and the Netherlands, but European tornadoes are not normally as strong as those in the USA.

Tornadoes, which can happen at any time of the year and during the day or the night, can last between ten minutes and several hours, and can travel between 3 km and 100 km depending on their strength.

A tornado, which is a spinning tube of air, usually occurs after a thunderstorm. It starts

when the storm pulls warm, moist air into itself. The warm air moves upwards but at a certain height the moisture turns into cold water or rain. This rain starts to fall producing a mixture of rising warm air and falling cold air. Winds turn this mixture into a spinning tube. If the end of this tube touches the ground, a tornado is born.

Although weather experts can collect information from satellites, radar, weather stations on land and in balloons, it is almost impossible to predict when a tornado is going to occur. Usually people have only a few minutes' warning of a tornado coming towards them. As soon as they hear this warning, the most important thing is to find shelter and wait until the tornado has passed.

- Find adjectives in the article related to these nouns. The paragraph numbers are in brackets.
 - a violence (1) violent
 - **b** frequency (1)
 - c strength (1)
 - **d** warmth (3)
 - e moisture (3)

- - c Tornadoes are a more occurrence after thunderstorms.
 - d Tornadoes are sothat they can seriously damage buildings.
 - eair contains water.
- 4 Read the article again, and match the sentence beginnings a-f with the correct endings 1-6.
 - a Tornadoes can move at ...
 - b On average, 1000 tornadoes ...
 - c Cold air is produced when ...
 - **d** A tornado is born when ...
 - e Even though scientists know a lot about tornadoes, ...
 - f As soon as people know that a tornado is coming, ...
 - 1 ... a spinning tube of air makes contact with the ground.
 - 2 ... the moisture in the air turns to rain.
 - 3 ... occur in the United States and the Caribbean every year.
 - 4 ... over 400 kph.
 - 5 ... they should find somewhere to shelter.
 - 6 ... they still cannot predict accurately when a tornado will happen.

ocabulary

- 1 Complete sentences a-e with these phrases.
 - The river Thames falls / runs through London.
 - **b** The water level rises when the tide *comes in / goes out*.
 - When a lot of rain falls / floods in a short time, rivers can overflow / flood their banks and flood / flw towns and cities.
 - **d** When the tide goes out, the water level *falls / rises*.
 - e The Nile flows / falls into the Mediterranean Sea.
 - 2 Complete these sentences with high or tall.

 - b Ali didn't go to school because he felt ill and had atemperature.
 - c The level of the water in the river is not as as it was last night.
 - **d** My father works in a office building in the city centre.
 - e At the age of seven my little brother was almost asas me.

Crammar Reporting what people say Grammar file page 88-89

Report what people said about living in a tornado a	1	
---	---	--

Re	port what people said about living in a tornado area.
а	The farmer said, 'I saw the tornado pick up a car and throw it into the air. I shouted to my wife and we both ran into the garden. The car hit our house. If we had been in there, we'd be dead.' The farmer said he had seen the tornado pick up a car and throw it into the air. He had shouted to his wife and they had both run into the garden. The car had hit their house. If they had been in there.
b	they'd be dead. The policeman said, 'The tornado was 150 metres wide at the bottom and 700 metres at the top. As it came towards us, we all ran in different directions.'
С	Another resident said, 'I saw the building fall down. I saw parts of houses, clothes and plants in the air. They were going round and round. I couldn't believe my eyes.'
d	A taxi driver said, 'I've seen tornadoes before. I have driven through several bad ones, but I've never seen one like this before.'
е	A six-year-old boy, who was watching from his bedroom window, said, 'My dad thought the tornado was black, but it was actually grey.'
Не	ere are some reports of other weather conditions. What were the people's actual words?
а	An elderly resident of the city said he had just managed to get to his car and leave the city before the floods came.
b	<u>The standard to get to my car and leave the city before the floods came.</u> A boy on his way to school said that the rain had come down so quickly that the water level had reached his knees in less than five minutes.
С	The young couple said they had been sitting in their garden when the snow had started to fall. They had never seen snow in July before.
d	One of the passengers on the train said that when the train stopped he had been sleeping. He said he thought it was the noise of rain on the window that had woken him up.

Look carefully at the poster below and answer these question		q	C	1 Look carefully	at the	poster	below	and	answer	these	questic	ns
--	--	---	---	------------------	--------	--------	-------	-----	--------	-------	---------	----

What is the main purpose of the poster?

b How many of these things does your family do already?

REDUCE, REUSE, RECYCLE

Are you worried about how much rubbish you throw away every week? If you are, here are some useful tips you could try.

REDUCE

- · Buy things which do not have too much packaging.
- · Only buy 'loose' fresh food which has little or no packaging.
- · Give old magazines to other people who haven't read them.

REUSE

- · Give old computers or other equipment to schools or other groups.
- · Buy electrical equipment which uses rechargeable batteries.

RECYCLE

- · Sort your rubbish into different types, for example: glass, metal, paper, plastic.
- · Try to buy things which are made from recycled material.
- · Find out where to take things to be recycled.
- · Over the next year try to reduce the amount of rubbish you throw away.

2	Can you think of ways of making the language of this poster simpler and more direct? Rewrite the poster using 20-25 fewer words.

3 Write your own poster, suggesting ways in which people can use less water. Write 75-100 words. Write in direct and simple English. Think of an interesting headline or title for your poster.

Progress Test 4



MODULE 4: Being prepared

Reading



Most of the lines in this article contain a spelling mistake. Underline any misspelt words and write them in the spaces at the ends of the lines. Tick any correct lines.

Safety at home It is well-known that most housse fires start at night and that it is house 2 / smoke not flames which is the real danger to people. It is for this reason that meny homes now have smoke alarms in two 3 or three importent places. Schools, hospitals, offices and 4 other public buildings have these alarms. Smoke alarms are 5 cheep and easy for people to fit themselves. They should be 6 stuck on to the cielings in places where they can easily be 7 heard all over the building. Good places are at the topp of stairs, 8 9 and in hallways and coridors. It's a good idea not to put them in or near to a kitchen or bathroom, where smoke or steem may 10 make the alarm go off accidentaly, which can be frightening, 11 especially for children and elderly people. 12 When they are fited, you should check the battery every week 13 by pressing the test buton and replace the battery at least once 14 a year. It is also posible to buy alarms with 10-year batteries, 15 but these are more expencive. If the alarm starts to make 16 17 short high 'beeping' sounds, this is a sure sing that the battery is empty and needs replacing. 18 If you are having problems or difficulties with you fire alarms, 19 contact your local fire service for further help and advice. 20

2 Re	ead the article again. Are these statements True (T) or False (F)? Correct the False ones.
а	Fires in houses most commonly happen at night
b	Flames are more dangerous to people than smoke
С	People can fit their own smoke alarms
d	Smoke alarms should be placed on the wall in living areas
е	There should always be a smoke alarm in the kitchen
f	The batteries in smoke alarms should be checked every day and changed every week.
g	Alarms which last for ten years are not as cheap as the others

Grammar and Vocabulary

(1	W	What should the people have done in these situations? Make sentences from the prompts.			
	а	Omar didn't know what to do when his car broke do (try to repair the car / call a breakdown service / walleshould have tried to repair the car.	8	···•	
				••••	
	b	Fadia and Hiba didn't know what to do yesterday ev and watched TV. (go shopping / do homework toge	, ,		
				••••	
(2	Fo	or each of these sentences, write a should have and a	shouldn't have sentence.	••••	
	а	Samer's parents were worried. He hadn't told them			
		Samer should have told his parents he was going to be home la	ate.	· · · -	
	h	Samer shouldn't have been home late.	J: J?		
	b	Firass borrowed his mother's mobile phone but he d	aidh t ask her first.		
	c They arrived half an hour late at the restaurant. It was full. They hadn't reserved				
				··· -	
	d Hiba didn't ring to tell me she couldn't meet me. She'd left her phone at home.				
				•••	
3	Re	eport these people's words using the words in italic	CS.	••••	
	а	'I'm going to be home late.'	Maher / tell / parents		
	b	'I'm sorry I took your phone without asking.'	Firass / say / mother's	••••	
	С	'We're going shopping together.'	Fadia and Hiba / say	••••	
	d	'We're full, but you can wait if you like.'	The restaurant manager / tell / us	•••	
				••••	
4	_	nderline the incorrect verbs in these sentences and v			
	a	I think of studying economics when I go to university	y next year	· • • •	
	b	A Are you enjoying this radio programme?		••••	
	0	B Yes, I'm really liking sports programmes.		•••	
	С	A Rouba looks very worried.B It's because she expects her exam results any day.		••••	
		B It's because she expects her exam results any day.A She needn't worry. She's very clever.		••••	
		B True, but she isn't knowing if she's passed her example.	am vet	••••	
		= 11 11 5, 2 42 511 511 5 111 5 111 6 7 Passed Her ex	/		





Describe an event you saw recently.

· Say when it happened: What day / time did it happen?

Say De exp	y where it happened: At home / at scho y where you were and if you were with a scribe exactly what happened as you sa pressions like <i>a minute later / then / sudde</i> rite about 150-200 words.	inyone .w it. P	ut the events in the correct order, using ti
1.	Look at the outcomes on page 85 of How did you find:	the St	udents' Book.
	discussing ways of keeping safe? criticising? describing a scene? talking about thoughts and feelings? expressing opinions? reporting what people say? writing an open letter?	easy?	difficult? useful? not useful? interesting? not interesting?
2.	Was the reading in this module easy? difficult? what was your favourite passage in this module?	5.	Was the vocabulary in this module easy? difficult? Are there any words or sounds that you have difficulty with?
3.	Was the listening in this module easy? difficult? the interesting? not interesting? What was your favourite passage in this module?	6.	Write your result from your Progress Test What did you do well in?
4.	Was the writing in this module easy? difficult? What did you do to plan your writing? How can you improve?	7.	What do you need to revise?

Self-assessment answer key

Module 1: page 15, exercise 4 a 4 b 6 c 5 d 2 e 3 f 1

Module 2: page 28, exercise 2

- 1 anybody
- 2 anywhere
- 3 everywhere
- 4 somebody
- 5 anybody
- 6 anybody
- **7** nobody
- 8 anywhere

Module 2: page 33, exercise 2

- **a** criminals
- **b** customers
- c pupils / students
- d children
- e patients

Module 3: page 42, exercise 3

- **1** the
- **2** A
- **3** The
- 4 the
- **5** the
- **6** a
- **7** a
- 8 The
- **9** The
- **10** The
- **11** a
- **12** the
- **13** a

Module 3: page 46, exercise 2

- a a professional
- **b** impractical
- **c** complicated
- **d** precious
- e a modern

Module 4: page 64, exercise 2

- **a** approximately
- **b** decreasing
- c (natural) habitat
- **d** crops
- **e** shelter
- **f** threat
- g aggressive
- h survival

Module 4: page 69, exercise 2

- a high
- **b** high
- c high
- **d** tall
- e tall



Assessment tools

Pt a tick () in the right boxY es/No

Module 1: Getting together

Pages 4-5: Reading.

Scoring criteria	Yes	No
I read the text as a whole first.		
I used the photos to help me understand the text.		
I thought about the content and compared it to my own experience.		
I read the text again carefully and found the correct endings to the statements.		
I matched the words with their meanings using context clues.		
I used the new vocabulary in another context.		

- 6 (Yes) excellent, correct, complete
- 5 (Yes) very good, correct, complete, lacks some details
- 4 (Yes) good, correct, partially complete
- 3 (Yes) fair, partially correct, partially complete, needs revision
- 2 (Yes) incomplete or incorrect; do it again!
- 1 (Yes) incomplete and incorrect; do it again!

Module 2: The media

Pages 30-31: Writing

Scoring criteria	Yes	No
I read the texts in the box and made sure I understood them.		
I analysed the texts and answered the questions.		
I planned my review carefully before writing.		
I referred to the instructions at the top of the form when I wrote my review.		

- 4 (Yes) excellent, correct, complete
- 3 (Yes) good, partially correct, complete
- 2 (Yes) fair, partially correct, partially complete, needs revision
- 1 (Yes) incorrect and incomplete;do it ag ain!

Module 3: 6m munication

Pages 50-51: Reading

Scoring criteria	Yes	No
I read the text as a whole first.		
I identified key words and concepts in the questions which would help me to find the correct information.		
I used the key words and concepts to find the answers in the passage.		
I decided what the main idea of each paragraph was.		
I studied each paragraph to find the correct endings to the sentences.		
I checked my answers in an English-English dictionary.		

- 6 (Yes) excellent, correct, complete
- 5 (Yes) very good, correct, complete, lacks some details
- 4 (Yes) good, correct, partially complete
- 3 (Yes) fair, partially correct, partially complete, needs revision
- 2 (Yes) incomplete or incorrect; do it again!
- 1 (Yes) incomplete and incorrect; do it again!

Module 4: Being prepared

Pages 71-72: Writing

Scoring criteria	Yes	No
I thought of a poster.		
I read all the paragraphs through once.		
I made notes for each paragraph.		
I understood the style of language needed for a poster.		
I checked the grammar, spelling and vocabulary and the number of words, and made changes where necessary.		
I wrote the final version of my poster.		

- 6 (Yes) excellent, correct, complete
- **5** (*Yes*) very good, correct, complete, lacks some details
- 4 (Yes) good, correct, partially complete
- 3 (Yes) fair, partially correct, partially complete, needs revision
- 2 (Yes) incomplete or incorrect; do it again!
- 1 (Yes) incomplete and incorrect; do it again!

Grammar file



Unit 1 Talking about abilities and achievements I Talking about past events

Past Simple

We use the past simple to talk about

1 completed past actions:

Turks brought coffee to Constantinople in 1453.

D caffeinated coffee was first produced in 1903.

2 generally true or repeated past actions:

The Galla people in E hiopia ate coffee beans for energy.

Past Continuous

We use the past continuous to talk about

1 background activities / actions:

It was a sunny morning. We were driving along the motorway.

2 past actions or events in progress when something happened:

We were listening to music when suddenly there was a loud explosion.

2 Abilities and inabilities

We use can / can't / could / couldn't + the base form of the verb to talk about abilities in the present and past:

I can run 100 metres in 12 seconds. I can't drive.

We can't get out – the doors are locked. I could swim when I was four years old.

The driver couldn't start the car engine.

We use *be able to* + the base form of the verb to make other tenses and to talk about other times:

I haven't been able to walk since I broke my leg. (present perfect)

I hope I'll be able to see better when I get my new glasses. (will future)

3 Abilities and achievements

• We use *could* to talk about general abilities in the past:

I could swim when I was four years old.

I couldn't swim until I was nearly nine years old.

▶ BŪ we have to use *managed to* or *be able to* when we talk about a particular occasion in the past. We often use these verbs when we achieve something that was difficult to do:

The door was locked, but we managed to get out by breaking a window (not we could get out).

The engine wouldn't start. In the end we were able to start it by pushing it down a hill (not we could start it)

• We usually use *couldn't* for negative sentences:

The door was locked, and we couldn't break a window to get out.

4 Adjectives

One type of adjective can only imply a varying amount of something:

The student's homework is a little bit difficult / quite difficult / very difficult.

Another type of adjective can only imply an absolute. It cannot describe varying amounts, only what is either completely there or not at all.

It is absolutely impossible to be in two places at once.

NOT It is **very** impossible to be in two places at once.

Unit 2 Describing the order of events Past Perfect Simple

A Form

Statements, q estions, negative forms

We use *had* + the past participle for statements, questions and negative forms:

Statements: When they had sold their products, they bought other food.

Q estions: Where had they lived before they moved here?

Negative forms: They were hungry because they hadn't eaten for several days.

B Use / Meaning

We use the past perfect to refer to:

1 the first of two actions in the past:

When they had sold their products, they bought other food.

Note: In this sentence they sold their products and then bought other food.

2 a situation / state / feeling or action in the past:

They found the house strange because they had always lived in a tent.

Unit 3 Discussing Conditions

Third Conditional

A Form

If +pa st perfect + would + have + past participle:

If there had been life on Mars, we would have found it.

If we had stopped space exploration in 1960, men wouldn't have walked on the Moon.

B Use / Meaning

We use third conditional sentences to talk about imagined past situations:

If I had seen you, I would have talked to you.

This means: 'I didn't talk to you because I didn't see you.'

I wouldn't have phoned you, if I hadn't wanted to ask you a question.

This means: 'I phoned you because I wanted to ask you a question.'

Revision

1 Zero Conditional

If + present tense + present tense:

If it rains, we get wet.

We use the zero conditional to talk about things which regularly happen.

2 First Conditional

If + present tense + *will* future form:

If it rains, we'll (we will) get wet.

We use the first conditional to talk about things which are possible and quite likely to happen in the future.

3 Second Conditional

If + past tense + *would* + base form:

If I were a millionaire, I'd buy that car.

We use the second conditional to talk about things which are improbable and unlikely to happen in the future.

We also use the second conditional for things which are impossible in the future:

If I were 10 years younger, I'd play football again.

← It is impossible for me to be ten years younger.)

Unit 4 Giving information about people, things and places Relative clauses

A Form

• Many relative clauses start with the relative pronouns who or which:

The man who invented the first television system was John Logie Baird.

Marconi designed a system which could transmit radio signals.

- We use who to refer to a person and which to refer to a thing.
- Relative clauses can be in the middle or at the end of a sentence:

My brother who lives in Tartus is a teacher.

I'm going to see my brother who lives in Tartus.

B Use / Meaning

1 Some relative clauses tell us information we need to know about a person or thing.

They tell us which person or thing we are talking about:

My brother who lives in Tartus is a teacher.

(This brother lives in Tartus. Other brothers live somewhere else.)

2 Other relative clauses simply give us extra information about a person or thing:

My brother, who is a TV cameraman, lives in D mascus.

(This speaker has only one brother. The relative clause gives us extra information about him.)

We use commas round this second kind of relative clause.

Unit 5 Telling, asking, advising, etc. someone to do something advise / like / prefer / tell / want

• We use these verbs with a noun / pronoun + to + the base form of the verb:

He looked tired, so I advised him to go to bed earlier.

Some parents like their children to watch some TV programmes with them.

They prefer me to do my homework before I watch TV.

Le st night they told me to turn off the TV and go to bed.

Teachers want their students to watch educational programmes.

We add not to make negative sentences:

I advised him not to go to bed too late.

My parents told me not to touch the DVD player.

Unit 6 Talking about processes Passive verbs

A Form

We form the passive with the appropriate tense of the verb *be* + the past participle:

After each frame has been filmed, the models are moved.

To say who did the action of the verb (the agent) we can include a by phrase:

The cameras are controlled by traffic police.

We don't need to mention the agent if

1 we don't know who the agent is:

This letter was posted the day before yesterday.

2 it is obvious who the agent is:

The thief was arrested. (It's obvious that the police arrested the thief.)

3 it is not important who the agent is:

Television pictures are sent to a monitor.

B Use / Meaning

In general, we use passive sentences to focus attention on the information we think is most important.

In this passive sentence the supermarket is more important than the person who opened it: *A large new supermarket was opened last Saturday.*

- In this active sentence the famous singer is more important than the supermarket:
- The famous singer opened a large new supermarket last Saturday.

 Passive sentences are more common in writing than in speech.
- Passive sentences are more formal than active sentences.

Unit 7 Definite and indefinite articles: a / an and the

A Form

1 Indefinite article a / an

We use a with singular countable nouns and noun phrases which start with a consonant sound: There's a beautiful bird in that tree. / He's wearing a uniform.

We use an with singular countable noun phrases which start with a vowel sound: She's an optician. / They've got an apple tree in their garden.

2 Definite article the

We use *the* with singular or plural nouns and noun phrases: *The cakes in the bakery look delicious*.

B Use / Meaning

1 Indefinite article

We use a or an to refer to

a person's job:

She's a doctor. / He's an engineer.

something or someone for the first time:

We saw an elephant in the zoo.

A policeman stopped me in my car.

a person or thing, but not a special person or thing:

To write a letter, I need a piece of paper, a pen and an envelope.

one (not two, three or four) of something:

H r letter was only a page long. / He's won a million SYP.

2 Definite article

We use the with

something or someone we have already mentioned:

We saw an elephant in the zoo. The elephant was enormous.

superlative expressions:

She's the best teacher who's ever taught me.

bought the most expensive clothes in the shop.

something or someone everyone knows about:

You can hurt your eyes if you look at the sun.

Did you see the President on TV last night?

countries which are made up of groups of states or smaller countries:

the United States / the United A ab En irates / the United Kingdom

rivers:

the Nile / the An azon

seas and oceans:

the D ad Sea / the Pacific Ocean

mountain ranges:

the A ps / the Himalayas

proups of islands:

the West Indies / the Philippines

Unit 8 Present Perfect Simple and Continuous

I Present Perfect Simple (revision)

A Form

We use the present simple of the verb *have* + the past participle form of the verb:

I've just finished my lunch.

They've moved house twice this year.

That's the third banana you've eaten today.

B Use / Meaning

We use the present perfect simple to refer to

1 the fact that something happened in the past:

I've shaken hands with the President.

2 a past experience or achievement with a definite result in the present:

₱ 's passed his driving test, so now he can drive on his own.

3 how long something has happened for:

I've been at this school for four years / since I was eleven years old.

2 Present Perfect Continuous

A Form

We use the Present Simple of the verb have + been + the -ing form of the verb:

I've been eating my lunch.

She's been writing letters.

B Use / Meaning

We use the present perfect continuous to refer to

1 an activity which continues over a length of time:

She's been reading the newspaper all morning.

Human beings have been writing their languages for over 5000 years.

2 an activity which may not be completed:

I've been reading the newspaper (= I probably haven't finished reading it).

I've read the newspaper (= I've probably read as much as I want to).

3 For / Since

We often use for and since with present perfect continuous verbs to refer to lengths of time.

We use for + a period of time:

People have been writing for five thousand years.

• We use *since* + a point of time in the past:

People have been writing Arabic since the 4th century.

• We can also use *for* and *since* with present perfect simple verbs:

My family has worked for his company for nineteen years / since 1989.

Unit 9 Checking information Question tags

A Form

Q estion tags are short questions we add to the end of statements.

The verb in the question tag relates to the verb in the statement:

Your name is A i, isn't it?

The pronoun in the question tag relates to the subject of the statement:

You don't live here, do you?

Ali lives here, doesn't he?

If the statement is affirmative, the question tag is negative:

We are playing football after school, aren't we?

If the statement is negative, the question tag is affirmative:

She won't be happy, will she?

If the verb in the statement is in the present simple or the past simple, we use do / don't / does / doesn't or did / didn't in the tag:

Ibrahim plays football, doesn't he?

He played at the weekend, didn't he?

In other tenses we use the auxiliary verb in the tag:

That man is using his mobile phone, isn't he?

You haven't forgotten my book, have you?

B Use / Meaning

There are two kinds of question tags:

- 1 If a speaker's voice goes up at the end of the tag, they need an answer to their question:
 - Q He's seventeen, isn't he?
 - A Yes, of course. / No, he's twenty.
- 2 If a speaker's voice goes down at the end of the tag, they are checking that their statement is true:
 - Q She's Syrian, isn't she?
 - A Yes, she is.

Unit 10 Giving advice and criticising

should / should have / shouldn't have

A Form

should + the base form of the verb:

You should always wear a seatbelt.

You shouldn't use your mobile phone while driving.

should + have + past participle of the verb:

The motorist should have driven more carefully.

B Use / Meaning

• We use *should* for advice or recommendation:

You should wear a seatbelt. (I think it is important.)

• We use *should have* to criticise or give advice about something in the past:

He should have driven more carefully. (He didn't drive carefully.)

You shouldn't have driven so fast. It was dangerous.

You should have locked the door.

Unit 11 Talking about thoughts and feelings State and Dynamic verbs

1 Dynamic verbs

Verbs which refer to actions are called dynamic verbs.

We can use them in simple and continuous tenses:

I usually drink coffee every morning for breakfast.

This morning I am drinking tea.

2 State verbs

Verbs which refer to conditions or states are called state verbs.

We do not usually use these verbs in continuous tenses:

I believe traffic pollution is bad for us (not I am believing...).

Do you know where she lives? (not Are you knowing...?)

We use state verbs to express what we think or believe and how we feel.

This is a list of common state verbs and example sentences:

Thinking verbs

know We don't know what to do.

realise Do you realise how disappointed I am? suppose I suppose she's spent all her money. understand I don't understand much about science.

agree I agree with you.

believe He believes everything he reads in the newspaper.

expect *D* you expect to see him tomorrow? suspect I suspect she's caught my cold.

think Do you think things are getting worse?

Feeling verbs

fear I fear the world is becoming a more dangerous place.

hate Some animals hate the rain.

like She likes animals.

love He loves activity holidays.

We can use some thinking / believing verbs in continuous tenses. If we do this their meaning changes:

I think we should protect wild animals. (think = believe)
I am thinking about getting a cat. (think = consider)
I expect things will improve. (expect = believe)
I am expecting a letter from my penfriend. (expect = wait for)

Unit 12 Reporting what people say

1 Reported speech

Direct speech	Reported speech	Verb tense change
I am very busy. (Amer)	Amer said he was very busy.	present simple —— past simple
The town flooded last week. (She)	She said the town had flooded the week before.	past simple —— past perfect
It has erupted twice this year. (He)	He said it had erupted twice that year.	present perfect ——> past perfect
I will see you tomorrow. (He)	He said he would see me the next day.	future will → would
The volcano is erupting (They)	They said the volcano was erupting.	present continuous ——> past continuous

When we report what people say, we use a reporting verb and make changes to the speaker's actual words:

Actual words (direct speech): Amer: 'I'm very busy.'

Reported speech: Amer said he was very busy.

We can add *that* after the reporting verb:

An er said that he was very busy.

In general, the verb in reported speech is further back in the past than the verb in direct speech.

2 Other changes

We make other changes when we change direct speech into reported speech:

Direct speech	Reported speech	Change
I am very busy. (Amer)	Amer said he was very busy.	Pronoun: <i>I</i> → he
We'll see you tomorrow.	They said they'd see us tomorrow.	Pronouns: <i>We</i> → they you → us
The town flooded last week.	She said the town had flooded the week before / the previous week.	Time reference: last week → the week before / the previous week
It has erupted twice this year.	He said it had erupted twice that year	Time reference: this year → that year
I'll see you tomorrow.	He said he would see me the next day.	Time reference: tomorrow → the next day / the day after / the following day
I'm staying here.	He said he was staying there.	Place reference: here → there

3 Other reporting verbs

• Say is the most common reporting verb, but there are others:

ep lain He **explained** that he was late because of a sandstorm at the airport.

1'm late because of a sandstorm at the airport.'

report The journalist **reported** that everything was back to normal.

'Everything is back to normal.'

admit He *admitted* that he had been driving dangerously.

1 t's true — I was driving dangerously.'

promise She **promised** that she wouldn't be late.

1 won't be late – I promise.'

reply They **replied** that they would come if they could.

We'll come if we can.'

confirm The experts **confirmed** that there had been a volcanic eruption the night before.

'Yes, there was a volcanic eruption last night – I can confirm that.'

Note: We must use a noun or a pronoun after the verb tell:

H told his father he had won a prize for E glish.

1've won a prize for E glish.'

I told you not to wait for me.

D on't wait for me.'

Vocabulary file

Note: numbers in brackets are unit numbers

Artistic ep ression

author (2)
(to) compose (2)
composer (2)
music (2)
musician (2)
a novel (R1)
(to) paint (2)
painter (2)
painting (2)
a play (2)
playwright (2)
a poem (2)
(to) sing (2)
singer (2)
a song (2)

Communication

(to) write (2)

battery (9) call key (9) charger (9) dial (9) disconnect (9) email (7) keypad (9) lead (9) menu (9) on-off key (9) phone call (7) security number (9) recharge (9) roaming (9) ringtone (9) screen (9) socket (9)

Bv ironment

text message (7)

climate (11)
deforestation (11)
endangered species (11)
extinct (11)
global warming (11)
landfill site (11)
pollution (11)
smoke (11)
vehicle (11)
waste (11)

Food and drink

lemon (7) milk (7) rice (7) salt (7) sugar (7) tea (3)

b nguage / Writing

(to) draw (8) brush (8) character (8) clay (8) ink (8) paper (8) pen (8) pencil (8) pictogram (8) read (8) (to) paint (8) scribe (8) (to) write (8)

M tural disasters

drought (12)
earthquake (12)
(to) erupt (12)
flood(s) (12)
(to) flood (12)
tornado (12)
volcano (7)

Pace names

country (7)
continent (7)
island (7)
mountain range (7)
river (7)
sea (7)
ocean (7)

Quantity expressions

a bar of chocolate (7) a box of matches (3) a carton of milk (3) a cup of coffee (3) a grain of salt / rice / sugar (7) a lump of sugar (7) a pane of glass (7) a piece of advice / bread / cake / chocolate / information / toast / paper (7) a pot of tea (3) a slice of bread / cheese / cake / lemon / toast (7) an item of clothing / news (7)

Radio and television

battery-powered (4) broadcast (4) cable (4) cameraman (4) CCTV (6) channel (4) commentator (6) digital TV (4) documentary, -ies (5) drama (5) episode (5) frame (6) live (5) monitor (6) portable (radio) (4) (to) present (5) programme (4) radio waves (4) (to) record (4) reporter (5) satellite (4) schedule (5) screen (4) series (5) signals (4) soap opera (5) (to) transmit (4)

video recorder (4)

wireless (4)

₽ ople

doctor / patient (6) manager / worker (6) parent / child (6) police officer / criminal (6) shop assistant / customer (6) teacher / pupil (6)

Talking and speaking

to agree (3) to argue (3) to chat (3) to discuss (3) (to) chat (3) to say (3) to speak (3) to talk (3)

P riods of time

second (4) minute (4) hour (4) day (4) week (4) month (4) year (4)

Water / Weather

cloud (12) flood (12) high tide (12) lake (12) low tide (12) rain (12) river (12) river bank (12) sea (12) sea wall (12) stream (12) water level (12) come in (tide) (12) fall (rain) (12) flood (12) flow (12) go out (tide) (12) overflow (12) rise (12) run (12)

Multi-part verbs

catch up with (5)

get +

get behind with (5)

get down to + -ing(5)

get on (with) (5)

get over (5)

get through (to) (5)

get up (5)

go +

go out (1)

go off (1) go away (1)

go up (1)

go without (1)

look back (5)

set out (5)

Adjectives

ancient / modern (8) comfortable /

uncomfortable (2)

practical / impractical (8)

precious / worthless (8)

professional / amateur (8)

simple / complicated (8)

annual (1)

archaeological (R1)

brave (11)

excited (2)

calm (3)

confidential (10)

curious (11)

dim (3)

distinctive (3)

extinct (11)

frightened (1)

full-length (6)

giant (10)

insignificant (3)

high (12) precious (8)

special (2)

worried (11)

Feelings

to feel + hungry (3)

ill(3)Ionely (3)

sleepy (3) thirsty (3)

enormous / big (1)

impossible / difficult (1)

exhausted / tired (1)

terrified / frightened (1)

furious / angry (1)

ancient / old (1)

tiny / small (1)

astonished / surprised (1)

Adverbs

finally (2)

originally (2)

regularly (8)

sensibly (12)

strongly (12)

bluns

accent (7)

anniversary (1)

answerphone (7)

advice (7)

banner (2)

cardamom seeds (3)

balloons (2)

celebration (2)

chimney (11)

clothing (7)

coffee cup (3)

coffee shop (3)

conference (11) couple (2)

courtroom (5)

drummer (1)

festival (1)

firework display (1)

flag (1)

fragrance (3)

glass (7)

audience (6)

class (6)

crew (6)

family (6)

government (6)

staff(6)

team (6)

P ural nouns

guest (3) habit (11)

habitat (5)

hardship (1)

hill (12)

hospitality (3)

information (7)

lantern (1)

lifestyle (2)

matchbox (3)

matches (3)

medicine (3)

milk carton (3)

news (7)

outskirts (11)

profession (6)

region (8)

remembrance (1)

respect (R4)

rower (1)

rubbish (5)

sacrifice (1)

season (12)

shredder (10)

source (12)

stamp (7)

symbol (8)

teapot (3)

thanksgiving (1)

trade (8)

university course (2)

vaccination (10)

venue (1)

webcam (6)

wedding (R1) winner (1)

ressions / Idioms

I am looking forward to

(7)

I can't wait to see you (7) I couldn't do without it (9)

everyone else (3)

from time to time (5)

got into trouble (10)

I would be grateful (7) I'd rather (+ base form)

it depends (5)

it isn't my fault (9)

it's getting better (9)

That's right (9)

way of life (2) We haven't got any choice

(9)

Verbs

advertise (1)

applaud (R1)

arrest (6)

avoid (12)

breathe (11)

bring up (6)

celebrate (1)

chew (3)

collect (12)

combine (8)

communicate (8) compose (R1)

consist (5)

crash (10)

cushion (10)

decorate (2)

demonstrate (4) design (12)

discover (4)

educate (6)

employ (6)

erupt (12) examine (10)

explore (5)

fine (10)

(to) found (6)

generate (12) get together (2)

inflate (10)

install (6)

increase (1)

merge (5)

organise (6)

pass on (8) protect (12)

receive (7)

record (8)

relax (3) represent (8)

serve (6)

shred (10)

socialise (3)

spread (3) sting (11)

take place (1)

trek (R4)

tip (3) treat (6)

wind up (2) wish (2)

Word combinations Col locations)

Adjective + noun high + water level (12)

temperature (10)

price (12) tall +

building (12) Verb + noun

answer + an email (12) a fax (9)

a letter (12) the phone (9)

change +

places (with someone) (2)

give +

someone a present or card (2)

send a message (4)

make +

a (phone) call (9)

a speech (2)

read a letter (7)

receive +

an email (7)

a fax (9) a letter (7)

a (phone) call (7)

a text message (7)

reply to + an email (7)

a fax (9) a letter (7)

a text message (7)

send +

an email (7)

a fax (9)

a letter (7)

a text message (7)

sign + a card (2)

P efize s

tele- (4) telegraph wires telephone telephoto lens telescope teletext television

Suffig s

Adjective endings (10)
-al (accidental / natural)
-y (busy / cloudy)
-ful (careful / helpful)
-ous (dangerous /
poisonous)
-er (smaller / bigger)
Noun endings (10)

-ist (motorist)

-ment (environment /
government)

-hood (neighbourhood / childhood)

-tion (regulation / pronunciation)

-ity (responsibility / ability)

-er (teacher / swimmer)
-ance (substance /

distance)

Compound nouns

animal habitat (11) animated film (6) breakdown service (9) childhood disease (10)

city centre (6) climate change (R4) close friend (2)

colour television (4) exhaust fumes (11)

factory chimney (11)

family +
friend (2)
holiday (3)
life (2)
occasion (2)
film industry (4)
global warming (11)

keyhole surgery (6) landfill site (11) medical staff (6)

missing person / people

R2)

news programme (4) public places (9)

radio station (4)

school + friend (2) holiday (5) life (2)

shopping centre (3) (a) short distance (4)

smoke alarm (10) social class (2) special +

celebration (2) meal (2)

steering wheel (10) television camera (6)

television station (6)

traditional + songs (1)

habits (1) lifestyle (2) way of life (2)

surgery (6) letters (7)

traffic news (6)

video conferencing (6)

video recorder (4)

wedding + anniversary (2)

card (2)

present (2)

Irregular noun plurals

child / children (10) man / men (10) mouse / mice (10) person / people (10) sheep / sheep (10) tooth / teeth (10) wife / wives (10) woman / women (10)

Indefinite pronouns

anybody (5) anything (5) anywhere (5) everybody (5) everything (5) everywhere (5) nobody (5) nothing (5) nowhere (5) somebody (5) something (5)

Words with more than one meaning

class (2) close (2) head (2) rest (2) simple (2) form (2) lives (2) wind (2) read (2)

Word families

verb-noun admire / admiration (2) breathe / breath (11) choose / choice (4) destroy / destruction (11) develop / development (4) disappear / disappearance (10)discover / discovery (4) explore / exploration (5) invent / invention (4) persuade / persuasion (11)pollute / pollution (11) prevent / prevention (10) produce / production (12) protect / protection (10) transmit / transmission treat / treatment (10) adjective-noun accidental / accident (10) curious / curiosity (11) dangerous / danger (10) difficult / difficulty (11) brave / bravery (11) global / globe (11) ill / illness (R2) poor / poverty (1) hungry / hunger (3) natural / nature (12) careful / care (10) poisonous / poison (10) responsible / responsibility (10)safe / safety (10)

smoke / smoky (11)

Irregular verbs

Infinitive	Past simple	Past participle
be	was	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
ICC	ICL	ict

Infinitive Past simple Past participle lie lay lain lose lost lost make made made mean meant meant meet met met paid paid pay put put put read read read ride rode ridden ring rang rung rise risen rose run ran run said said say seen see saw sold sold sell send sent sent shake shook shaken shine shone shone show showed shown shut shut shut sing sang sung sit sat sat sleep slept slept smell smelt smelt speak spoke spoken spell spelt spelt spend spent spent spill spilt spilt stand stood stood steal stole stolen stick stuck stuck swim swam swum take took taken teach taught taught tear torn torn tell told told think thought thought throw threw thrown understand understood understood wake up woke up woken up wear wore worn win won won

wrote

write

written

English for Starters

English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level II aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of

- A Students' Book, which includes attractive and lively material to encourage students' interest in the language through a range of listening, reading, speaking and writing activities.
- An Activity Book, which provides a range of stimulating reading and writing activities.
- A Teacher's Book, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- A Cassette, which contains all of the listening activities for the course.



