

الجمهورية العربية السورية
وزارة التربية

English for Starters 9

Activity Book

Cheryl Pelteret

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٢٠١٥-٢٠١٦ م
المهينة العامة للطباعة



English for Starters 9

Activity Book

Cheryl Pelteret
with Julia Starr Kedde
and Martyn Hobbs



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المؤسسة العامة للطباعة



حقوق التوزيع في الجمهورية العربية السورية
محفوظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية
نبال حنا
سرور شلش
لينا الديات
رشا بايزيد
سمر الشيشكلي
باسل صادق



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1

Past & present

Language practice

Help box

Use the present simple to talk about routines and habits.

They always go skiing in winter.

Use the past simple to talk about finished events in the past.

He moved to Canada when he was five.

Use the present continuous / past continuous to talk about something that is or was in progress at the time of speaking.

I am studying for my exams this week.

The last time I heard from her, she was working in Damascus.

- 1 Match the people with the sentences. Then write the word that describes each person.**



- Yesterday, while I was shopping in the market, I fell into a box of fruit! I felt so **embarrassed!** c
- I'm really about the basketball match tomorrow! ____
- A:** You look really, Ali. Have you heard bad news? ____
B: Yes, my uncle is in hospital.

- I'm so with my brother. He took my new football to the park yesterday, and now he's lost it. ____
- I'm about the test tomorrow. I studied hard, but I still don't think I know everything. ____
- Are you of spiders? I am too. ____
- You sing beautifully, Nadia! I'm! ____

- 2 Write the dialogues in full. Use the present simple or the present continuous.**

A: What / you / study / in History / this year?

B: We / learn / about Ancient Greece.

- What are you studying in History this year?

-

A: What / you / do / at the weekend?

B: I / play / volleyball / every Saturday.

-

-

A: I / think / about / starting a reading club.

B: That / a good idea! / I / read / a good book / at the moment.

-

-

- 3 Complete the sentences. Use the past simple and past continuous.**

- Naser **was** riding his bike when he **fell** off. (ride, fall)
- I for the bus, when it to rain. (wait, start)
- I about my English homework, when I an idea for a story. (think, have)
- I in bed, when I a noise downstairs. (lie, hear)
- I dinner, when the phone (have, ring)

4 Complete the postcard. Circle the correct verbs.

Dear Abdullah

I (1) **enjoy** / **am enjoying** my holiday in London. We (2) **visit** / **are visiting** all the famous places.

Yesterday we (3) **went** / **were going** to Covent Garden Market. Here, you always (4) **see** / **are seeing** lots of interesting actors. One man (5) **wore** / **was wearing** silver clothes. He (6) **stood** / **was standing** so still, I (7) **thought** / **was thinking** he was a statue. I (8) **walked** / **was walking** away, when suddenly he (9) **put** / **was putting** his hand on my shoulder. I (10) **screamed** / **was screaming**! Then I (11) **saw** / **was seeing** everyone laughing. I (12) **felt** / **was feeling** so embarrassed!

See you soon
Hussein



5. We use to spend hours by the river, swimming and fishing. ☐
6. Our mothers used to get very angry with us because our clothes were always dirty! ☐
7. We didn't used to have a TV, so we listened to the radio or read. ☐

Help box

Use *used to* / *didn't use to* + infinitive to talk about states or repeated actions in the past.
I used to want to be a doctor, but now I want to be a teacher.

We used to go on holiday every summer.

Use *would* + infinitive to talk about repeated habits in the past (not states).

Every afternoon, my friends and I would talk for hours on the phone.

After dinner, Grandfather would sit and tell us all stories from long ago.

5 Complete the text with *used to* / *didn't use to* and one of these verbs.

not drive live play ride walk not watch

When my grandfather was a boy, he (1) **used to live** in a village high up in the mountains. They (2) TV. At night they (3) games or read. They (4) cars – they (5) horses into town to do the shopping. My grandfather (6) a long way to school every day.



6 Decide if the sentences are correct or incorrect. Then correct the wrong ones.

- I use to live on a farm in the countryside. ☒ **X**
I **used to live**
- My best friend used to live on the farm too. ☐
- Our fathers use to work together. ☐
- We didn't used to like working on the farm. ☐

7 Circle the correct verb. Sometimes both are correct.

- I didn't always *use to* / *would* live in Canada, you know.
- I *used to* / *would* live in Syria when I was a child.
- When I moved to Canada, I *used to* / *would* miss the sunny weather.
- It *used to* / *would* be very cold in the winter – it snowed nearly every day!
- My sisters and I *used to* / *would* dress up warmly and play in the snow.
- But I *used to* / *would* love the Canadian summers.
- We *used to* / *would* live very near Lake Louise.
- We *used to* / *would* go there every weekend and swim, fish or sail.

8 OVER TO YOU Think about how different life was for your grandparents. Write some sentences about it in your notebook.



Skills development

Reading

1 Match the headlines with the stories.

- a. ☐ Football ticket leads man to prison b. ☐ Postcard takes thirty years to arrive
c. ☐ Passengers asked to fix their own train

1. In 1976, a student in Poland wrote to his parents. The student was living and studying at a university, a long way from where his parents were living. The postcard arrived – 30 years later! The writer of the postcard is now married, with two children. While he was growing older – sailing around the world on a boat, having a serious heart operation in hospital – the postcard was slowly travelling around Poland. The writer's parents moved not long before the card arrived so the neighbours sent the card back to him.

2. A train going from London to Manchester suddenly stopped. The passengers were wondering why the train wasn't moving. They were shocked when they heard the train driver's voice, 'We've got a broken windscreen wiper. Can anyone help to fix it?' Four men got up and went to help.

One of them said: 'I couldn't believe what was happening. When I got to the



front of the train, I saw a man standing with one foot on the platform. He was stretching across the window, holding up the broken windscreen wiper. I was even more surprised when he told me he was a passenger, too!

The men tried to repair the broken windscreen wiper, but in the end, they gave up, and everyone got off the train, and took a different one to Manchester.

3. A woman was walking to a stadium in Munich, Germany, to watch a match during the last World Cup Football tournament. She was standing outside the stadium, when a thief saw the ticket in her bag. He stole the ticket and went into the stadium instead of the woman. But he didn't realise that he was sitting next to the woman's husband! The woman's husband immediately called a security guard when he saw someone else sitting in his wife's place. Soon, the thief was sitting somewhere else in a police station.

2 Match these words with their definitions.

- | | |
|---------------------|--------------------------------------------------------------------------|
| 1. operation | a. competition |
| 2. neighbours | b. people living next door |
| 3. windscreen wiper | c. someone whose job is to protect a place or people |
| 4. platform | d. the mechanical part of a vehicle that wipes water from the window |
| 5. security guard | e. the part of a train station where people stand and wait for the train |
| 6. tournament | f. when a doctor or surgeon tries to repair a part of someone's body |

3 Read the stories and answer the questions.

- Why did the student's parents never read the postcard?
- Why did the train stop while it was travelling to Manchester?
- Why did the person sitting next to the thief call the police?

4 OVER TO YOU What do you think? Which story is the funniest?

Writing

Read the statement.

It's better to watch news on TV than read newspapers.

Organise the following points into two lists – for and against the statement. Add any more points you can think of to the table.

You can find out about the news more often, on TV.

You can read newspapers anywhere – on the bus or train, for example.

TV news is more interesting because you can listen to people speaking.

Reading is more relaxing than watching TV.

You can understand news better when you see it on TV.

There aren't always pictures of things you are reading about in the newspaper.

Students don't have enough time to read a newspaper every day.

For	Against

Help box

When you are presenting different points of view (for or against a statement), use the following expressions:

to explain your point: *I think ... / In my opinion ..., because ...*

to give an example: *For example, ...*

to give an opposite point of view: *On the other hand, ... / However, ...*

Complete the essay.

First of all, I think that it is important for students to know what's happening in the world. But there are lots of ways to find out about the news. Newspapers are a good way to find out the latest news, because (give some of the points for reading newspapers)

However, there are many advantages of watching the news on TV, instead. For example, (give some examples of points for news on TV)

Many people think that

On the other hand, (give some of the points against news on TV)

As a conclusion, we can say that although newspapers are a useful way to find out about the news, many people these days find TV easier, more convenient and more interesting.

2

Storytellers

Language practice

Help box

Use *could* to describe general possibility or ability in the past.

I could answer all the questions in the test.

I couldn't go to the concert, because I didn't have a ticket.

We do not usually use *could* for something that happened on a particular occasion. In this case, we use *was / were able to*.

The horse was going too fast but in the end the rider was able to control it.

1 Complete the text with *could* or *couldn't*.

One summer's evening, the men in the garden of a coffee house were playing a game. Because it was dark, they had candles on their tables, so that they (1) see. They noticed a man looking anxiously for something on the ground. 'What's wrong, my friend?' someone asked him. 'Weren't you able to find what you had lost?' 'No,' said the man, sorrowfully. 'I lost some money earlier this evening. I looked all over the garden, but I (2) find it.'

'Where did you lose it?'

'In the street next door.'

'But it (3) still be there!

Why are you looking here, and not there?'

'Because it was dark there. I (4) see anything. Here it is much lighter,' the foolish man replied.

Help box

Use *was / wasn't able to; were / weren't able to* when you want to say that someone was or wasn't in a position to do something. *After my father broke his leg, he wasn't able to drive for two months.*

2 Complete the story with the correct form of *was / wasn't able to; were / weren't able to*.

One day, some people were discussing the things they (1) do when they were young, and the things they (2) do now that they were old. One of them said, 'When I was young, I (3) do exactly the same things that I can do now.'

'What do you mean?' the others asked.

'In my garden, there is a heavy stone,' he said. 'I tried to lift it many times when I was young, but I couldn't move it. And when I grew old, I still (4) lift it. Nothing has changed!'

3 OVER TO YOU Work in pairs. Use the pictures and captions to make a story.



her younger brother, Jack, was inside!
/ Jack couldn't reach the lock to open the door. / He stood on a chair, but still wasn't able to open it. / Luckily he found the key in his mother's handbag. / He gave Susan the key through the letter box. / She was finally able to open the door.

Help box

Use *have to* to express strong obligation, when the obligation comes from someone else.

We have to wear a uniform to school.

Use *must* to express strong obligation, when the obligation comes from you.

I must go home – my mother is waiting for me.

Use *should* to express mild obligation.

You should go and see him soon.

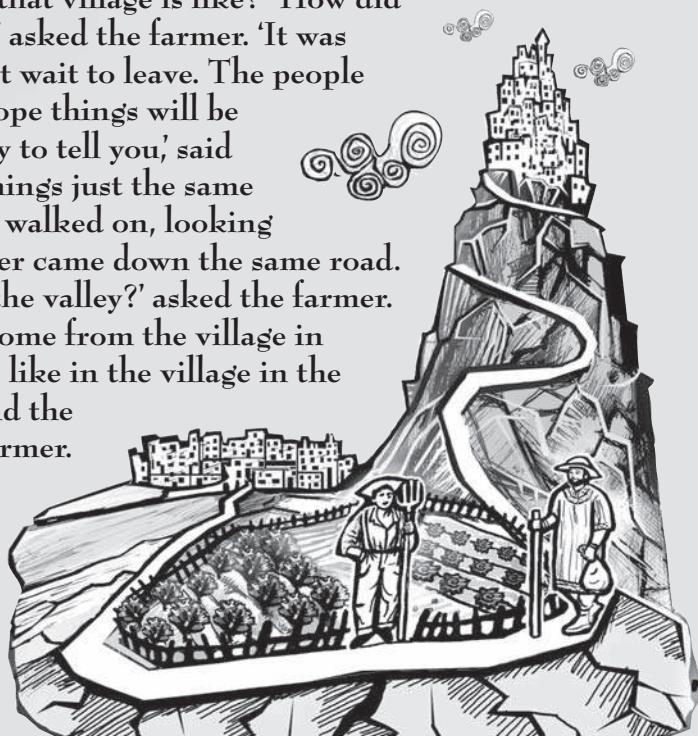
- 4** Complete the text with *should* / *shouldn't*, *must* / *mustn't* or *have to* / *don't have to*.

When you write a story, you (1) remember to use the correct punctuation. Remember, in English, you (2) start a sentence with a capital letter, and you (3) forget to put a punctuation mark at the end of it. To make your writing more interesting, you (4) try to use lots of descriptive words and phrases. You (5) write the story from your own personal point of view, but it's better to try to write about something you know about. Before you start, you (6) write a plan of what you are going to say. And when you finish, you (7) always read your work through, checking carefully for mistakes.



Reading

One day a traveller was walking along a road on a journey from one village to another. He noticed a farmer working in a field of crops beside the road. The traveller stopped for a moment, greeted the farmer, and said, 'I've just been to the village in the mountains, and I am now on my way to the village in the valley. Have you been there? Can you tell me what that village is like?' 'How did you find the village in the mountains?' asked the farmer. 'It was terrible,' replied the traveller. 'I couldn't wait to leave. The people were cold and unwelcoming to me. I hope things will be different in the next village.' 'I am sorry to tell you,' said the farmer, 'but I think you will find things just the same there.' At that, the traveller sighed and walked on, looking unhappy. A while later another traveller came down the same road. 'Are you on your way to the village in the valley?' asked the farmer. 'Yes!' answered the traveller. 'I've just come from the village in the mountains. Do you know what it's like in the village in the valley?' 'Tell me first – how did you find the village in the mountains?' asked the farmer. 'It was wonderful! I'm sorry I wasn't able to stay longer. The people made me feel so welcome there. We had such a happy time. So, what about the village in the valley? How do you think I will find it there?' 'I think you will find things just the same there,' replied the farmer. The traveller smiled, and continued his journey.



1 Read the story and choose the correct answers.

1. What is the moral (message) of the story?
 - a. A positive attitude leads to positive experiences.
 - b. You can't always manage to find happiness.
 - c. Not everyone will be friendly to you.
2. Why did the farmer tell the first traveller that he would find the village in the valley unfriendly, too?
 - a. Because he knew the traveller would complain about the people there.
 - b. Because the farmer didn't like travellers.
 - c. Because the farmer didn't want the traveller to go to the valley village.
3. Why did the second traveller want to stay longer in the mountain village?
 - a. Because he didn't want to go to the valley.
 - b. Because he liked it there so much.
 - c. Because he was a kind person.

Refer to

the Assessment tools on page 79 to assess your performance.

2 Find words in the story that mean:

1. trip
2. plants grown for food
3. unfriendly, unsociable

Writing

Write a story about a day in your life that you will always remember.

Help box

- Choose the topic. Think about a day when you felt:
happy / sad / embarrassed / excited / nervous / angry
- Make notes about the information for your story.

The worst day in my life!

first day of my holiday – our team was playing a big match – didn't hear my alarm clock – missed the bus – ran to the sports centre – tripped in the street – broke my leg – went to hospital – our team lost – I spent my holiday indoors!

- Write the title.
- Start: *I'll never forget ...*
- Use connectors to link the events in your story:
First, so, then, next, after that, finally
- Finish with a sentence that sums up the day, or describes how the day ended, and how you felt.

Look at the Help box. Then read Gary's story, and put the paragraphs in the correct order. Number them 1–6.

The worst day of my life!

- ☐ And the very worst thing was, I spent my holiday indoors, instead of having fun with my friends outside.
- ☐ 7 I'll never forget the first day of my holiday last year. It was the worst day, too!
- ☐ Next, I was lying on the ground in pain. After that, I don't remember much about what happened. But I ended up in hospital somehow – with a broken leg!
- ☐ First, I overslept. I didn't hear my alarm clock, so I was late for the bus and my football match.
- ☐ But that wasn't all. My team finally played the match, without me – and lost.
- ☐ Then I dressed quickly, and ran down the street to the sports centre. I was running so fast, I tripped and fell.

Now write your story.

Module 1: Progress test

Reading

A day in the life of a newspaper reporter

1-First, I check my email and phone messages. I'm usually working on a story for the next day's newspaper, so I have to make sure I meet the deadline for that. But when there is a big story, or something unexpected happens, like a flood, or an earthquake, I have to be able to travel anywhere in the world, at short notice, to find out about it.

2-Every day is different, that's what I love about working for a newspaper. And although you get paid, you are still learning a lot all the time, about so many different subjects. I like finding out things and telling everyone about them, through the newspaper, because I think it's important that people know what's going on around them.

3-It isn't always easy to give a fair view of a complicated topic, but you can't present your own point of view. And another thing that can be difficult is when you have too little information about a story, or your information is confusing. And of course, the worst thing is when you have to deal with tragedies. That is a really hard part of a reporter's job.

4-I think experience and attitude are the most important things, as well as the necessary skills, of course. You have to be able to write well and imaginatively. You have to be able to decide what makes an interesting story, what information to include or leave out. It's not as easy as it sounds! And you shouldn't get upset when you are trying to collect information. People aren't always kind to reporters! But you can't give up when things get difficult, you have to get the story. That's what it's all about!

1 Read the interview and match the questions with each paragraph.

- What suggestions do you have for people who want to become reporters?
- What are the most difficult parts of being a reporter?
- What is a typical day like on a newspaper?
- What do you like best about your job?

2 Match the words and phrases with the definitions.

- | | |
|----------------------|----------------------------------------------|
| 1. meet the deadline | a. sad events |
| 2. flood | b. hand something in on time |
| 3. at short notice | c. stop |
| 4. complicated | d. not simple |
| 5. tragedies | e. when a place is covered by too much water |
| 6. give up | f. without warning, suddenly |

Language practice

1 Complete the questions and answers. Use the present simple or present continuous.

1. A: What you usually when you get home from school? (do)
B: I usually something to eat. (have)
2. A: What university your brother at this year? (study)
B: He at Damascus University. (study)
3. A: What you to on the radio? It sounds interesting. (listen)
B: I to a programme about space travel. (listen)
4. A: What your father? (do)
B: He a newspaper reporter. (be)
5. A: Hello, Ruba ! Who you for? (wait)
B: I for my friend. She late! (wait, be)

2 Complete the story. Use the past simple or past continuous.

The day I (1) (meet) my best friend
It (2) (be) the first day of my new secondary school. I (3) (walk)
to school on my own. I remember, I (4) (think) about the new teachers and
students I would meet when suddenly I (5) (see) someone across the road. She
(6) (wave) at me. I (7) (stop) to talk to her. She said, 'I live in
your street. I (8) (talk) to your mother, and she told me you (9)
(start) at the school today. I (10) (come) to the school last year. Would you
like me to show you around?' And we have been best friends since that day!

3 Complete the dialogue with *used to* / *didn't use to* or *would*. Sometimes both are possible.

Zeinab: Grandmother, you (1) live in this town when you were a child. What was it like then? Have things changed much?

Grandmother: Yes, they have. We (2) have a cinema, or a sports centre, like we do now. So in our free time, we (3) play imaginary games. Every day, for example, we (4) dress up and pretend we were living long ago. That (5) be our favourite game! And sometimes we (6) take a table outside, turn it upside down and pretend it was a ship, sailing to another country! So although we didn't have entertainment, we (7) have a lot of fun anyway!

4 Rewrite these sentences using *should / shouldn't, must / mustn't or have to / don't have to*.

It isn't a good idea to do your homework in a hurry.

You **shouldn't** do your homework in a hurry.

1. It's a good idea to make a revision timetable.
You make a revision timetable.
2. Don't be late, because the bus won't wait for you!
You be late, because the bus won't wait for you!
3. We are only allowed to wear black shoes to school.
We wear black shoes to school.
4. It's important for me to remember my aunt's birthday next week.
I remember my aunt's birthday next week.
5. It isn't necessary to bring your own lunch. You can have lunch in the school dining room, too.
You bring your own lunch.

Writing

Write an email to a friend. Tell your friend about something that happened to you, or someone in your family, recently.

In the first paragraph, write:

- who the story is about

- when it happened
- where it happened

In the next paragraph, write:

- what happened next

In the final paragraph, write:

- how the story ended

1. Look at the outcomes on page 11 of the Students' Book.

How did you find:

talking about the past?
reading about newspapers?
writing a story?
making suggestions?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. **Was the reading** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in
this module?
3. **Was the listening** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in
this module?

4. **Was the writing** in this module
easy? ☐ difficult? ☐
What did you do to plan your
writing? How can you improve?
.....

5. **Was the vocabulary** in this module
easy? ☐ difficult? ☐
Are there any words or sounds that
you have difficulty with?

6. Write your result from your Progress
test
What did you do well in?
- What do you need to revise?

7. **Was the grammar** in this module
easy? ☐ difficult? ☐

3

Countries

Language practice

Help box

To report what someone said

- use *say / said*
- change the verbs:

present simple → past simple

Fatima: '*I want to go skiing this winter.*'

Fatima said (that) **she wanted** to go skiing that winter.

present continuous → past continuous

Ali: '*We are having a picnic on Friday.*'

Ali said (that) **they were having** a picnic on Friday.

- change the pronouns:

I → he / she / it

we → they

1 Read these people's statements. Then write what they said.

1.

I live in Damascus with my family.

He said that

2.

I come from Canada, but my parents are Chinese.

She said that

3.

I'm reading a very interesting book about Syria.

She said that

4.

I'm learning Spanish for my next trip to Spain.

He said that

2 Write what these people said about their holiday plans.

Huda: We always go to Egypt, because we love diving, and the shopping is great!

1.

Rabab: My relatives from France are coming to visit us in July.

2.

Ahmed: My class are going on a study tour of Britain, because we want to practise our English.

3.

Ibrahim: My parents are taking us to India, because they have got some business there.

4.

Rakan: I'm flying to Kenya to see my grandparents, and we're going to a game park!

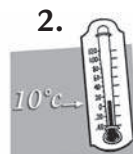
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3 Look at the pictures and write the weather words.

1.



2.



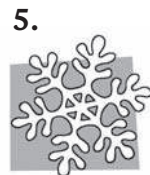
3.



4.



5.



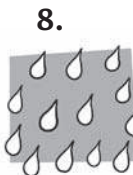
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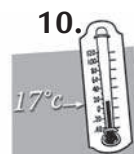
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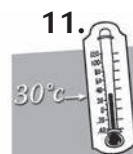
9.



10.



11.



Help box

Use **said (to)** or **told** to report what someone said to someone else.

Samira: 'Ali, **I'm** sorry.'

Samira **told** Ali that she **was** sorry.

Samira **said to** Ali that she **was** sorry.

4 Report the dialogues.

I really like your new camera, Tareq!

You can borrow it any time.



1. Alia told Tareq that new camera.
2. Tareq said that she

Your story is very good, Majeda!

I love writing, Mrs Abla.



3. Mrs Abla told very good.
4. Majeda said that writing.

I'm going to the library after school.

I'm going too, Ibrahim.



5. Ibrahim said that the library after school.
6. Hamed told Ibrahim that too.

I'm making your favourite cake, Muna!

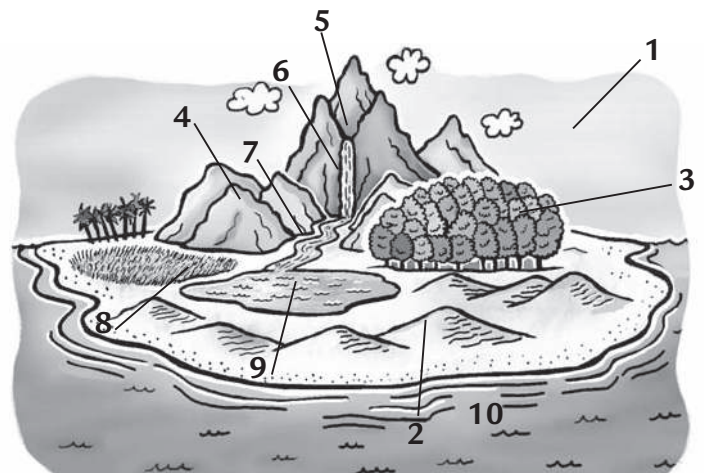
And I'm making you a cup of tea, Mum!



7. Muna's mother told her favourite cake.
8. Muna said that a cup of tea.

5 Label the picture with these words.

mountain island dunes waterfall
ocean lake river hill field forest





Reading

← → 🏠 ↺ +

Cities

Geography

Languages

Location

Weather

Wildlife


1. It lies in the centre of Europe. It borders Germany to the north, France to the west, Italy to the south and Austria and Lichtenstein to the east.

2. German, French, Italian and Romansch.

3. In the centre are the Alps, and the Jura which is a smaller mountain range in the northwest. The snow-covered mountains offer some of the best skiing in the world. In summer, the number of lakes and rivers make watersports very popular.


4. In Switzerland, you can have many different types of weather at the same time. In one valley, it may be sunny, while in another, it may be raining. The sky can turn from clear to cloudy in an hour. The temperatures vary a lot too. On mountain tops it may be cool even in summer and there may even be snow. But in low areas like the Rhône valley, the weather is warm and sunny in summer, and there are even palm trees!

5. It is popular with hikers and people who like animals. There are lots of animals and birds in the park, including ibex and birds of prey such as golden eagles.



6. The country is rich in arts and culture. Some of the most well-known cities and places to see include:

- Berne, the capital – for the Botanical Garden
- Geneva, for Lake Geneva, with 21 castles
- Zurich, for the Swiss National Museum, the old city and new city with coffee shops and restaurants.



1 Match the headings with the paragraphs 1–6.

Cities 6 Geography Languages Location Weather Wildlife

2 Add sentences a–f to the beginning of each paragraph.

- a. The weather is as changeable as the landscape.
- b. Switzerland is famous for its magnificent mountains.
- c. But there's more to Switzerland than mountains!
- d. Switzerland is a small country, with a population of about 7.5 million.
- e. The Swiss National Park was one of the first national parks in Europe.
- f. There are four official languages:

3 OVER TO YOU Has the fact file above made you interested in visiting Switzerland? Why? Why not?

Writing

Write a fact file about a tourist site in Syria.

Which of the following information do you think tourists will want to know? Which information is not relevant? Tick the relevant information.

- ☐ opening times
- ☐ location
- ☐ facilities at the site
- ☐ how to get a job at the tourist attraction
- ☐ prices
- ☐ how to get there
- ☐ things to see
- ☐ historical background

Now find this information in the fact file below. Number the information above 1–7.

The National Museum

Where:	Damascus
Directions:	Between the University of Damascus and the Tekkiye Mosque, West Damascus
Background:	The museum has been exhibiting since 1919; it includes wings of artifacts covering the prehistoric age, ancient Syria, the Classical age and the Islamic Age.
Highlights:	The monumental twin-towered façade of Qasr al-Hair al Gharbi, an Umayyad palace dated to 727 AD, was discovered in the Syrian desert in 1936. It has since been removed from the desert and reconstructed around the museum's main entrance door.
Entrance fee:	Free
Hours:	Open daily, except Tuesday, from 10 a.m. to 7 p.m.
Facilities:	Five wings of artifacts: Prehistoric, Ancient, Classical and Islamic.

Now write your fact file.

4

Cities

Language practice

Help box

For countable nouns, use *too many* / *too few* + noun.

*There are **too many** cars on the road.*

For uncountable nouns, use *too much* + noun.

*There is **too much** pollution in cities these days.*

Use *more* or *enough* before the noun to describe quantity or number.

*We don't need **more** roads. We've got **enough** roads.*

Use *too* + adjective, or *not* + adjective + *enough* to describe nouns.

*The pavements are **too narrow**. They **aren't wide enough**.*

- 1 Find the things in the word square, then label the pictures.

B	R	O	L	O	R	R	Y	O	B
P	E	H	E	S	T	R	U	C	K
S	A	D	D	L	E	C	A	T	S
E	V	A	N	C	R	S	S	I	G
A	M	O	T	O	R	B	I	K	E
C	I	P	A	V	E	M	E	N	T
R	O	A	D	S	I	G	N	N	O
B	I	C	Y	C	M	O	P	E	D



1.



2.



3.



4.



5.



6.

- 2 Rewrite the sentences, using *too* / *not enough* and the words in brackets.

- I can't drive a car yet. I'm too young. (old)
I'm not old enough.
- I don't like this building. It's not modern. (old-fashioned)
.....
- I prefer to live in a big city. This town is too small. (big)
.....
- You can't get around quickly in this city. The pavements are not wide enough. (narrow)
.....
- These buildings are too dark. (bright)
.....
- You can't see the view from here. The building is too low. (high)
.....

- 3 Complete the sentences with these words and phrases.

enough too much too many more

- There are too many cars in the city. There isn't space for them all.
- There is pollution in the city. We need to find a solution to this problem.
- people drive cars. It's bad for the environment.
- people should use bicycles.

Help box

- a. Use a plural noun without **the**, for talking about things in general.
- b. Use **the** for regions or names of countries.
- c. Use **the** the second time you mention something.
- d. Use **a** the first time you mention something.
- e. Use **a** for one of many possible examples.

4 Write the words for the places in a city where you can:

1. study for a degree:
2. buy petrol:
3. borrow books:
4. see important and valuable objects from the past:
5. get money:
6. see a play:
7. do sports:
8. be treated if you are ill:

5 Complete the text with **a**, **the** or **nothing**.

I'm going to tell you about (1) city called Hama, in (2) west of Syria. It is (3) city with lots of beautiful old houses. You can move around (4) city on your own two feet – or by (5) car.



6 Now match each gap 1–5 from exercise 5 with a use a–e in the Help box above.

1. e
2.
3.
4.
5.

Help box

Use **some** to talk about unspecified quantities (countable and uncountable nouns).

*There are **some** very interesting places to visit just outside the city.*

*Let's go into the countryside for **some** fresh air.*

Use **any** to ask or talk about quantities.

*Have you got **any** ideas about things to do?*

*There aren't **any** restaurants in this part of the city.*

Use **all** to include every example of the subject.

***All** the houses in this street were built more than 300 years ago.*

Use **many** to talk about a large, but unspecified number of things.

***Many** people moved to the cities from the countryside to work.*

7 Complete the postcard with **a**, **the**, **some**, **any**, **all** or **many**.

Hi, Jamal!

I'm in Istanbul! I didn't realise what a huge place this is. Do you know how (1) people live in (2) city? More than 12 million! It's noisy and busy, but very exciting. Today we sailed across (3) Bosphorus to visit (4) islands, the Princes Islands. They lie just outside (5) city. It's quiet and peaceful there. There aren't (6) cars – (7) transport on (8) islands is provided by horses and carts. But now we're back, and on our way to (9) restaurant for dinner.

Rakan

8 OVER TO YOU Talk about the area where you live. Are there any factories or office blocks nearby? How many mosques are there? Do you live near a shopping centre, hospital or supermarket? Where is the nearest library or museum?

Refer to

the Assessment tools on page 79 to assess your performance.



Reading



TOKYO is one of the largest cities in the world. It is a city of great contrasts. Busy motorways and crowded underground trains carry people to and from huge office blocks and factories every day. The streets are noisy and full of people. But just around the corner, you can find peaceful squares and quiet places where life seems unhurried, and unchanged for centuries. Tokyo really is a combination of the old and the new, the traditional and the modern.

Harajuku, for example, is an area famous for teenage culture – the streets are full of fashion shops and fast food restaurants, and many of Tokyo's most fashionable young people come here to shop.

Asakusa, on the other hand, is a district that is still traditional in many ways. One of the most beautiful temples, Sensoji, can be found here. It was built in the 7th century, and is Japan's oldest and most famous temple. To reach it, walk down the street called Nakamise. This street still sells traditional silk dresses, Japanese fans and local snacks. Tokyo's newest area, built in 2003, is 'a city inside a city'. It is called Roppongi Hills, and consists of four blocks of flats built around the Mori Tower which is a 54-storey skyscraper. Travelling around Tokyo is an experience that will take you from the past into the future, from one century into the next – in a day!

1 Read the article and answer the questions.

1. What is Tokyo a combination of?
2. What is the main activity in Harajuku?
3. What kind of building is Sensoji?
4. What two traditional Japanese souvenirs can you buy in Asakusa?
5. Why is travelling around Tokyo like time travel?

2 Find words in the article which mean:

1. opposites
2. slow
3. small meals
4. very tall building
5. levels of a building

3 OVER TO YOU What do you think you would find interesting about Tokyo? Which areas of Tokyo would you like to visit? Why?

Writing

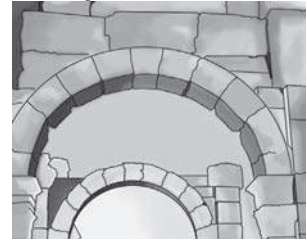
Write a story about a day out in a town or city.

First, answer these questions and make notes.

1. Which town or city did you go to? Who did you go with? When did you go?
.....
.....
2. Why did you visit it?
.....
.....
3. How did you get there?
.....
.....
4. Who did you speak to / help / meet on the trip? How did this happen?
.....
.....
5. What was your opinion of your day out, in general?
.....
.....



Now read this story. Match the paragraphs with the questions above.



- A We were studying the history of Palmyra, and we were going to draw pictures of the old Arches in our notebooks.
- B It was a fascinating and interesting day out, and we learned a lot about the history of our country.
- C About a month ago, our class went on a school trip to see the ancient ruins in Palmyra.
- D As we were walking around, admiring the ruins, we met a group of tourists. They told us they were on a study tour of Syria and Lebanon. We told them about the history of the Temple of Bel and the Arab castle, and they said that we were very good guides!
- E We set off for Palmyra in a bus. It took us about two hours to drive there. As we reached the city, we saw the silhouette of the Arab Castle on the hill above the huge colonnades. It was really magnificent.

Now write your story.

Module 2: Progress test

Reading

Encyclopaedia

Facts x

Did you know?
World facts

Most of us know that the **highest mountain in the world** is Mount Everest, on the border between Nepal and China (8,850 m). But something that most of us don't think about is **the deepest point on Earth!** It is called the Mariana Trench and it is in the middle of the Pacific Ocean, near Japan. It reaches down to about 10,911 m deep.

The lowest lake – interestingly, not called a lake at all, but a 'sea' - is the Dead Sea. The surface of the water is about 400 m below sea level. The water in the Dead Sea is also the saltiest in the world. Hardly anything can live in it, except simple organisms like green algae.

The deepest lake, however, is Lake Baikal, in Russia. It is more than one and a half kilometres deep.

There are many **long rivers** in the world, but the Nile River in Egypt is the longest. It's 6,671 km long. And the **highest waterfall** is the Angel Falls in Venezuela, at 979 m.

Most people think that a **desert** is a hot, dry, sandy place, but in fact, any place that receives hardly any rainfall can be called a desert. And that makes Antarctica the world's largest desert – even though

it is covered in ice, not sand. Antarctica is also the world's highest, windiest and coldest continent.

In the other extreme, **the world's hottest temperature** ever recorded was in 1922, in El Azizia, Libya – the temperatures reached a frightening 135°F / 57.8°C!

1 Read the text and answer the questions.

1. What is the importance of the Mariana Trench?
2. Which measurement is bigger – the height of Mount Everest, or the depth of the Pacific Ocean?
3. Why can't anything except simple organisms exist in the Dead Sea?
4. What are the following places famous for?
 - a. Lake Baikal
 - b. The Nile
 - c. The Angel Falls
5. What is surprising about the largest desert in the world?
6. What happened at El Azizia to make it a famous place?

2 Match the figures with the correct place.

- | | |
|-------------|-----------------------|
| 1. 400 m | a. Nile River |
| 2. 979 m | b. Lake Baikal |
| 3. 8,850 m | c. the Dead Sea |
| 4. 1.5 km | d. Angel Falls |
| 5. 6,671 km | e. the Mariana Trench |
| 6. 10,911 m | f. Mount Everest |



Language practice

1 Write the following sentences in reported speech.

Issa: I'm going to Jordan for my holiday.

Issa said he was going to Jordan for his holiday.

Faisal: My parents like to go to Italy every year.

1.

Nada: Lattakia is my favourite holiday destination.

2.

Su'ad: Our class is doing a project on the ancient city of Palmyra.

3.

Yousuf: My parents are thinking of taking us to London in the summer.

4.

Hisham: I want to visit Luxor on my next trip to Egypt.

5.

2 Write the dialogue in reported speech.

Amal: My brother is studying at the university of Damascus.

Amal said her brother was studying at the university of Damascus.

Samia, to Amal: (1) My cousins live in Damascus! (2) They have a nice house with a beautiful garden. (3) I want to visit them soon with my parents.

1. Samia told

2. She said

3. She said

Amal: (4) It sounds great, Samia. (5) Omar really enjoys living in Damascus. (6) He's studying medicine. (7) He wants to be a general surgeon.

4. Amal told

5. She said

6. She said

7. She said

Samia: (8) Damascus is a good place to study medicine. (9) I want to study at the University of Damascus too!

8. Samia told

9. She said



3 Complete the sentences with *a, the* or nothing.

One of (1) best places for (2) tourists to visit in Syria is the Old City. It is in (3) centre of Damascus. It includes (4) wonderful old covered market called Souq al-Hamadiyyeh, and (5) world-famous Omayyad Mosque that dates back to 705 AD. For many centuries, Damascus was the trade centre for the whole region, and today it is (6) popular tourist destination and (7) favourite location for foreigners wanting to learn Arabic.

It is (8) beautiful place to visit. (9) streets are full of (10) people buying and selling. You can ask any of (11) locals questions - they are very helpful and eager to show off (12) city. Enjoy your visit!

4 Complete the sentences with *any, some, many* or *all*.

1. Who ate the biscuits? The packet is empty!
2. The wonderful tourist sites in Syria is the reason why people come here.
3. I haven't got news about my exam results yet.
4. There is still water left in the jug. Do you want more?
5. people in Switzerland can speak Romansh, but not many.
6. I often listen to music while I study, but not the time.
7. Hardly plants are able to survive in the icy Antarctic.
8. Not people know that Sir Edmund Hilary, who first climbed Mount Everest, was born in New Zealand.

5 Complete the sentences with *too much / too many / too few, (not) enough* or *more*.

1. rain will damage the crops.
2. I'm sorry, I can't buy a ticket, because it costs and I haven't got money.
3. Many people move to the city, because there are jobs for them in smaller towns.
4. There are already eight hotels in the town, and they are planning to build in future.
5. You can't cycle on the pavements, because they are not wide for pedestrians as well as bicycles.
6. In the future, cars will mean traffic jams, pollution – and in my opinion, not is being done about the problem.
7. If people want to go on the morning course, we will have a second class in the afternoon.
8. If you eat before you do exercise, you'll feel ill.

Writing

Use the notes to write about New Zealand. Organise your writing into these paragraphs:

1. Size, population
2. Languages
3. Geographical features
4. Cities and sights

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

New Zealand.

- 4 million people
- 600 km east of Australia, two main islands – North Island and South Island
- capital: Wellington
- English and Maori
- bigger than Japan, smaller than UK
- Auckland: largest city, 1/3 of population of country
- surfing beaches
- Nelson – dunes, palm trees, three national parks

1. Look at the outcomes on page 25 of the Students' Book.

How did you find:

reporting what people said?
discussing what people should do?
talking about quantity?
discussing good and bad points?
having a debate?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module?.....

3. Was the listening in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module?.....

4. Was the writing in this module

easy? ☐ difficult? ☐

What did you do to plan your writing? How can you improve?

.....

5. Was the vocabulary in this module

easy? ☐ difficult? ☐

Are there any words or sounds that you have difficulty with?.....

.....

6. Write your result from your Progress test

test

What did you do well in?.....

.....

What do you need to revise?.....

.....

7. Was the grammar in this module

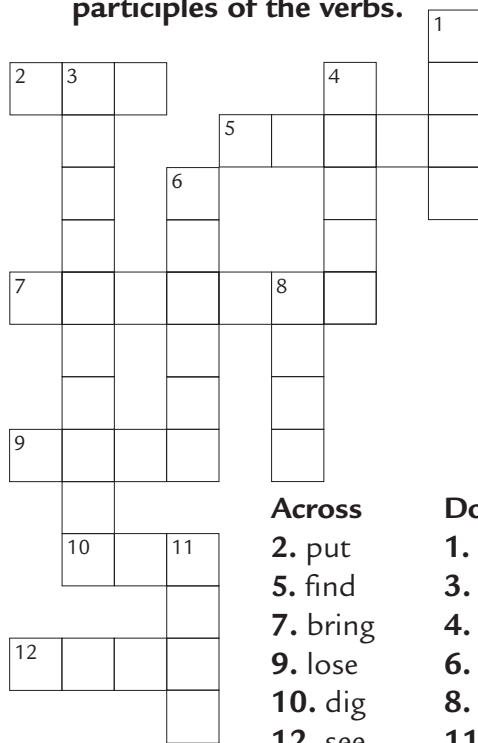
easy? ☐ difficult? ☐

5

Get well

Language practice

- 1 Complete the crossword with the past participles of the verbs.



Across

2. put
5. find
7. bring
9. lose
10. dig
12. see

Down

1. make
3. understand
4. build
6. teach
8. hurt
11. go

Help box

Use the present perfect with *just* to say that something has been completed very recently.
I've just finished reading this book.

Use the present perfect with *already* to say that something has been completed in the present or past.

I've already read this book. / I've read this book already.

Use the present perfect with *yet* to say that something hasn't been completed by the time of speaking.

I haven't read it yet (but I will read it soon).

- 2 Write sentences with *just* or *yet*. Use the words beside the pictures.



1. She / drink her tea
She hasn't drunk her tea yet.



2. She / cut the onions



3. He / receive the letter



4. He / eat his lunch



5. She / win a prize



6. They / sell their house

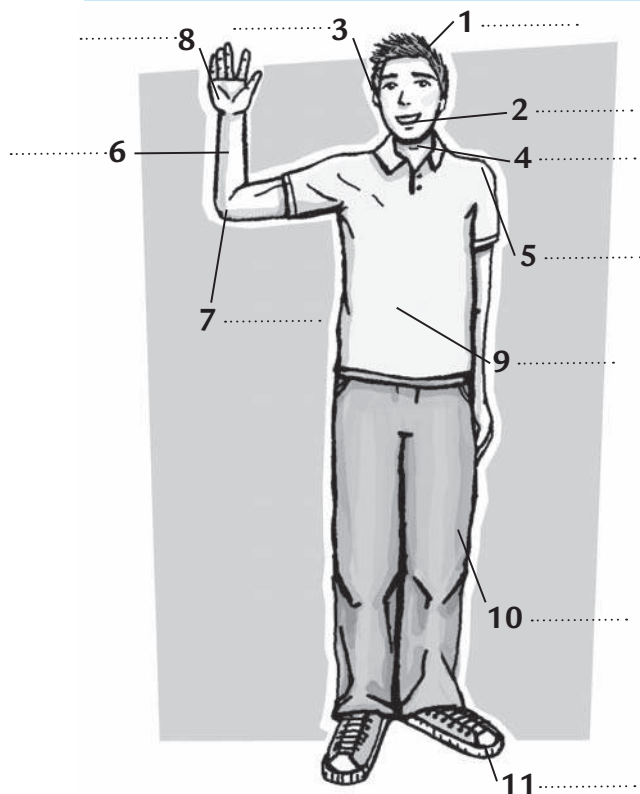
- 3 Read the situations and write what the people haven't done yet, have just done or have already done.

Abbas	Fatima
1. He's still doing his maths homework.	4. She phoned her friend five minutes ago.
2. He arrived home ten minutes ago.	5. She ate her lunch two hours ago.
3. He finished his English homework at school this morning.	6. She's waiting to check her email.

1. Abbas hasn't finished his Maths homework yet.
2. He
3. He
4. Fatima
5. She
6. She

4 Label the picture. Use these words.

head leg teeth stomach throat ear
shoulder arm elbow wrist foot



5 Complete the sentences with these words.

earache headaches sore throat sprained
stomachache temperature toothache

- I feel terrible. I'm coughing, and I've got a too. It hurts when I speak.
- I ate too much. I've got a now.
- I was playing tennis when I fell and my ankle. So I can't play for a few days.
- I feel very hot. I'm sure I've got a high
- I've got water in my ears after swimming, and it's giving me terrible
- I must go to the dentist. I've got
- My head hurts. I often get like this when I haven't slept well.

Help box

Use the present perfect to talk about events in the recent past, when no specific time is mentioned.

I've cut my finger!

Have you been to the dentist during the last six months?

Use the past simple when a specific time in the past is mentioned.

I broke my leg two years ago.

I went to the dentist last week.

6 Complete the dialogue. Use the present perfect and the past simple.

Omar: (1) (you ever be) to hospital, Hani?

Hani: Yes, I (2) (be) in hospital about five weeks ago.

Omar: What (3) (happen) to you?

Hani: I (4) (be) on my way to school one day, when I (5) (slip) and (6) (fall) off the school bus! I (7) (break) my wrist. I (8) (only just start) writing properly again! (9) (you ever hurt) yourself badly?

Omar: No, I (10) (not have), luckily. I (11) (sprain) my ankle once, in a basketball match, but nothing more serious than that.

7 OVER TO YOU What should people do in these situations? Write some advice.

I've got a bad headache!

I feel tired all the time.

I don't want to catch a cold before my school trip.



Reading

Brian is a surgical nurse. He did this specialised course after he qualified as a nurse. First, he had to get some experience working in a surgical department, such as in general or day surgery.

But what does a surgical nurse do? 'Basically, we assist the surgeons. A very important part of the job is getting the patient ready for the operation. We explain to the patient what is going to happen during the surgery and also check that he is healthy enough to have the operation. We also help to prepare the operating room, making sure that it is clean and that all the things the surgeon needs for the operation are there.'

'During the surgery, we help the surgeon by passing him/her the surgical tools needed for the operation. We also keep an eye on the patient to make sure that he is in a stable condition, keeping a constant check on the patient's heart rate, blood pressure and breathing. When the surgery is over we count the surgical tools so that none go missing during the operation.'

'Our role doesn't end after the operation. We have to change the patients' bandages and make sure that we give the right painkillers and care in the ward, while they are recovering. So really, we are there at the beginning and at the end of their hospital treatment.'

1 Read the article. Write Brian's different duties in the correct place in the table.

explain what is going to happen during the surgery
check that the patient is healthy enough to have the operation
pass surgical tools
check that the patient is stable
count the surgical tools
change the patient's bandages
give painkillers

Before the operation	During the operation	After the operation

2 Write the names of these people from the text.

1. the person who carries out an operation
2. the person who helps a doctor in the hospital
3. the person who has an operation in hospital

Writing

Read this problem and give advice.

I want to be fitter and healthier. What should I do?

Use these notes

Food

avoid sweets and too much sugar
don't eat too late at night
eat healthy snacks like fruit or nuts

Exercise

do regular exercise – at least 30 minutes – three times a week
do exercise that makes your heart rate faster – as well as stretching exercises like yoga
warm up before exercise – relax after exercise

Sleep

get enough sleep at night

Help box

Don't forget to use:

First of all ... Also ... In addition...

You should ... It's a good idea to...

Another thing you could do is ...

What about ...? Why don't you try ...?

Write your advice.

.....

.....

.....

.....

.....

.....

.....

.....

Refer to

the Assessment tools on page 79
to assess your performance.

6

Hygiene

Language practice

Help box

Use the past simple to describe something that happened in the past.

Use the past perfect to describe something that happened before that time.

*I **had** already **cooked** the dinner by the time my mother came home.*

*When we arrived at the theatre, the concert **had** already **started**.*

1 Make sentences. Use the words in brackets.

1. A tourist stopped to ask me for directions. He (lose) his map.
2. Hussein had a stomachache. He (eat) too many sweets.
3. They weren't home when I rang them. They (already go) out.
4. Our team lost the match. We (not practise) enough.
5. When we went to the restaurant, we realised that it (close) down.

2 Join the sentences. Use the past perfect.

1. Carol learnt to speak three languages. She went to school.
Before she went to school, Carol had learnt to speak three languages.
2. She got married. She was 21.
By the time she was 21,
3. My friends left. I arrived at the restaurant.
When I arrived at the restaurant,
4. He grew a moustache. He looked so different.
He looked so different, because

5. The lesson ended. I spoke to the teacher.
After the lesson
6. Their car broke down on the way. They were late.
They were late, because

3 Complete the text with the past simple or past perfect.

When Mark (1) **had finished** (finish) his university studies, he (2) (go) to work in Uganda. A few months earlier, he (3) (read) about a project there: a charity (4) (start) building schools in villages and they (5) (need) more volunteers. When Mark (6) (arrive) in Uganda, he was surprised to see how much the charity (7) (already do). They (8) (clear) trees to make space for the school. They (9) (dig) a well to create a water supply for the school, and they (10) (employ) a teacher. The children were so excited about their new building. They (11) (never study) in a classroom before, only outside. A few months earlier, they (12) (write) letters to schools in other parts of the world, and people (13) (send) them books and classroom equipment. Mark (14) (plan) to stay for a year, but after the year (15) (end), he decided to stay longer. He said he (16) (never feel) so useful and so satisfied with a job before.

Help box

Use *which* / *that*, *who* or *where* to say exactly what or who you are talking about:

The man (who / that) I was talking to is my uncle.

Tourists who come to Jordan usually go to Petra.

To give extra information about something or someone, use *which* for things, *who* for people. Separate the extra information from the rest of the sentence by commas.

My uncle, who works in a hotel, is coming to visit us soon.

Tourists in Syria usually go to Damascus, which is the capital city.

- You cannot use *that* in extra information sentences.

- You cannot leave out *who* or *which*.

4 Write these figures in words.

- 12,000,000
- 120,000
- 75%
- 45 – 50
- 68.5
- 191

5 Complete the sentences with *who* or *which*.

- Mrs Hayek, is a teacher at my school, is leaving soon.
- The charity, is based in France, has several projects in Africa too.
- My cousins, live in Denmark, email us often.
- I met Tareq, said he was on his way to an interview.
- Thank you for taking me to the exhibition, I enjoyed a lot.
- She told me she had passed her test, was really good news.
- It began to rain suddenly, nobody had expected.
- Mr Hamad, is here on business, came for dinner last night.
- Has anyone seen my bag, I left here a few minutes ago?

6 Join the sentences. Use *who* or *which*.

- I spent a weekend by the sea. It was wonderful.
I spent a weekend by the sea, which was wonderful.
- The earth is getting hotter. It is causing the ice caps to melt.
.....
- Some children in Africa live very far from a school. They have to walk a long way every day.
.....
- The water is used for washing and cooking, as well as drinking. It comes from a well.
.....
- People are travelling by plane more frequently. It is causing a lot of damage to the environment.
.....
- The new town hall has been built in three months. It is opening tomorrow.
.....

7 Rewrite the sentences, adding the appropriate extra information.

which is clean which is bad news for farmers
who were born in Lebanon
who won a scholarship which arrived today



- My grandparents came to Syria in 1980.
My grandparents, who were born in Lebanon, came to Syria in 1980.
- Thank you for your birthday card.
.....
- Drinking water comes from the new well.
.....
- There hasn't been much rain.
.....
- Ali is studying maths in Paris.
.....



Reading

Encyclopaedia
Facts x

<p>Amazing body facts</p> <p>Did you know?</p> <p>Your heart beats more than <u>one hundred thousand</u> times a day – or around three billion times during an average lifetime.</p> <p>For humans, the normal pulse is 70 heartbeats per minute. Elephants have a slower pulse of <u>twenty-seven</u> and for a canary it is <u>a thousand</u>!</p>	<p>If all the blood vessels in your body were put end to end, they would reach about <u>sixty thousand</u> miles.</p> <p>Your lungs are made up of about <u>three hundred million</u> tiny air sacs. If they were laid flat, they would cover an area about the size of a tennis court.</p> <p>Around <u>two-thirds</u> of a person's body weight is water. Blood is</p>	<p><u>ninety-two per cent</u> water, and your brain is 75% water.</p> <p>The human head contains 22 bones.</p> <p>While babies are born with over 300 bones, adults only have <u>two hundred and six</u>; many bones join together as people grow up.</p> <p>By the time you are 70, you will have easily drunk over <u>twelve thousand</u></p>	<p>gallons of water.</p> <p>You blink your eyes over <u>ten million</u> times a year.</p> <p>Your forearm (from inside of elbow to inside of wrist) is the same length as your foot.</p> <p>Fingernails grow four times faster than toenails.</p> <p>It takes more muscles to frown than it does to smile.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1 Read the text and answer the questions.

1. Whose heart beats faster – an animal's or a bird's?
2. 'Humans consist mostly of water.' Why is this statement true?
3. Why do adults have fewer bones than babies?
4. How can you find out the size of your foot, without measuring it?
5. What is more relaxing for the body – smiling or frowning? Why?

2 Write the underlined numbers in the text in figures.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

3 Find these words in the text.

1. the red liquid that travels around the body
2. the organs used for breathing
3. the joint in the middle of the arm
4. the number of heartbeats in a minute
5. the many hard pieces of material that make up your skeleton

Writing

Write a health diary for a week.

Organise the following into the three topic areas in the table.

breakfast	go to bed early
dinner	walk to school
do P.E. at school	play basketball
do yoga	stretch
drink coffee	relax muscles
drink water	snacks
go running	play tennis
go swimming	vitamins
lunch	

Exercise	Food	General well-being

Now write your diary. Use the headings and the topics to help you. Add any other things you do under the correct headings.

Module 3: Progress test

Reading

HOW TO AVOID SPORTS INJURIES

We all know how important it is to exercise regularly. But many of us don't realise that exercise or sport can be dangerous – unless you know the rules. Here are five ways to avoid being injured during sport or exercise.

A.

Different sports need different protective equipment. Many sports insist that participants should wear helmets – horse-riding, baseball and skateboarding are just a few examples. Your helmet has to be the right type and size for the sport. Some sports require protection for the head (boxing) and eyes (swimming). But the correct shoes are essential for all sports and types of exercise.

B.

An essential part of any exercise is getting your body prepared for action. Starting physical exercise without stretching your muscles first can be dangerous. You need to get your body temperature

warmer to reduce the chances of getting injured during sport.

C.

A lot of unnecessary injuries can be avoided if players know and respect the rules of the game. For example, in hockey, you can't raise your stick above your shoulder. These rules were made to help keep injuries and accidents to a minimum.

D.

Many of the rules of a game were created to keep others safe. Good communication with others means a safer, more enjoyable sport. In swimming, for example, swimmers move in the same direction to avoid coming into contact with each other.

E.

Sometimes accidents will happen, and if you have been injured, you need to recover fully before doing the sport again. An injury can become more serious if you continue to exercise and don't take enough rest first.

1 Read the article. Match the headings with the paragraphs.

1. Remember, there are others around you!
2. Rest your injuries
3. Keep to the rules
4. Warm up before you start
5. Wear the right clothing

2 Find words in the article that mean:

1. people who take part in something
2. very important; you can't do without it
3. obey, treat seriously
4. lift up
5. get better

Language practice

1 Rewrite the sentences, using the word in brackets and the present perfect.

I read that book last week. (already)

I have already read that book.

1. I bought these shoes recently. (just)
.....
2. I didn't ride my new bike (but I will ride it soon). (yet)
.....
3. Did you tidy your room, as I asked you to? (yet)
.....
4. Come in! I made tea a few minutes before you came. (just)
.....
5. I packed my suitcase for the trip. (already)
.....

2 Write sentences. Use the past simple and the past perfect.

Before the match / start / team / already / warm up.

Before the match started, the team had already warmed up.

1. Ahmed / be excited / because / he / never be / to Homs before.
.....
2. The train / already leave / by the time / we get / to the station.
.....
3. They / never learn English / until / they come / to this school.
.....
4. I / leave a message / because / she / go out.
.....
5. I / know the answers to the test / because / I study / the night before.
.....

3 Join the sentences. Use the words in brackets.

She finished her essay. Then she helped her mother. (as soon as)

As soon as she had finished her essay, she helped her mother.

1. Ahmed ate his supper. He had a late lunch. (although)
.....
2. I got to school. I realised I left my book at home. (when)
.....
3. I read the book. Then I saw the film. (before)
.....
4. The child hurt his leg. He was crying. (because)
.....
5. We managed to put the fire out. The firemen came. (by the time)
.....

4 Complete the text with the past simple or past perfect of the verbs in brackets.

A few weeks ago, a woman (1) (buy) some bananas. But later that day, when she (2) (put) her hand into the bag to eat one, a spider suddenly (3) (bite) her. By the time she (4) (get) to hospital, she (5) (become) very ill. Luckily, she (6) (take) a photo of the spider on her mobile phone. The doctors (7) (send) the photo to an expert. After he (8) (identify) it, they could choose the correct medicine for the woman. She (9) (recover). Apparently, the spider (10) (hide) in the bananas as they made their way across the seas.

5 Complete the sentences with *who* or *which*.

1. *Titanic*, was made a few years ago, is one of my favourite films.
2. Dina, is a very good cook, made me a delicious cake.
3. The Great Wall of China, is 3,460 km long, is the longest wall in the world.
4. I went to the dentist, told me I should eat less sugar.
5. The new restaurant, was once a cinema, is very popular.
6. I'm afraid Dr Tareq, examined you last time, isn't here today.

6 Rewrite the sentences. Add the extra information in brackets.

We often go for picnics in the hills. (The hills are only a few kilometres away.)

We often go for picnics in the hills, which are only a few kilometres away.

1. Next summer I am going to visit my aunt. (She lives in Bahrain.)
.....
2. My neighbour gave me a lovely painting. (She is an artist.)
.....
3. I did very well this term. (It made my parents proud.)
.....
4. They invited me for dinner. (It was very kind of them.)
.....
5. Mr Quassimi has been a teacher all his life. (He teaches history.)
.....

Writing

Write some sentences giving advice.

I have just started a new school, and I would like to make friends quickly. What advice can you give me?

I would like to take up a new sport. I enjoy ball games, and playing in a team. Which sports would you recommend? Have you got any advice about the sport to give me?

.....

.....

.....

1. Look at the outcomes on page 39 of the Students' Book.

How did you find:

describing recent events?

describing illnesses?

writing a health diary?

giving explanations?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module?.....

3. Was the listening in this module

easy? ☐ difficult? ☐

interesting? ☐ not interesting? ☐

What was your favourite passage in this module?.....

4. Was the writing in this module

easy? ☐ difficult? ☐

What did you do to plan your writing? How can you improve?

.....

5. Was the vocabulary in this module

easy? ☐ difficult? ☐

Are there any words or sounds that you have difficulty with?.....

.....

6. Write your result from your Progress test

What did you do well in?.....

.....

What do you need to revise?.....

.....

7. Was the grammar in this module

easy? ☐ difficult? ☐

7

Finding answers

Language practice

Help box

Use *will* to predict the future.

The weather will get hotter – it won't get colder.

Use *will* for actions that we decide now, at the moment of speaking.

I'll make some tea.

Use *going to* for actions that we have decided before we speak.

I'm not going to watch TV tonight. I'm going to read a book.

For suggestions and offers, use *Shall I / we ...?* or *I'll ...*

Shall I give you a lift to the station?

- 1** Cross out three items that are NOT useful on a camping trip in the desert.

a first-aid kit, a signal mirror, a fishing line and hooks, oars, signal flares, sea-sickness tablets, an emergency blanket, a whistle

- 2** Write P for a prediction or D for a decision. Complete the sentences with the correct form of *will* or *going to*.

- I'm sure it **won't** (not) rain. The sky looks clearer now. P
- Amal is very good at science. I think she be a famous doctor one day. ____
- What (you) do when you finish school? ____
- I've decided – I study French next year, as well as biology. ____
- If we don't hurry up, we (not) get to school on time. ____

- 3** Offer to help in these situations.

- I need help with my homework.
Shall I help you? / I'll help you.
- I would like to close the window, but it's too high for me.

- for you?
- Grandmother needs someone to do the shopping for her.
..... shopping for her.
- I'd love to learn to speak German.
I speak German.?

Help box

Use *if* + present simple + *will / won't* for things that will possibly happen.

If the tickets are too expensive, we won't be able to go.

If we have time, we'll go and see the counsellor.

We can put the 'if part' or the 'will part' of the sentence first.

If he doesn't feel well, he won't go to school.

He won't go to school if he doesn't feel well.

We usually put a comma after the 'if part' of the sentence.

- 4** Imagine you are going to a language school in London. Write questions and answers. What will happen if ...?

- you go to London without your friends?
Q: What will happen if you go to London without your friends?
A: (not know anyone) If I go to London on my own, I won't know anyone.
- you don't know anyone in London?
Q:
A: (have to speak English)
- you speak only English for a week?
Q:
A: (improve a lot)
- your English gets much better?
Q:
A: (do well at school)
- you do well in your exam?
Q:
A: (go to university)

Help box

Join sentences with these words or phrases.

when = at the time something else happens

Can you call me when dinner is ready?

as soon as = immediately

As soon as I saw the advertisement, I phoned to book some tickets.

until = up to a point in time

They played football in the park until it got dark.

before = at an earlier time

It's best to get there at 8 am, before the crowds of tourists arrive.

after = at a later time

After I had seen the film, I read the book.

5 Circle the correct word.



I didn't know a crab could climb a tree, (1) *as soon as* / *after* / *until* I read it in a book. It's amazing! This kind of

crab is called a Coconut Crab. (2) *Before* / *When* / *Until* it gets hungry, it climbs up a palm tree. (3) *Before* / *Until* / *After* it gets a coconut, it cracks it open with its claws. It doesn't wait (4) *until* / *as soon as* / *before* it gets back down on to the beach (5) *as soon as* / *after* / *before* eating the coconut. It starts eating (6) *before* / *until* / *as soon as* it picks the coconut!

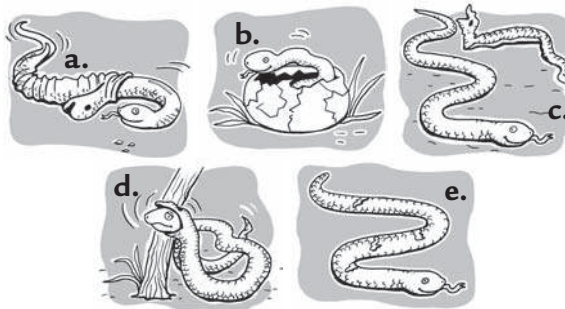
6 Rewrite the sentence pairs as one sentence. Use the words in brackets.

- I'll stay indoors. It hasn't stopped raining. (until)
I'll stay indoors until it stops raining.
- Promise you'll phone me and tell me. You get your results later. (as soon as)
.....
- I'll come out with you. I finish work at 5 o'clock. (after)
.....
- You can wait here. It's not time for you to go home. (until)
.....
- I'd never seen her. I met her at the conference. (before)
.....

- I'll phone you. I get to the station at 4 o'clock. (when)
.....

7 Match the sentences with the pictures.

How does a snake lose its skin?



- The snake comes out of the egg. It loses the outer layer of its skin. This process will happen many times right up to the time the snake dies. Picture
- The snake grows, but the outer layer of skin doesn't grow. Picture
- The skin gets tight. The snake rubs against a tree. Picture
- The skin begins to get loose. The snake slides out of it. Picture
- The snake loses the old skin. First, it grows a new skin underneath. The old skin has dropped off. The snake has a shiny new skin. Picture

8 Now rewrite the sentences. Use the words given.

- As soon as outer layer of its skin. This will happen until dies.
- When doesn't grow.
- When against a tree.
- As soon as out of it.
- Before a new skin underneath. After a shiny new skin.



Reading

More questions you've always wanted to ask – answers you've always wanted to know!

Can water go bad?
As you know, water can be stored in wells until you need it. But will it still be fresh when you want it? Water *can* go bad. If you store it in an open container, insects and other tiny organisms will make their homes in the water. You won't want to drink that water. It can also go bad in a closed container, unless chemicals have been added before it goes into the container. If you add chlorine or iodine, it will stop bacteria from forming.

Can lightning strike you when you are indoors?
Yes, it can, and every year, over 1,000 people will get hit by lightning this way. When lightning strikes a phone line, it travels down the phone line, and if you are holding the phone at that time, it will reach you. So if there is a lightning storm, you should not use the phone. You should not be in the bath or shower, either, because lightning can strike metal pipes and cause an electric shock. It's best to stay away from computers too – anything that can carry an electrical charge from the lightning to your body.

What will happen if all the icebergs melt?
We all know that the Earth is getting warmer. This will cause the icebergs to crack and pieces will break off. And when that happens, the water level will rise. Scientists have predicted a sea level change by the year 2100. They estimate that the sea will rise 50 centimetres, on average, by that time. The rise will come from warmer sea temperatures, and from melting ice. This rise in sea level will have a dramatic effect on coastal cities and towns all over the world.

1 Read the text and decide if the sentences are true (T) or false (F).

1. If you store water in a closed container, it will not go bad.
2. Chemicals can be added to water to stop bacteria from forming.
3. It isn't dangerous to use the phone during a lightning storm.
4. If you want to have a bath, it's better to wait until the storm is over.
5. Any electrical object can increase the danger of injuries by lightning.
6. If we don't try to stop the Earth from getting warmer, sea levels will rise in future.
7. Rising sea levels won't be a problem.

2 Match the beginnings and the ends of the following sentences.

- | | |
|---------------------------------------------------------|----------------------------------------------------------------|
| 1. It's possible to store water | a. in their homes every year. |
| 2. Many people are struck by lightning | b. if the sea continues to become warmer. |
| 3. Avoid having a bath during a lightning storm | c. if you live by the coast. |
| 4. Pieces of ice will break off the icebergs | d. because you can get an electric shock from the metal pipes. |
| 5. Your home might be damaged by flooding in the future | e. until you need to use it. |

Writing

Write instructions. Use the pictures to help you.

How do you make tea?

1.



2.



3.



4.



5.



6.



Help box

Use these words: *first, then, next, after that, finally.*

8

Solving problems

Language practice

Help box

Use *if* + past simple + *would* / *wouldn't* for imaginary situations.

If you told me a secret, I wouldn't tell anyone.

If I wanted to get fit, I would do regular exercise.

We can put the 'if part' or the 'would part' of the sentence first.

If I got some money for my birthday, I would save up for a new CD player.

I would save up for a new CD player if I got some money for my birthday.

We usually put a comma after the 'if part' of the sentence.

1 Write sentences with these words.

- If / she / want / me / to help / her, she / ask / me.
If she wanted me to help her, she would ask me.
- I / do / it / if / you / ask me.
.....
- If / I / break / my mother's vase / she / be / very angry.
.....
- You / not be / so tired / if / you / go to bed / earlier.
.....
- If / I / leave / my homework / at home / I / get into trouble.
.....

2 Write the correct form of the verbs in brackets.

Yaser: Do you want to come to the zoo with me tomorrow, Yousef?

Yousef: I (1) (go) if I (2) (have) some money.

Yaser: Well, if you (3) (not spend) a lot of money on computer

games, you (4)

(be able to) go to the zoo!

Yousef: I know, you're right. If my brother (5) (lend) me his games, I (6) (not have to) buy them myself!

Yaser: If you (7) (offer) to lend him some of your games, maybe he (8) (feel) bad about his selfishness.

Yousef: Mmm, if you (9) (know) my brother better, you (10) (not say) that!

3 How would things be different? Read each situation and complete the sentences.

- I'm not going to watch the football match tonight. It ends so late.
If the football match **didn't end so late**, I **would go and watch it tonight**.
- We don't speak English outside the classroom, so we don't improve.
We if outside the classroom.
- The weather is bad, so we are not going to the beach.
If the weather, to the beach.
- I can't help you. I'm not good at maths.
If I good at maths,
- I don't understand this book. The language is so difficult.
I this book so difficult.

4 OVER TO YOU Write sentences.

What would you do if ...

- you found someone's keys in the street?
- you forgot your mother's birthday?
- you lost your new bicycle?
- you borrowed a friend's book, then lost it?

5 Complete the dialogue. Use these words or phrases.

a club a hobby friends in touch pieces
sad something new sorry careful
to people

1.

A: I feel (a) that you're leaving the school, Majeda.

B: So do I. We must promise to keep (b)

2.

A: I'm bored, Mum!

B: If I were you, I'd take up (c) Join (d) or something – it's a good way to make new (e) and talk (f) If you started (g), it would stop you from being bored.

3.

A: Mrs Hakim, I want to say (h) about what happened to your vase. I was carrying it to the shelf, when I dropped it and it broke into two (i) I promise I'll try and mend it with glue.



B: It's all right. Just be (j) next time.

Help box

Use *If I were ...* to imagine what you would do if you were in someone else's place, or if your situation was different.

If I were you, I'd apologise to the teacher for being so impolite.

If I were rich, I would buy my parents a new car.

6 Rewrite Naser's mother's warnings. Use *If I were you, ...*

1.

Don't come home too late.

If I were you, I wouldn't come home too late.

2.

You should take a coat.

You shouldn't wait for the bus alone.

3.

4.

Take some money with you.

5.

Find out what time the last bus leaves.

7 OVER TO YOU Are you a good friend? Try the quiz!

Circle the best answer.

- Your best friend has got a new shirt. You don't think it suits her. If she asked you what you thought, you would ...
a) tell the truth.
b) pretend you didn't hear the question.
c) tell her to ask someone else.
- If you walked past some people at school, who were saying bad things about a friend of yours, you would
a) stop them and tell them they were wrong.
b) carry on walking, and pretend you didn't hear.
c) tell your friend what you had heard.
- If your best friend was angry with you, you would ...
a) ask what was wrong.
b) ignore the problem.
c) get angry, too.

Score:

Mostly a: I'd be pleased to have a friend like you.

Mostly b: If I were you, I'd try to be a better friend.

Mostly c: If I were you, I'd be grateful I had any friends at all! You should treat your friends with more respect.



Reading

Why can't I remember?!

We all forget things – and it's true that as we grow older, it becomes harder to remember things as quickly as we used to. But just like any other part of the body, the brain, and the power of memory, can be exercised and improved.

Here are some tips for improving memory.

Association This can be a helpful way to remember names, for example. Try to associate the name of someone with another image, something that reminds you of that name. Imagine meeting someone called Mike, for example – try

to visualise a microphone to remember his name. The next time you meet Mike, you'll immediately think of a microphone, and you won't need to be embarrassed by forgetting his name.

Acronyms are a good way to memorise lists, or any sequence of items. An acronym is a word or phrase made from the initial letter or letters of other words. Acronyms are very common in everyday language: NBA (National Basketball Association) and SCUBA (Self Contained Underwater Breathing Apparatus) are just two examples of acronyms that have now become words in their own right.

Chunking This is especially useful for remembering numbers. It is based on the idea that we can only remember about seven items in our short-term memory. Chunking involves breaking up a long number into smaller pieces. A telephone number of 97472365 would be easier to remember like this: 97-47-23-65. Or, if you can find a meaningful 'number' inside the item you need to remember, you can chunk it differently: 9-(Boeing)747-2365.

1 Read these people's tips. What technique do they use to help them remember?

1. I'm always amazed at the way the head teacher remembers every student's name. Then one day I overheard him as he met a new student. While the student was walking away, the head teacher said to himself, '*Claire* – she has *clear* eyes.' Every time he saw her, he remembered that she had clear eyes and her name is Claire.
2. The way I remember my mobile phone number is this way: 76 (James Bond double oh 7) 42 (my father's age) 1971 (before I was born!) And that's it – 76007 42 1971.
3. I had to find my way from a station to a house in London once. I just kept saying to myself, **DESH!** It was the initial letters of the street names I had to pass: **D**alling Street, **E**dgar Avenue, **S**hirley Street, **H**errick Road.

2 OVER TO YOU Can you work out a way to remember the correct order of the colours of the rainbow? (red, orange, yellow, green, blue, indigo, violet)

Writing

Compare the following sports and activities, and write explanations for your choices.

Sports: cycling, basketball, football, volleyball, gymnastics, athletics, boxing
Explanation: difficult, fun, easy, tiring

Free time activities: watching TV, reading, listening to music, doing art, doing puzzles, playing games
Explanation: relaxing, interesting, creative, useful

Help box

Use the following phrases to help you explain your reasons.

To give your personal opinions: *I think, in my view / opinion*

To contrast ideas: *however, on the other hand, but*

To add to an idea: *furthermore, also, in addition, as well as*

First, read Tina's choices and explanation. Answer the questions and complete the gaps.

A. 1. What is she comparing?

2. What criterion does she choose?

B. I think (a) is much more (b) than any of the others. For example, you have to concentrate when you're doing it. It's not as easy as just sitting on the sofa, pressing a button on a remote control! On the other hand, (c) can be better when you are really tired after a long day studying. You don't always feel like using your brain when you're trying to rest at home, as well as at school!

C. Now compare two or more activities.

Module 4: Progress test

Reading



What has the following food and drink got in common?

curry, kebabs, tabbouleh, hummus, coffee

They all have an Arab connection!

For instance, did you know that coffee was first used and grown in Yemen, as long ago as the 10th century? The Yemenis used to boil the beans, and in this way they created the drink al-qahwa, coffee.

One of the most important of the early Arab writers on coffee was Abd al-Qadir al-Jaziri. In his writings of 1587 he tells how one Sheikh, Jamal-al-Din al-Dhabhani, mufti of Aden, used coffee as a medicine to cure his illness. He recovered, and at the same time, discovered that coffee made him feel more energetic, cleared his headaches and kept him awake.

It then spread through the whole of the Arab World, as people travelled and took it with them. It reached Turkey in the 15th century, and Egypt in the 16th century.

The trade between Venice, Italy and Egypt brought the drink of coffee to Europe, where it was very popular. The first coffee houses opened in Venice in 1645, and a little over seventy years later, there were 208 coffee houses in Venice alone! From Italy, the popularity of the drink spread to the rest of Europe.

Nowadays, many people all over the world enjoy a cup of coffee.

1 Read the article and number the events 1–6 in the correct order.

- ☐ a. The drink spread throughout Europe.
- ☐ b. Coffee was used to cure someone.
- ☐ c. Coffee reached Egypt.
- ☐ d. The Yemenis grew coffee beans.
- ☐ e. The first coffee house opened in Venice.
- ☐ f. People travelling through the Arab World introduced many countries to al-qahwa.

2 Find words or phrases in the text which mean:

- 1. share the same thing
- 2. a hundred years
- 3. lively
- 4. reach other parts
- 5. the business of buying and selling things
- 6. when something is liked by many people

Language practice

1 Write sentences about Ali's plans.

Monday - meet Obaid at the library
 Tuesday - practise with the volleyball team
 Wednesday - finish the maths homework
 Thursday - start the history project
 Friday - visit Grandmother
 Saturday - go swimming, play tennis
 Sunday - finish the history project

Refer to

the Assessment tools on page 80 to assess your performance.

On Monday, he's going to meet Obaid at the library.

- | | |
|-----------------------|------------------------|
| 1. On Tuesday, | 2. On Wednesday, |
| 3. On Thursday, | 4. On Friday, |
| 5. On Saturday, | 6. On Sunday, |

2 Write these people's predictions about the future.

1. There be computers on every desk at school.
2. Some people think there be any teachers. But we always need human teachers. Computers be able to teach us everything!
3. Cars be used any more. We have personal aeroplanes instead.
4. The weather be warmer all over the world. In wet countries like Britain, there be palm trees and tropical fruit.

3 Complete the offers of help. Then match them with the situations.

- | | |
|---------------------------------------------------------------------|--------------------------------------------------|
| a. I've forgotten my ruler. | 1. read it to you. ____ |
| b. I just haven't got time to take these books back to the library. | 2. turn the music down a bit? ____ |
| c. What are we going to buy Rakan for his birthday? | 3. get him a book? ____ |
| d. I can't find my purse! | 4. Don't worry, help you look for it. ____ |
| e. I can't read the sign - I've forgotten my glasses. | 5. lend you mine. ____ |
| f. It's really noisy in here, I can't hear what you're saying. | 6. take them for you. ____ |

4 Complete the questions and answers. Use *will* / *won't*.

1. Q: What / you do / if / you / be / late?

A: If / I / be / late / I / phone you.

2. Q: What / you buy / if / you go / shopping today?

A: If / I go / shopping / I / buy / some new pens.

3. Q: How / you get home / if / you miss / the train?

A: I / go / by bus / if / I miss / the train.

5 Circle the correct word or phrase.

1. I'll phone you *until* / *as soon as* I arrive.
2. I always brush my teeth *before* / *as soon as* I go to bed.
3. I hope I manage to see you *until* / *before* you go on holiday.
4. *When* / *After* a few hours, I got tired of playing video games.
5. *As soon as* / *When* you see Hind next time, tell her I said hello.
6. Do we really have to wait *before* / *until* July to visit them?

6 Complete the sentences about imaginary situations. Use the words in brackets.

1. What (you do) if (you find) money in the street?
2. If a tourist (ask) you to recommend an interesting place to visit in Syria, what (you say)?
3. If I (not be) interested in art, I (not go) to the art gallery.
4. Nour (not invite) you to dinner if she (not want) you to come.
5. I (buy) a new camera if I (have) enough money.
6. If I (win) a holiday anywhere in the world, I (go) to Japan.

7 Give advice to Yousef.

get the right shoes

don't run in the dark.

If I were you, I'd get the right shoes.

If I were you, I wouldn't run in the dark.

1. warm up before you start.

2. don't do too much at first.

3. increase the distance slowly and regularly.

4. wear comfortable clothing.

5. don't eat just before running.

I'm taking up running. Have you got any advice for me?



Writing

Write a letter giving advice to this student.

I am a student preparing for my final exams. I don't know what type of study timetable I should plan. For example, is it better to study the night before the exam, or should I relax just before the exam? Should I study all day, or spread the work across different days? How can I remember all the things I have to learn?

Ali

1. Look at the outcomes on page 53 of the Students' Book.

How did you find:

making decisions?
talking about conditions?
solving problems?
giving advice?
writing explanations?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?.....

3. Was the listening in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?.....

4. Was the writing in this module

easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
.....

5. Was the vocabulary in this module

easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?.....
.....

6. Write your result from your Progress test

What did you do well in?.....
.....

What do you need to revise?.....
.....

7. Was the grammar in this module

easy? ☐ difficult? ☐

9

Emergency & rescue

Language practice

- 1** Read the extracts from newspaper reports. Which of the following are they describing?

earthquake flood hurricane drought
tsunami volcano avalanche

- The liquid rock flowed out towards the town.
- Fast winds around the eye at over 120 kilometres per hour.
- It measured 8.2 on the Richter scale.
- Killer waves were 30 metres high.
- The heavy rainfall caused the walls of the dam to break, and water poured into the town.
- There has been no rain for over three months, and crops have failed.
- Huge amounts of snow began to slide down the mountain sides, onto the town below.

Help box

Use the present passive to talk about processes and facts. Use it when the focus is on the action, not on who does it.

*Every year new technology is developed to warn people about possible disasters.
Walls are being built to keep the sea from flooding the village.*

Use the passive with *can* to talk about possibility.

Storms can be predicted by satellites.

When it is important to say who did the action, use *by*.

There has been an earthquake. People are being rescued by helicopter.

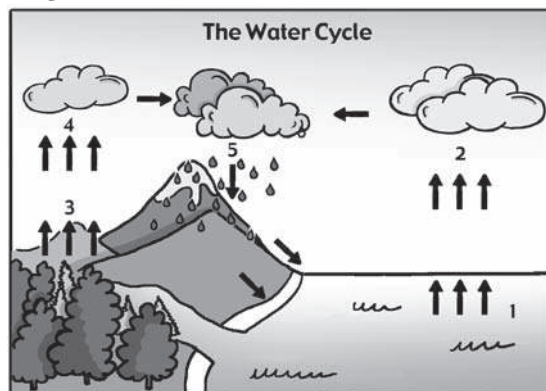
- 2** Rewrite these sentences in the passive.

- If you get hungry, you can buy snacks at the shop.
If you get hungry, snacks **can be bought** at the shop.
- Every year, thousands of tourists visit the islands.
Every year,
- We recycle paper and make new products.
Paper
- Scientists can predict natural disasters more accurately these days.
Natural disasters
- They are building new walls around the village to stop flood water.
New walls

- 3** Look at the picture and complete the text. Use the correct passive form of the verbs in brackets.

How rain is formed

The water in the ocean (1) (heat) by the sun. The water (2) (turn) into tiny droplets in clouds. At the same time, plants and trees lose water from their leaves, too. This water (3) (carry) into the air too, and clouds (4) (also form) this way. When the clouds move over cool air on the land, rain (5) (form). The rain falls back into the sea and the land, and the whole water cycle starts again.



4 Complete the text with these words.

found got lost rescued saved search
sunk

Teenagers (1) in storm at sea

After a terrifying few days for a group of teenagers and their worried parents, they were brought home safely yesterday. The teenagers were on a canoeing trip near Sandy Beach, when a sudden change of weather meant they (2) in heavy fog. Moments later, a storm came up and rescue boats were sent out to (3) for the teenagers. But although the rescuers (4) the canoes quite quickly, there was no sign of the teenagers until a while later. 'At least we knew the canoes had not (5)', said the rescue team. 'Eventually, we found the teenagers. They managed to hold on to some trees on a tiny island, while their canoes were swept away in the storm.' 'As soon as we heard the sound of the motorboats, we knew we were going to be (6),', said the relieved teenagers.

Help box

Use the past passive to talk about processes and facts in the past. Use it when the focus is on the action, not on who does it. When it is important to say who did the action, use *by*.

The city of New Orleans was badly damaged by Hurricane Katrina in 2005.

The climbers were rescued from the top of the mountain.

5 Choose the correct words.

- This painting painted by Monet in the 19th century.
a) is b) was c) is being
- The ancient pyramids built by the Egyptians.
a) were b) are being c) are
- Today, millions of mobile phone calls made every second.
a) were b) are being c) can
- Traditionally on this day, special food eaten, and this is still the case today.
a) can be b) is being c) was
- Exams in Syria usually done at the end of each school semester.
a) can be b) were c) are

6 Complete the text with the correct passive form of the verbs in brackets.

Paper (1) (first produce) as early as 3000 BCE in Egypt, Ancient Greece and Rome. It (2) (make) from a plant called papyrus. Later, papyrus (3) (replace) by sheep skin or calf skin. The skins (4) (first stretch), then (5) (dry) to make them hard. In China, writing (6) (do) on bamboo. Silk (7) (also use), but it was very expensive. The idea for making paper from wood (8) (develop) in China. Today, paper (9) (consider) to be one of the great Chinese inventions. However, it is also possible to make paper from other materials: for example wheat straw and sugar cane (10) (can use). Today, recycling paper is essential, if we want to continue producing paper in the future.



Reading

Project: Jobs

A magazine recently did a survey to find the top ten jobs in the country. It compared them, using criteria such as earnings, level of difficulty or stress and the positive and negative factors of each one. Here is the list of the top ten jobs.

1. Software designer
2. College professor
3. Financial advisor
4. Personnel manager
5. Doctor or nurse
6. Market research analyst
7. Computer technician
8. Property agent
9. Pharmacist
10. Psychologist

We decided to look at some of the jobs on the list.

A. In today's world, lots of people feel under stress or worried about something. So the need for people in this job is growing. The pay is good, the hours are flexible and it's very rewarding to feel you are helping people. The worst thing about it? Many years of study!

C. These professionals are needed in almost every field today. That's why this is one of the fastest-growing jobs in the world. You need to be very good at maths and problem solving. You can end up working long hours, but on exciting projects like designing new video games or life-saving medical equipment. The money is very good - but many people in this area of work suffer from eyestrain, backache, hand and wrist problems.

B. Demand for people in this job is also growing, mainly because we are all living longer! More and more drugs are being developed, and people are needed to sell these medicines to patients. People qualified to do this job can also give advice to people about medicine and treatment for illnesses. It isn't so pleasant having to talk to angry patients, though ...

D. Are you the kind of person who always wants to find out what the next trend is? Then this could be the job for you. Before any product or service is developed, companies use people to do surveys, to collect information from possible customers and find out whether the product or service will be popular. You could be working on a lot of different projects, from testing a new car, to finding out which politician people will vote for. Exciting? Yes - but working with graphs, data and calculations - maybe not!

1 Read the text. Which of the ten jobs are described in the texts?

A. B. C. D.

2 Read the text again and complete the chart. Write one example of one advantage and one disadvantage of each job.

	A	B	C	D
Advantage				
Disadvantage				

3 OVER TO YOU Which of the four jobs described in the list do you think is the most interesting? Which one are you most or least suited to? Why or why not?

Writing

Use the information in the table to complete the text.

	Bank clerk	
Place of work	in a bank or financial department of a company	
Uniform	usually, in a bank	
Requirements	be able to speak the language of the country	
Abilities	good at working with people, good at working with numbers and sums	
Study	must have good school leaving qualifications	
Hours of work	office hours	
Career prospects	depends on experience and progress at work	

A bank clerk usually works in (1), but it is also possible to do this sort of work in (2) If the clerk works in a (3), it is usually a requirement to wear (4) It isn't important to be physically strong or fit for this job, but you must (5) You should also be (6) and (7) In order to become a bank clerk, (8) are essential. The hours are usual (9), and the career prospects are good, if (10)

Now complete the table with information about a job of your choice.

Use the notes in the table to write a paragraph about this job.

.....

.....

.....

.....

.....

.....

Refer to

the Assessment tools on page 80 to assess your performance.

Language practice

Help box

Use the present perfect to talk about actions and situations that started in the past and continue up to the present.

Use *for* with a period of time or time expressions.

Use *since* with a specific date or time expression.

I've lived here for fourteen years / for most of my life.

I've done gymnastics since I was a child / since 1989.

Use the present perfect continuous to talk about actions that were in progress at a time in the past, and are continuing in the present or have just recently finished.

Why are you crying? - I've (just) been watching a sad film.

I've been looking after my neighbour's son all afternoon.

1 Circle the correct answer.

1. I've *known* / *been knowing* my best friend all my life.
2. My mother has *taught* / *been teaching* me to play the piano, but I can't play very well yet.
3. I've already *tidied* / *been tidying* my room.
4. I haven't *visited* / *been visiting* Europe yet.
5. Hurry up! You've *talked* / *been talking* on the phone for an hour!
6. Where have you been? I've *waited* / *been waiting* for you all morning.
7. Lubna! The post has just *arrived* / *been arriving*. Maybe there's a letter for you.

2 Complete the poster with the present perfect continuous of the verbs in brackets.

We need to save the environment!

Here are some of the ways we are damaging our world:

- People waste paper, so paper manufacturers (1) (cut) down more and more trees to make more paper.
- Cattle farmers (2) (clear) rainforests, too, to use as fields for their cattle.
- In the cities, factories and cars (3) (fill) the air with smoke and gases.
- People kill endangered animals and then sell their skins and fur to make money.

But our Environment Club

(4) (think) of ways to help save the world!

Here are some of the things we

(5) (do):

We (6) (recycle) paper, glass and plastic.

We (7) (encourage) people to walk or use public transport instead of cars.

Why don't you join our club and help save the world, too!

3 Write what these people have been doing.



1. She / cut / onions
She's been cutting onions



2. He / paint / the room
.....



3. She / make / a cake.



4. She / do / exercise.



5. He / wash / the car.

Help box

We use question tags (mini questions) at the end of sentences, to ask for information, to check information or to make a question sound more polite.

Positive question	Negative tag
You are English,	aren't you?
You will help me,	won't you?
It's a lovely day,	isn't it?
Negative question	Positive tag
They didn't do their homework,	did they?
You couldn't help me with this heavy box,	could you?
He can't drive yet,	can he?

4 Match the questions and the question tags.

- The children left the door open,
- It takes five hours to get there,
- You can speak English,
- We have to wear sports shoes,
- I should say sorry to him,
- He won't be late,
- Anne couldn't answer the question,
- It's too dark to see properly,
- I'm not responsible for it,
- It's not time to go home yet,

- can't you?
- could she?
- didn't they?
- doesn't it?
- isn't it?
- shouldn't I?
- don't we?
- is it?
- am I?
- will he?

5 Add question tags to these sentences.

- They've already been to Kuwait,?
- You're the new teacher,?
- You don't think someone stole your new bike,?
- You didn't bring your coat,?
- Your little sister has eaten all the biscuits,?
- This weather is awful,?
- I can't do everything,?
- He's Syrian,?

6 Look at the pictures and complete the questions.



1. You *couldn't* help me lift this box, could you?



2. They really suit me, do they?



3. hot today, isn't it?



4. You Syrian, aren't you?



5. We have to go and see something else, won't we?



6. You the match, didn't you?



Reading

A journey by balloon

The desire to reach the North or South Pole has always attracted sailors and explorers. Many ships have been lost in the ice during these polar expeditions.

One Swedish exploration team had the idea of flying to the North Pole in a hydrogen balloon. The leader was Andrée, an experienced Arctic explorer. He took with him two other men, Strindberg /strɪndbɜːrg/, a scientist, and Fraenkel, an engineer. They set off on 11th July, 1897, from Danes Island, in the Arctic. The balloon was called Ornen, which is the Swedish word for 'eagle'. In the basket with the three men, was food,

fuel for cooking, tents, guns, a boat and sledges, in case they landed on the ice. They would then be able to make their way on foot across the ice to the North Pole.

A crowd of spectators watched and cheered as the balloon took off. But that was the last time the men were ever seen alive. The balloon started leaking hydrogen gas, and began to drop lower and lower. On 14th July, the balloon got caught in freezing fog. The weight of the ice meant the balloon became too heavy to continue flying. The men tried to save themselves from crashing by throwing everything out of the basket. It didn't work – but they

survived the crash into the ice. They travelled across the ice for two months, before they died. It wasn't until more than thirty years later that their skeletons were found near White Island, east of Spitsbergen /spɪtsbɜːrgən/ Island, by two Norwegian sailors. The sailors also found Andrée's diary and camera. The diary, along with the photos, when they were developed, told the story of their long and difficult journey across the ice.

1 Read the article and answer the questions.

1. Why did the explorers choose the name 'Eagle' for their balloon?
2. Why did they take sledges and tents with them in the basket?
3. What was the first serious problem with the balloon?
4. What happened three days after take-off?
5. Why did they throw all their food and equipment out of the basket?
6. How do we know the details of the balloonists' journey?

2 Find words in the text that mean:

1. a long and difficult journey to discover a new area
2. a gas that is lighter than air
3. a type of 'ski' for transporting people or goods across ice or snow
4. people watching an event
5. stayed alive, despite a crash
6. only the bones of the body

Writing

Help box

When you write about a journey, answer these questions.

1. Where did you go? When did you go there? Why?
2. How did you travel?
3. What do you remember most about the journey?
4. Was there anything you didn't enjoy? Did anything go wrong on the journey?
5. Would you make this journey again? Why or why not?

Read this person's account of a journey, and find the answers to the questions in the Help box above.

The first time I ever flew in a plane was when I was about eleven. My parents were taking me to visit my cousins in Egypt. It was only a short flight, about an hour and a half – but it was an experience I'll never forget!

I remember watching our suitcases disappear behind a screen, and wondering if I would ever see them again! I am still amazed at how your luggage ends up at the same destination as you.

Once on the plane, before we left the ground, I almost became bored. I remember thinking that perhaps flying wasn't such an exciting event, after all ... Then we took off. I was sitting by the window, and seeing the plane rise into the air, was magical. The view of my city from the sky was wonderful. I loved every minute of that journey – and I still love flying. Even though I have flown many times now, I still find it as exciting and thrilling as I did then.

Now write about a journey you have made.

.....

.....

.....

.....

.....

.....

Module 5: Progress test

Reading

Days 1–4 Our overland adventure starts in Nairobi. After a short drive, we enter the grasslands, passing zebras and giraffes as we head towards Tanzania.

In the town of Arusha we join a local safari company to drive us through the Serengeti National Parks in open trucks, so that we can view the wildlife here – elephants, lions, cheetahs, white rhinos, buffaloes, hippos, crocodiles and flamingos.

Days 5–9 We drive to Dar Es Salaam, passing the towering peak of Mount Kilimanjaro. We camp for about 3 nights in a campsite on a beautiful beach on the Indian Ocean coast. From here we take the ferry to the island of Zanzibar to explore the old streets and spice markets.

Days 10–18 When we arrive back in Dar Es Salaam, we continue on southwards, through the mountains. Passing rivers and small waterfalls, we reach Malawi, with its huge fresh water lake. This is where we spend 3 days camping. The lake offers a variety of watersports – canoeing, windsurfing and diving. From there, we cross into Mozambique and head for Zimbabwe.

Days 21–23 From Zimbabwe's capital city, Harare, we head south to Gweru to visit an unusual game park. Here you can look at wildlife while horse riding or on the back of an elephant!

Days 24–27 From Gweru we travel to the Great Zimbabwe Ruins. This is the site of the ancient, magnificent mediaeval city. From the city of Bulawayo we catch a train to take us to the wonderful Victoria Falls.

Day 28 We have reached our destination. The African name for the Victoria Falls means 'the smoke that thunders' – and no one can fail to be impressed by this majestic sight. It's a wonderful way to end an amazing expedition across Africa.

1 Read the advertisement and choose the best title.

1. Journey to Zanzibar
2. Journey from Kenya to Zimbabwe
3. Travelling south from Cairo

2 Read the advertisement. Which of the following activities can you do on this trip?

- | | |
|-------------------------------------|----------------------------|
| 1. canoe down a river in the jungle | 4. view wildlife on safari |
| 2. take a ferry to an island | 5. fly in a helicopter |
| 3. do watersports | |

3 Read the advertisement again and find:

- | | |
|----------------------------------------------------|-------------------------------------------|
| 1. three types of animals you can see on this trip | 5. a place where you can ride an elephant |
| 2. an island | 6. an ancient city |
| 3. a country with a large lake | 7. a country with a famous waterfall |
| 4. three types of activities you can do on water | |

Language practice

1 Write about how paper is made. Use the passive form of the verbs in brackets.



1. The trees in the forest (chop down).



2. Then they (cut) into big pieces, called logs.



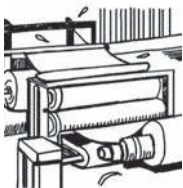
3. They (drive) to the paper mill in lorries.



4. They (break) into tiny pieces by a machine.



5. After that, water (add) and (mix) with the tiny pieces of wood.



6. This water (remove) later and the paper (dry out) by a special machine.



7. Finally, the paper (make) into large rolls on another machine.

2 Complete the rules with the passive form of the verbs in brackets, and *can* or *can't*.

The Odeon Theatre, Stratford

- ✓ Seats (book) in advance, by phone or on the internet.
- ✓ Programmes (download) from the internet.
- ✓ They (also obtain) at the box office.

- X Food and drink (take) into the theatre.
- X Ticket holders (allow) to enter the theatre after a play has started.
- X Mobile phones (use) during the performance.

3 Complete the sentences with the present or past passive.

- The telephone (invent) by Alexander Graham Bell in 1876.
- The game of basketball (first think) of by James Naismith, a Canadian.
Nowadays, basketball (play) all over the world.
- A lot of the world's gold (still produce) in South Africa.
- Penicillin (discover) by Alexander Fleming.
- In the past, most letters (write) by hand, or (type) on machines.
But nowadays, computers (use) for letters.
- Every year, a lot of money (spend) by people sending each other greeting cards.

4 Complete the letter with the present perfect simple or present perfect continuous.

Dear Mum and Dad

I (1) (have) a wonderful time here on the farm! You won't believe how early

I (2) (get up)! At the end of such busy days, I (3)
(fall) asleep quite early, too, I must admit.

For the last few days, Uncle Robert (4) (teach) me to milk the cows. Holding
a newborn lamb (5) (be) one of my most memorable experiences here on the
farm.

We (6) (just come) back from a ride across the fields on one of the horses. It
(7) (rain) for the last few days, and the fields are very wet and muddy. I
(8) (just spend) a very relaxing hour in a hot bath!

Well, you'll be pleased to hear that I (9) (change) my mind about the
countryside ... it's not boring, after all! In fact, I think this is the best holiday I (10)
..... (ever have).

See you soon

Khaled

5 Circle the correct tense.

- Your eyes are red. Have you *cried* / *been crying*?
- For the past three weeks, I've *read* / *been reading* a very sad story.
- Phew! I'm so tired! I have *cleaned* / *been cleaning* the house all day.
I've just *finished* / *been finishing*.
- It's 10 a.m. and you've only just *woken* / *been waking* up! You must have *gone* / *been going* to bed
very late last night.
- I hope our team wins today. We've *practised* / *been practising* hard all week.

6 Write the correct question tags.

- You aren't going to the shops,?
- That's our new teacher,?
- Alexander's parents are both doctors,?
- You've been to Paris and Rome,?
- That couldn't possibly be true,?
- It takes a long time to fly to Australia,?
- Most students in Britain have lunch at school,?
- I can sit here,?

Writing

Write about a visit you have made to an interesting place.

.....

.....

.....

.....

.....

.....

.....

.....

Learning-log

1. Look at the outcomes on page 67 of the Students' Book.

How did you find:

describing how things work?
talking about the recent past?
checking information?
writing about a job?
discussing ideas?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in
this module?.....

3. Was the listening in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in
this module?.....

4. Was the writing in this module

easy? ☐ difficult? ☐
What did you do to plan your
writing? How can you improve?

5. Was the vocabulary in this module

easy? ☐ difficult? ☐
Are there any words or sounds that
you have difficulty with?.....

6. Write your result from your Progress test

What did you do well in?.....

What do you need to revise?.....

7. Was the grammar in this module

easy? ☐ difficult? ☐

11

About our lives

Language practice

Help box

Use reported speech to report what someone says or said.

In reported speech, the verbs change.

Direct speech	Reported speech
present simple: 'I always play tennis on Saturdays,' said Ibrahim.	past simple: Ibrahim said (that) he always played tennis on Saturdays.
present continuous / can: 'We're going to the zoo,' said Eman. 'You can come with us .'	past continuous / could: Eman said (that) they were going to the zoo. She said (that) I could come with them .

In reported speech, the pronouns change.

I ➡ he / she / it	me ➡ him / her
we ➡ they	us ➡ them
you ➡ I / we	you ➡ me / us

In reported speech, *that* can be omitted after *said*.

In reported speech, you can use *said* + *that* or *told* + pronoun (*me, you, etc.*) + *that*

1 Write the sentences in reported speech.

1.



'I am sorry for forgetting to phone you.'

Munzer said

2.



'I'm buying a new shirt today.'

Huda said

3.



'I work very hard at school.'

Tareq said

4.



'On Saturday, our class is going to the museum.'

Abla and Samia said

5.



'We are having lunch at our grandparents' house on Friday.'

Hussein and Nada said

6.



'I have a headache.'

Ahmed said

2 Read Omar's words.



Omar to Amer:

'I have a new camera. I'm going to the market. I want to photograph some of the spices there. I think I can enter a photography competition called 'A day in the life of a city'. I hope to win first prize, which is a trip to Australia!'

Amer is telling his father what Omar said. Complete the paragraph.

'I saw Omar today. He said (1) a new camera. He said (2) to the market. He said (3) to photograph some of the spices there. He told me that (4) a photography competition called 'A day in the life of a city'.

He said (5) to win first prize, which (6) a trip to Australia.'

Help box

Time and place references change when we use reported speech.

For example:

She said, 'I'm going swimming this afternoon.'

➡ *She said that she was going swimming that afternoon.*

Direct speech	Reported speech
today	that day
tomorrow	the next/following day
next week/month/year	the following week/month/year
this (for time)	that
this/that (adjectives)	the
here	there

3 Report the following sentences using the correct time or place reference.

- 'I'm going shopping this afternoon,' she said.
.....
- 'I live here', he said.
.....
- 'Next week is the beginning of the summer holidays. I'm really excited!' he said.
.....
- 'I really like this shirt,' she told me.
.....
- 'Tomorrow we're starting a new project,' the teacher told us.
.....

4 Read the following sentences; then rewrite them after correcting the mistakes.

- Omar said me he is very excited about visiting my house the following weekend.
.....
- She told that she was fourteen years old.
.....
- Tareq said that he is doing a project on volcanoes this week.
.....
- Muna said me she is going to the cinema the next day.
.....
- My teacher told me that I am doing very well at school.
.....
- My father told that his job was very stressful!
.....

5 Make nouns from these adjectives and verbs. Choose the correct endings and write the nouns in the table.

Adjectives

angry
blind
dangerous
different
disappoint
happy
hungry
intelligent
obedient
sad

Verbs

contribute
examine
excite
improve
possess

+ <i>ness</i>	+ <i>tion</i>	+ <i>er</i>	+ <i>(e)n</i> <i>ce</i>	+ <i>ment</i>



Reading

How to be a good listener

We all listen to people talking, all the time. But how much do we actually listen, rather than just hear what someone is saying?

Use eye contact to let the speaker know that you are listening. There's nothing worse than talking to someone who is looking at someone else in the room, or at something else more interesting!

Don't feel you have to respond too quickly. Sometimes a speaker needs time to organise his or her ideas. Interruptions from the listener make this difficult. And sometimes a speaker just wants someone to listen, not

to say anything at all. Be sensitive. Know when to respond and when to be silent.

Show the speaker you are listening by being involved in the conversation.

Even though you are not speaking, saying things like, *Mmm, Yes, I see, Really? That's true ...* show that you are really thinking about what the speaker is saying.

Concentrate! If you find your attention fading, start repeating what the speaker has just said, aloud, as if agreeing or reflecting on the content. It'll help to keep your mind focused on what the speaker is saying.

Let the speaker talk! It's tempting to start talking about a similar experience or problem you had, but wait until the speaker has finished talking. Don't turn the attention on yourself.

Avoid distractions. If the room is too hot or cold to concentrate on what the speaker is saying, do something about it! If there is background noise and you can't hear very well, or focus completely on the speaker, say so. It's much better to stop the speaker while you try to solve the problem of distractions, than let someone talk while you are clearly unable to listen properly.

1 Match the beginnings and ends of sentences.

- | | |
|--------------------------------------------------------|----------------------------------------------------------------------|
| 1. Keep your eyes on the speaker | a. if all the speaker really wants is to have someone to talk to. |
| 2. Repeat or summarise what the speaker has just said | b. proves that you are involved in the conversation. |
| 3. If there is noise in the room | c. to show that you are thinking about what he or she has said. |
| 4. Making short responses while the speaker is talking | d. to show that you are concentrating your attention on the subject. |
| 5. Let the speaker finish what he or she is saying | e. tell the speaker you can't hear them properly. |
| 6. Sometimes it's best not to say anything at all | f. before you start talking about what happened to you. |

Refer to
the Assessment tools on page 80 to assess your performance.

2 Find words in the text that mean:

- | | |
|-----------------------------------------|-------------|
| 1. aware of someone's feelings | s _ _ _ _ _ |
| 2. disappearing, becoming less | f _ _ _ _ |
| 3. took part in | i _ _ _ _ |
| 4. thinking about | r _ _ _ _ _ |
| 5. things that take your attention away | d _ _ _ _ _ |

Writing

Help box

Read the notes for a composition and organise them under the following headings. Write a number 1–5 next to each note below.

1. introducing the subject
2. reasons for choice
3. examples of the subject
4. further information about the subject, e.g. where, when, how
5. summary

different kinds of books _

my hobby: reading 1

where I got the books from _

when I first started reading _

when I read now _

Now find and underline the notes in the composition. How has the writer combined the headings into paragraphs?

What I enjoy doing most is reading. I read many different kinds of books - fiction, non-fiction, biographies, travel books.

I have always enjoyed reading, because I find it relaxing and stimulating at the same time. When I was a child, I used to go to the library every week with my mother, and choose about six books. Before the week was over, I had finished them already! My weekly trips to the library were the best part of my childhood. I still go to the library - only now, with all my studies and sports, I can't read six books every week!

During the holidays, however, when I am not studying, I read a lot. I am never happier than when I am reading an exciting book. And the best thing about books is that there are so many of them! It's nice to know that I will never run out of books to read.

Write a composition about what you enjoy doing most.

12

Wishes & regrets

Language practice

Help box

Use *if* + past simple + *would* / *wouldn't* + infinitive to talk about imagined situations in the present and future.

If I studied harder in school, I would get better exam results.

If he ate more fruit and vegetables, he wouldn't be so unhealthy.

We can put the '*if*' part or the '*would*' part of the sentence first.

If I had more free time, I would start learning the guitar.

I would start learning the guitar if I had more free time.

We usually put a comma after the '*if*' part of the sentence.

We also use *If it were me* + *would* / *wouldn't* + infinitive to talk about what we would do in an imagined situation.

If it were me, I would ask the teacher to repeat the question.

1 What would happen if these situations were different? Complete the sentences.

- Our football team doesn't practise very often. We usually lose our matches.
If we **practised** more often, we **would win** more matches.
- Sally doesn't study very hard. She often fails her tests.
If she harder, she her tests.
- I'm not very flexible, so I don't do gymnastics.
If I more flexible, I gymnastics.
- I really want to buy a new tennis racket, but I don't have enough money.
If I enough money, I a new tennis racket.

2 Read the situation. Then complete the paragraph. Write what would happen to Harry if things were different.

Harry wants to become a famous footballer. But he doesn't have enough time to train. He goes to bed very late, so he doesn't get enough sleep. He also gets up very late, so he never has time for breakfast. Because he is tired and hungry in the morning, he can't concentrate very well in class and he doesn't understand what the teacher is saying. He often fails his tests because he doesn't work hard enough, so his teachers give him extra homework. Because he spends most evenings studying, he has no time to practise his football skills. Harry is unhappy because he can't follow his dream.

If Harry to bed earlier, he enough sleep. If he earlier, he enough time to eat breakfast. If he a healthy breakfast, he concentrate in class. If he harder in class, he his tests and his teachers him extra homework. If he less time doing homework in the evenings, he more time to train and follow his dream.

3 OVER TO YOU What would you do in this situation?

- Jenny is worried because her sister isn't studying hard enough. She spends a lot of time reading magazines and playing on the computer. Her exam results are not very good. Jenny's parents do not know that her sister is falling behind at school. Jenny says nothing to her sister or her parents.

If it were me, I would
.....

Help box

Use *I wish* + simple past to talk about situations that you wish are different.

I wish I studied more languages. (I'm studying only one.)

4 Write what these people are thinking.



bring a map

1. I wish I had a map.



understand English

2. I wish I



stay at home

3. I wish I



phone

4. I wish I



not forget

5. I wish I

..... Omar's number!

5 Write what you would think in these situations.

1. I don't have my umbrella. It's raining.
I wish
2. I don't have my jacket and I've lost my old one.
I wish
3. I can't see the step. I always fall over.
I wish
4. I eat too many sweet cakes everyday.
I don't feel well.
I wish
5. I often forget to save my work on the computer. I have to start all over again.
I wish



Reading

What makes a true friend?

I think a true friend is someone who is always **there for you**, someone who understands how you are feeling, without even having to ask. I met my best friend, Lynette, when we were both at primary school. Even though we were only children, we knew immediately that we would stay friends forever. She is the one I tell all my secrets to – I know I can trust her, and I **value** her opinion on things that are important to me. She doesn't always see things the same way as I do, but that's a good thing – she helps me to look at problems from **a different point of view**, and that often helps me to find solutions.

Katie, Chicago, USA

I agree with you, Katie, but to me, a true friend is not only someone who is **sympathetic** ... of course, that is essential. What I love best about my best friend is, he makes me laugh! We share the same **sense of humour**. That's what keeps us friends, even though we argue sometimes, we always end up laughing about it.

Daniel, Edinburgh, UK

I think a true friend is someone who **forgives** you. My best friend and I had a huge **argument** about something once, and we didn't speak to each other for **ages**, but when we met up recently, it was as though nothing had ever happened. We both decided to forget about it.

Nick, Melbourne, Australia

My best friend is someone I don't even see any more. She emigrated years ago. Our lives are **completely different** – we don't share the same culture any more. We don't have the same interests or friends, or ambitions but we are still very close. It sounds impossible, but what we have is a true friendship.

Majeda, Damascus, Syria

1 Read the web page. Write the correct name.

- met his/her best friend a long time ago.
- isn't at all similar to his/her best friend.
- believes that a true friend can forgive.
- likes to have fun with his/her best friend.
- can tell his/her best friend everything.
- and believe friends can be different.

2 Look at the words and phrases in bold in the text. Which ones mean:

- a long time
- a serious disagreement
- another possible way
- available to help you
- idea of what is funny
- someone who is willing to forget about problems he had with his friends
- not similar in any way
- sensitive and understanding when you are unhappy
- take seriously

- 3 OVER TO YOU What do you think makes a true friend? How many of the points in the texts above do you agree with? How did you meet your best friend?

Writing

Read the Help box.

Help box

When you write a description, make notes for the following topics:

appearance – what does the person look like? ____

character – what is the person like? ____

relationship – what is your relationship with this person? ____

personal memories – mention one or two examples of why you have a special relationship ____

conclusion – summarise your relationship with this person ____

Read Fatima's description. Write the correct paragraph number next to each topic in the Help box.

1.

I have a very good friend called Huda. She has beautiful silver hair, and big brown eyes and a lovely smile. When she laughs - which she does often - her whole face lights up!

2.

She is very different from me in many ways - but in many ways, we are very alike, even though there is a difference of nearly forty years in our ages. That's because she is 54 - and she's a grandmother. Huda is my best friend's grandmother!

3.

She is the kindest person I have ever met. She tries to see the good things in everyone and in every situation. I wish I was able to do that more often! And even though she was my age such a long time ago, she seems to understand exactly how I feel about things, for example, family, school, friendships. I can tell her everything. She is always interested, and always willing to listen to me.

4.

I hope one day, when I am a grandmother, I'll be like her.

Help box

Useful language for

- **giving examples:** *for instance, for example*
- **contrasting:** *even though, although, but*
- **adding information:** *and, also*

Now write a description of someone who is special to you.

Module 6: Progress test

Reading

Yang Lei is fifteen years old. She is a student at a large secondary school in Beijing, China. Like many of the students, Yang Lei lives in a suburb quite a long way from the school, and travels there by bicycle. School starts at 7.00 a.m. and finishes at 5.00 p.m. Because the students are at school for about ten hours, they start each day with an exercise session. This is a very important part of their daily routine.

Lunch is at noon in the canteen. It usually consists of rice, meat or fish and noodles. The students then have 30 minutes of sport – table tennis, football, basketball are the most popular – followed by 30 minutes of free time. Many students enjoy going to the library during their free time to read.

Chinese students take their studies very seriously. There is a lot of competition for places in colleges and universities, because there are so many students who want to study further.

Yang Lei's favourite subjects are maths, the sciences, art, English and Chinese. Most students start learning English at primary school. They want to do well in English, because of its international value.

At the weekends, in between doing homework and surfing the internet, Yang Lei enjoys going shopping with her friends. She and her family often have picnics in the summer. Sport is a big part of most Chinese teenagers' lives, too.

Yang Lei dreams of becoming an artist. When she was six years old, she began studying Chinese painting and calligraphy. She hopes to do fine art at university in Beijing one day. But first, she must pass the very difficult university entrance exam. It takes place every year in June, and it lasts three days.

1 Read the article and decide if the sentences are true (T) or false (F).

1. Yang Lei lives near the school.
2. The average school day is longer in China than in Syria.
3. Students usually bring a packed lunch to school.
4. Going to university after school is a popular choice for many students in China.
5. The ability to speak English is considered to be very important in China.
6. Yang Lei and her friends don't have much time at the weekends to do the things they enjoy.
7. Yang Lei has always been interested in art.
8. Before she can go to university, she has to pass a long and difficult exam.

2 Read the article again and find words which mean:

1. a residential area outside the city centre
2. midday
3. communal dining room
4. importance
5. the art of beautiful writing

Language practice

1 Write what these people said.

1. 'I'm studying medicine at university.'
Fatima said
2. 'I'm helping my sister with her project.'
Zeinab said
3. 'Sometimes my father takes us to his office.'
Sultan said
4. 'My friend Ghada is going to Russia on a study tour next week.'
Mariam said
5. 'I'm meeting my friends in the shopping centre this afternoon.'
Omar told Hisham

2 Read the following dialogue and put the verbs between brackets in the correct form.

Faisal: I've just seen Karim. He's planning a trip to Australia.

Ali: What did he say about the flight?

Faisal: He said that it (1) (take) about 15 hours, but he said that it (2) (be) a direct flight.

Ali: Where's he going?

Faisal: He's going to Sydney to start with. He said that he (3) (stay) in a luxury hotel, which (4) (have) a spectacular view of the Opera House and the Bridge. After that, he's going to the Great Barrier Reef.

Ali: Really?! How wonderful!

Faisal: Yes. He said that he (5) (travel) by train to arrive there but he thought it was worth the long journey.

Ali: It sounds like a fantastic trip. Did he say who he (6) (plan) to go with?

Faisal: Yes, me!

3 Correct the following statements about the conversation in exercise 2.

1. Karim told Faisal that the journey took about 20 hours.
.....
2. Karim told Faisal that he was staying in a self-catering flat.
.....
3. Karim told Faisal that he was flying to arrive at the Great Barrier Reef.
.....
4. Karim told Faisal that he was going diving in Australia.
.....
5. Karim told Faisal that he was planning to go to Australia with his cousin.
.....

4 How would these situations be different if the opposite happened? Write sentences.

I don't have a radio, so I don't listen to the news in the morning.

If I had a radio, I would listen to the news in the morning.

1. Helen never waters her plants. They always die after a few weeks.
.....
2. Victoria isn't very tall. She doesn't play basketball.
.....
3. I'm very busy today. I don't have time to help you.
.....
4. My father works very hard. He is always tired in the evening.
.....
5. My brother gets up late. He never has enough time for breakfast.
.....

5 What would you do in the following situations? Write sentences with the words in brackets.

Ziad is getting ready for football practice, when he notices dark clouds in the sky. He thinks the weather will clear up soon, so he decides to walk to his practice without a coat or umbrella.

(take a coat / umbrella just in case)

If it were me, **I would take a coat or an umbrella, just in case.**

1. (ask parents to drive)

If it were me,

It is Sara's brother's birthday tomorrow. She has not had time to look for a birthday present for him. She knows that he likes playing board games, but she doesn't know which game to buy for him.

1. (not buy a board game as a present)

If it were me,

2. (go to a board game shop and ask for advice)

If it were me,

Thomas is finding his maths homework difficult. He cannot remember what his teacher said in class. His brother and sister cannot help him because they are too young. He must hand in his homework the next morning.

1. (phone friends and ask for help)

If it were me,

2. (talk to the teacher and explain the problem)

If it were me,

6 Write these people's wishes about things that happened.

'I don't go running very often – I'm not very healthy.'

I wish I went running more often.

1. 'I spend all my money on new clothes.'

.....

2. 'I often forget my lunch.'

.....

3. 'He sometimes says unkind things to me.'

.....

4. 'I don't read books.'

.....

Writing

Describe five qualities you think are important in a good friend. Write your reasons for your choices. Provide an example of each quality.

.....

.....

.....

.....

.....

.....

.....

.....

1. Look at the outcomes on page 81 of the Students' Book.

How did you find:

reporting what people say?
talking about an imagined past?
writing a description of someone?
expressing regret?

easy?	difficult?	useful?	not useful?	interesting?	not interesting?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Was the reading in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?.....

3. Was the listening in this module

easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?.....

4. Was the writing in this module

easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
.....

5. Was the vocabulary in this module

easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?.....
.....

6. Write your result from your Progress test

What did you do well in?.....
.....

What do you need to revise?.....
.....

7. Was the grammar in this module

easy? ☐ difficult? ☐

Module 1: page 9, exercise 4

1. must
2. must
3. mustn't
4. should
5. don't have to
6. should
7. should

Module 2: page 21, exercise 4

1. university
2. petrol station
3. library
4. museum
5. bank
6. theatre
7. sports centre
8. hospital

Module 3: page 29, exercise 5

1. sore throat
2. stomachache
3. sprained
4. temperature
5. earache
6. toothache
7. headaches

Module 3: page 32, exercise 1

1. had lost
2. had eaten
3. had already gone
4. hadn't practised
5. had closed

Module 4: page 41, exercise 5

1. until
2. When
3. After
4. until
5. before
6. as soon as

Module 4: page 45, exercise 5

- a. sad
- b. in touch
- c. a hobby
- d. a club
- e. friends
- f. to people
- g. something new
- h. sorry
- i. pieces
- j. careful

Module 5: page 53, exercise 6

1. was first produced
2. was made
3. was replaced
4. were first stretched
5. dried
6. was done
7. was also used
8. was developed
9. is considered
10. can be used

Module 5: page 57, exercise 5

1. haven't they
2. aren't you
3. do you
4. did you
5. hasn't she
6. isn't it
7. can I
8. isn't he

Module 6: page 68, exercise 1

2. had studied, would have passed
3. had asked, would have helped
4. hadn't been, I wouldn't have left
5. hadn't been broken, would have watched the programme

My Vocabulary

Module 1

Unit 1	Unit 2

Module 2

Unit 1	Unit 2

Module 3

Unit 1	Unit 2

Module 4

Unit 1	Unit 2

Module 5

Unit 1	Unit 2

Module 6

Unit 1	Unit 2

**Put a tick (✓) in the right box Yes/No
and count how many Yes you get, compared with the scoring key**

Module 1: Stories

Page 10: Reading, exercise 1

Scoring criteria	Yes	No
I read the text silently as a whole first.		
I read the questions and question items carefully.		
I looked for key terms in the questions and tried to find them in the text.		
I reviewed the answers at the end.		

Scoring key

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 again!

Module 2: Around the world

Page 21: Over To You, exercise 8

Scoring criteria	Yes	No
I named the area and identified its location.		
I described how to get there from a central location.		
I specified important cultural and religious sites.		
I specified important business and economic sites.		

Scoring key

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 again!

Module 3: Health

Page 31: Writing

Scoring criteria	Yes	No
I mentioned my goal at the beginning.		
I identified the means to attain my goal.		
I gave examples to illustrate my points.		
I ended my advice with reference to the reader.		

Scoring key

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 again!

Module 4: Critical thinking

Page 49: Language practice, exercise 1

Scoring criteria	Yes	No
I referred to the same day of each sentence.		
I continued the sentences with (he's going to...).		

Scoring key

2 (Yes) excellent, correct, complete

1 (Yes) fair, partially correct, partially complete, needs revision

Module 5: Challenges & exploration

Page 55: Writing

Scoring criteria	Yes	No
I studied the table as a whole first.		
I examined the text to identify key terms.		
I searched in the right hand column of the box to relate key terms.		
I chose phrases from the box and inserted them in their proper form in the blanks.		
I chose another job for the third column and filled in the boxes with appropriate information.		
I connected the points I identified to make a coherent paragraph.		

Scoring key

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 6: People

Page 66: Reading, exercise 1

Scoring criteria	Yes	No
I read the text as a whole at first.		
I read each beginning of a sentence and matched it with one of the sections in the text.		
I examined the related section to get meaning.		
I looked for the meanings I found in the ends of sentences.		

Scoring key

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 again!

Glossary

A

access

noun the right to enter a place, use something, see someone etc: *People should always have access to fresh, clean water.*

achievement

noun something important that you succeed in doing by your own efforts: *We try to celebrate the achievements of our students.*

allergy

noun a medical condition in which you become ill or in which your skin becomes red and painful because you have eaten or touched a particular substance: *I have an allergy to cats.*

ambition

noun a strong desire to achieve something: *She fulfilled her ambition to become the first woman to run the 100,000 metres in under 30 minutes.*

amphitheatre

noun a large circular building without a roof and with many rows of seats

anatomy

noun the scientific study of the structure of human or animal bodies: *a professor of anatomy*

antiseptic

noun a medicine that you put onto a wound to stop it from becoming infected: *He dabbed the cut with antiseptic.*

argument

noun 1 a situation in which two or more people disagree, often angrily: *I broke the vase during an argument with my friend.*

2 a set of reasons that show that something is true or untrue, right or wrong, etc: *We need to provide a convincing argument as to why the system should be changed.*

assess

verb to make a judgment about a person or situation after thinking carefully about it: *a report to assess the impact of advertising on children*

assumption

noun something that you think is true although you have no definite proof: *A lot of people make the assumption that poverty only exists in the Third World.*

attentive

adjective listening to or watching someone carefully because you are interested: *an attentive audience*

avalanche

noun a large mass of snow, ice and rocks that falls down the side of a mountain: *Two skiers were killed in the avalanche.*

avocado

noun a fruit with a thick green or dark purple skin that is green inside and has a large seed in the middle

B

badger

noun an animal which has black and white fur, lives in holes in the ground, and is active at night

C

calligraphy

noun the art of producing beautiful writing using special pens or brushes, or the writing produced this way

canteen

noun a place in a factory, school etc where meals are provided, usually quite cheaply

chameleon

noun a lizard that can change its colour to match the colours around it

charity

noun an organisation that gives money, goods or help to people who are poor, sick etc: *Several charities sent aid to the flood victims.*

coherent

adjective if a piece of writing, set of ideas etc is coherent, it is easy to understand because it is clear and reasonable: *The three years of the course are planned as a coherent whole.*

collapse

verb if a building, wall etc collapses, it falls down suddenly, usually because it is weak or damaged: *The roof has collapsed long ago.*

community

noun the people who live in the same area, town etc: *The new arts centre will serve the whole community.*

coordinate

verb to work with others easily: *The members of the team coordinated work on the project so well that they all enjoyed it.*

compass

noun an instrument that shows directions and has a needle that always points north: *a map and compass*

competition

noun an organised event in which people or teams compete against each other

complicated

adjective difficult to understand or deal with, because many parts or details are involved: *For young children, getting dressed is a complicated issue.*

concentrate

verb to think very carefully about something that you are doing: *Be quiet, let me concentrate on my homework.*

conquer

verb to get control of a country by fighting: *The Normans conquered England in 1066.*

continent

noun one of the seven great divisions of land on Earth: *the continent of Africa*

contribute

verb to help to make something happen: *Stress is a contributing factor in many illnesses.*

cosmopolitan

adjective a cosmopolitan place has people from different parts of the world: *a cosmopolitan city*

D

debate

noun a discussion for a particular subject that often continues for a long time and in which people express different opinions

decisive

adjective someone who is decisive is good at making decisions quickly and with confidence: *a decisive leader*

deploy

verb to open, organize and spread out parts

detect

verb to note or discover something, especially something that is not easy to see, hear etc: *Many forms of cancer can be cured if detected early.*

diabetes

noun a serious disease in which there is too much sugar in your blood

disaster

noun a sudden event such

as flood, storm or accident which causes great damage or suffering

discipline

noun the ability to control your own behaviour and obey rules: *Working from home requires a good deal of discipline.*

disease

noun an illness which affects a person, animal or plant

drought

noun a long period of dry weather when there is not enough water for plants and animals to live

E

earthquake

noun a sudden shaking of the earth's surface that often causes a lot of damage: *An earthquake measuring 6.1 on the Richter scale struck southern California on June 28.*

ecological

adjective connected with the way plants, animals and people are related to each other and to their environment: *an ecological disaster*

embarrassed

adjective feeling nervous and uncomfortable and worrying about what people think of you, for example because you have to talk or sing in public, or because you have made a silly mistake: *She gets embarrassed if we ask her to sing.*

emergency

noun an unexpected and dangerous situation that must be dealt with immediately: *Lifeguards are trained to deal with emergencies.*

enthusiastic

adjective feeling or showing a lot of interest and excitement about something: *All the staff are enthusiastic about the project.*

eruption

noun to start suddenly: *volcanic eruption*

essay

noun a short piece of writing about a particular subject by a student as part of a course of study: *an essay on Bernard Shaw*

essential

adjective extremely important and necessary: *A good diet is essential for everyone.*

execute

verb to perform or carry out an action or a task: *The police officer had to execute the court's decision.*

extract

verb to carefully remove a substance from something which contains it, using a machine, chemical process etc: *Oils are extracted from the plants.*

F

fabulous

adjective extremely good or impressive: *You look fabulous!*

facility

noun rooms, equipment or services that are provided for a particular purpose: *The hotel has its own pool and leisure facilities.*

falcon

noun a bird that kills and eats other animals and can be trained to hunt

fall behind

verb to make less progress than others

fertile

adjective fertile land or soil is able to produce good crops: *800 acres of fertile cropland*

finance

noun the management of money by governments, large organisations etc

fizzy

adjective a fizzy liquid contains bubbles of gas: *fizzy water*

folk tale

noun stories that are traditional and typical of the ordinary people who live in a particular area

G

gadget

noun a small, useful and cleverly-designed machine or tool: *a neat gadget for sharpening knives*

generous

adjective someone who is generous is willing to give money, spend time, etc in order to help people or give them pleasure: *She's always very generous to the kids.*

gladiator

noun a soldier who fought against other men or wild animals as an entertainment in ancient Rome

H

habitat

noun the natural home of a plant or animal: *watching monkeys in their natural habitat*

howl

verb if the wind howls, it makes a loud high sound as it blows: *wind howling in the trees*

humid

adjective if the weather is humid, you feel uncomfortable because the air is very wet and usually hot: *Tokyo is extremely humid in mid-summer.*

hygiene

noun the practice of keeping yourself and the things around you clean in order to prevent diseases: *the importance of personal hygiene*

I

ibex

noun a wild goat that lives in the mountains of Europe, Asia and North Africa

illustrate

verb to put pictures in a book, article etc: *Over a hundred diagrams, tables and pictures illustrate the book.*

immune system

noun the system by which your body protects itself against disease: *This flu is a warning to me that my immune system is not as strong as it ought to be.*

impact

noun the effect or influence that an event, situation etc has on someone or something: *We need to assess the impact on climate change.*

impressed

verb feeling admiration and respect: *I think the chief was impressed by your presentation.*

income

noun the money that you earn from your work or that you receive from investments, the government etc: *His annual income is very high.*

infection

noun a disease that affects a particular part of your body and is caused by a bacteria or a virus: *an ear infection*

ingredient

noun one of the food that you use to make a particular food or dish: *Combine all the ingredients in a large bowl.*

injury

noun a wound or damage to part of your body caused by an accident or attack: *She was taken to hospital with serious head injuries.*

install

verb to make something ready to be used: *The workers installed the AC units yesterday.*

invest

verb if a government, business or organisation invests in something, they spend a large amount of money to improve it or to help it succeed: *The city has invested millions of dollars in the museum.*

invisible

adjective something that is invisible cannot be seen: *The house was surrounded by trees and invisible from the road.*

isolate

verb to separate one person, or thing from other people or things: *The town was isolated by the floods.*

J

Jericho

proper noun also known as Arika in Arabic, and it is an old city in Palestine

L

logic

noun a way of thinking about something that seems correct and reasonable, or a set of sensible reasons for doing something: *The logic behind this statement is faulty.*

lore

noun knowledge or information about a subject, for example nature or magic, that is not written down but is passed from person to person: *According to local lore, a ghost still haunts the castle.*

M

manufacturer

noun a company that makes large quantities of goods: *Read the manufacturer's instructions before using your new dishwasher.*

misfortune

noun very bad luck, or something that happens to you as a result of bad luck: *It seems the banks always profit from farmers' misfortunes.*

monument

noun a building, statue or other large structure that is built to remind people of an important event or famous person: *He erected a monument on the spot where his daughter was killed.*

moral

adjective relating to the principles of what is right, rather than on what is legal or practical: *It is easy to have an opinion on a moral issue like the death penalty for murder.*

O

oath

noun a formal and very serious promise: *Servicemen have to swear on oath for loyalty to their country.*

obedient

adjective always doing what you are told to do, or what the law, a rule etc says you must do: *an obedient child*

P

pavement

noun a hard level surface or path at the side of a road for people to walk on: *A small group of journalists waited on the pavement outside her house.*

pedestrian

noun someone who is walking, especially along a street or other place used by cars

pelican

noun a large water bird that catches fish for food and stores them in a deep bag of skin under its beak

performance

noun how well or badly a person, company etc does a particular job or activity: *a training programme to improve employees' performance*

plot

noun a secret plan by a group of people, to do something harmful or illegal: *a plot against the king*

pregnant

adjective a woman or female animal having an unborn baby growing inside her body: *medical care for pregnant women*

promote

verb to help something to develop or increase: *a meeting to promote trade between Taiwan and the UK*

pump

noun a machine for forcing liquid or gas into or out of something

qualification

noun a skill, personal quality or type of experience that makes you suitable for a particular job or position: *There have been questions about his qualifications to lead the company.*

R

recycle

verb to put used objects or materials through a special process so that they can be used again: *We take all our bottles to be recycled.*

S

saddle

noun a leather seat that you sit on when you ride a horse

scream

verb to make a loud high noise with your voice because you are hurt, frightened etc: *She jumped to her feet, screaming in terror.*

seismologist

noun a person who studies the science of earthquakes.

seldom

adverb very rarely or almost never: *We seldom meet.*

self-catering accomodation

adjective an accomodation that provides cooking facilities but not meals

serotonin

noun a chemical in the body that helps carry messages from the brain and is believed to make you feel happy

source

noun a thing, place, activity etc that you get something from: *they get their money from various sources.*

statistic

noun a set of numbers which represent facts or measurements: *Statistics show that 50% of new businesses fail in their first year.*

subtract

verb to take a number or an amount from a larger number or amount: *If you subtract 30 from 45, you get 15.*

suburb

noun an area where people live which is away from the centre of a town or city: *Don't you get bored living out here in the suburbs?*

symptom

noun something wrong with your body or mind which shows that you have a particular illness: *Common symptoms of diabetes are weight loss and fatigue.*

T

tap

noun a piece of equipment for controlling the flow of water, gas etc from a pipe or container: *She went into the bathroom and turned on the taps.*

tension

noun a nervous worried feeling that makes it impossible for you to relax: *The tension was becoming unbearable, and I wanted to scream.*

tundra

noun the large flat areas of land in the north of Russia, Canada etc, where it is very cold and there are no trees

U

unique

adjective being the only one of its kind: *Each person's fingerprints are unique.*

V

vaccination

noun the process of protecting a person or animal from a disease by giving them a vaccine: *a flu vaccination*

W

waterfall

noun a place where water from a river or stream falls down over a cliff or rock

weave

verb to make cloth, a carpet, a basket etc by crossing threads or thin pieces under and over each other by hand or on a loom: *Only a few of the women still weave.*

windscreen wiper

noun a long thin piece of metal with a rubber edge that moves across a windscreen to remove rain

English for Starters

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

English for Starters Level 9 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 and speaking 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 and songs for the course.