

الجمهورية العربية السورية
وزارة التربية

English for Starters 10

Activity Book

Simon Haines

 YORK
PRESS

٢٠١٤-٢٠١٥ م
المؤسسة العامة للطباعة



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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



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We are what we eat

MODULE 1: Culture

Reading

1 Read about snacks from around the world. Which do you have in Syria? Which have you eaten?

Stuffed vine leaves

Most countries in the Eastern Mediterranean region make stuffed vine leaves. There are many different fillings, like rice, fruit, tomatoes or nuts. They are cooked in oil and garlic. People usually eat them cold.



Popadums

Popadums are large round thin biscuits made from lentil flour. They have a salty taste. In the south of India, people break them into small pieces and mix them with their food. In the north, people dip them in yoghurt and eat them with their meal. The usual way of cooking popadums is to fry them.



Samosas

Samosas are originally from Pakistan, but now they are also popular in other countries, like Britain and parts of Africa. They are small triangular parcels made of pastry which are filled with meat or vegetables, then fried in oil. People usually eat them as a snack with salad.



Hummus

Hummus is a thick cream-coloured paste made from cooked chickpeas, lemon juice, sesame paste and garlic. These ingredients are mixed together until they are smooth. People eat hummus with bread and olives or goat's cheese. Hummus was originally from Syria, Lebanon and Palestine but is now popular all over the world.



Spring rolls

Spring rolls are traditionally eaten at Chinese New Year, which is the beginning of spring. Spring rolls are very thin pancakes wrapped round a mixture of meat and vegetables that are then deep-fried until they are crisp and golden. Different regions of China use different fillings.



Guacamole

Guacamole is a green-coloured paste. It comes from Mexico and is made from avocados, peppers and onions. Some people add chillies to guacamole to give it a hot taste. As a snack, it is often eaten with nachos or sliced raw vegetables.



2 Read the descriptions again carefully and complete the table.

Snack	Country	Main ingredients	Cooking method	Colour/Shape/Taste
Stuffed vine leaves		vine leaves, rice, fruit, tomatoes, nuts		
Popadums	India			
Samosas			fried in oil	
Hummus			X	thick cream-coloured paste
Spring rolls				
Guacamole				

3 Match these words from the descriptions with their meanings.

- | | | |
|---------------|---|---|
| a flour | 1 | ... foods you need to make a recipe |
| b dip | 2 | ... hard and dry |
| c pastry | 3 | ... quickly put food into liquid before you eat it |
| d ingredients | 4 | ... food to put inside a sandwich, a cake or a pie |
| e crisp | 5 | ... mixture of flour, oil and water for making pies |
| f filling | 6 | ... not cooked |
| g paste | 7 | ... powder that people use to make bread |
| h raw | 8 | ... soft, wet mixture |

4 Complete the sentences with words from exercise 3.

You need flour and water to make bread.

- Cheese and tomato are popular sandwich
- You can pieces of bread into hummus.
- Avocados, peppers and onions are the main of guacamole.
- Bread is soft, but toast and biscuits are

Refer to the Assessment tool for Module 1 on page 79 to assess your performance.

Language practice

1 Look at the picture. Last night at 8.30 there was a power cut and the lights went out. What was everyone doing? Complete the sentences with the past continuous form of the verbs.

bring carry come cook order pay for take

An old man was paying for his meal.

- A family their food from a waiter.
- A waiter three drinks on a tray.
- A young married couple into the restaurant.
- Another waiter empty plates back into the kitchen.
- In the kitchen the chef
- Another waiter food out of the kitchen.



2 Complete the sentences with the correct statement, question or negative form of the past continuous.

- a** + He was running to work.
? Was he to work?
- He wasn't to work.
- b** +
? Were you talking to someone on the phone?
-
- c** +
??
- The students weren't revising for their exam.

3 Complete the conversations with the correct form of the verbs in brackets. Use the past simple or past continuous.

- A** What (1) did you do (you do) at the weekend?
B I (2) (go) shopping with my friends in Homs, (3)
(watch) TV and (4) (do) my homework.
- A** What (5) (you do) when I (6) (phone) you?
B I (7) (help) my sister with her homework.
- A** What time (8) (you get up) this morning?
B I (9) (wake up) at 6 o'clock, but I (10)
(not get up) until 8 o'clock.
- A** What (11) (you do) at 9 o'clock yesterday evening?
B I (12) (have) a bath.

4 Complete the sentences with the correct form of one of the cooking verbs.

bake boil fry grill steam

To fry something you cook it in a pan in hot oil or fat.

- a** Yesterday I three loaves of bread in the oven.
b You can vegetables by cooking them over boiling water.
c If you want to meat, you must cook it under a very hot surface.
d To make an egg which is not too soft or too hard, it in water for 3-4 minutes.

Writing Food and cooking

1 This text has all the information you need to make a website introducing tourists to Syrian food and restaurants.

- a Choose a name for the website.
- b The text has four sections. Give each section an interesting heading.
- c Add two or three links to other websites. Make up names for these.

.....

.....

Syrian people have a refined taste in food, but some European tourists become confused by the wide variety of dishes. However, there is no need to worry. It's not like very hot spicy food. We use the same ingredients that Europeans have in their kitchens. And we cook everything in olive oil – so our food is healthy, too.

.....

When you first walk into a restaurant, find a table. Then look at the menu and ask the waiter what is in the dishes. In some restaurants there might be food on display and you can ask to go and have a look. If not, ask the waiter if you can go into the kitchen and see the food. Then go back to your table and give your order to the waiter.

.....

Remember, the waiters may not speak your language, but many people who work in Syrian restaurants speak English.

.....

Appetisers
dips and small dishes made from e.g. chickpeas, aubergine, raw meat

Ouzi
rice, meat, peas and spices

Kafta
lamb, onions, parsley and peppers

Stuffed Vine Leaves
usually contain lamb or vegetables

Shawarma
strips of chicken or lamb – delicious in a sandwich

Baklawa
pastry filled with fruit, nuts and honey

Links

.....

.....

.....

2 A professional designer has looked at your website and thinks there is too much information on the page.

Rewrite the page, cutting the information to about 125 words. Keep the same sections and headings.



The image shows a browser window template. At the top, there are three window control buttons (minimize, maximize, close) on the left and a search bar on the right containing a magnifying glass icon and the letter 'Q'. Below the browser window, there is a large area of horizontal dotted lines for writing. At the bottom left of this area, the word "Links" is written, followed by three more horizontal dotted lines.

The arts

MODULE 1: Culture

Reading

1 What do you know about the singer Fairouz? Without looking at the text, try to answer the questions.

- a Which country is Fairouz from?
- b Where did she study music?
- c Who has composed music for her?
- d How many albums of her music are there?

2 Now read the text about Fairouz and check your answers.

Fairouz was born in 1935 in the mountains of Lebanon, and is Lebanon's most famous singer. She was a shy child but loved village life in the mountains. She did her family duties happily and used to sing on the way to the well and back. In the evenings, she listened to her grandmother telling her stories by candlelight.

Her school recognised the beauty of her voice by the age of ten, and she used to sing regularly during festivals and holidays. She enrolled in the Lebanese Conservatory where she was able to sing in both Western and Eastern styles.

In Beirut, Fairouz met Assi and Mansour Rahbani, the musical geniuses who would compose songs for her for many years. One of these was *Itab*, the song which made Fairouz famous throughout the Arab world. In 1955, Fairouz married Assi Rahbani. One of their four children, Ziad, is now a composer and has been composing for his mother since the 1980s.

Fairouz gave her first large-scale concert in 1957, at the Baalbek International Festival. Everyone loved her and during the 1960s she became the most famous Lebanese singer. She also starred in several films. From 1971, Fairouz began to tour internationally, eventually over five continents. Fairouz has about 1500 songs: about 800 of them released in 85 albums.

She has received many important awards. For example, she was presented with the Lebanese 'Cavalier' in 1957, which was the highest medal ever given to a Lebanese artist. She has also been given awards by many countries including Syria, Tunisia and France.



3 Match the sentence beginnings and endings to make true sentences about Fairouz.

- | | |
|-----------------------------|---------------------------------------|
| a Fairouz started singing | 1 the Lebanese Conservatory. |
| b Her grandmother | 2 in 1957. |
| c Fairouz studied at | 3 was called <i>Itab</i> . |
| d Her first popular song | 4 used to tell Fairouz stories. |
| e She first sang at Baalbek | 5 made her first international tour. |
| f In 1971, Fairouz | 6 when she was still a child. |
| g Fairouz | 7 is the most famous Lebanese singer. |

4 Complete the sentences with the correct form of the words in brackets.

- a He isn't a very good actor, but he's my favourite (act/sing)
- b If you want to be, you have to work hard. (succeed)
- c Fairouz is a very person. (popularity)
- d This is such a area. (beauty)
- e I love that book. It's so (interest)

5 Complete the descriptions.

My mother has dark hair. She's dark-haired.

- a My father has brown eyes. He's
- b This novel is written well. It's
- c I'm wearing a shirt with long sleeves. It's a shirt.
- d My grandparents have white hair. They're

Language practice

1 Complete the sentences with the correct statement, question or negative form of the present perfect.

- | | |
|---|--|
| a + I've <u>bought</u> Fairouz's new CD. | c + |
| ? Have you | ? |
| - I haven't | - They haven't given a concert recently. |
| b + | |
| ? Has he played the <i>oud</i> for three years? | |
| - | |

2 Complete the sentences with *for* or *since*.

She's lived here for three years.

- a He's been a teacher at a school in Damascus 2001.
- b We've known each other last summer.
- c I've waited nearly two hours.
- d I've felt ill I got up this morning.

3 Complete the sentences with the correct present perfect form of the verbs in brackets and *for* or *since*.

I have enjoyed (enjoy) reading books since I was a child.

- a My sister (play) the piano two years.
- b I (be) in the school orchestra six months.
- c My brother (write) short stories in his free time over five years.
- d Nour (read) thirty books last year.
- e Fairouz (give) large public concerts 1957.

4 Complete the sentences with the correct form of the verbs in brackets.

I (1) ~~have just watched~~ (just/watch) a TV programme in a series about British authors. There (2) (be) two episodes already – this was the third. Each episode is about a different writer.

This one discussed the writer Jane Austen (1775–1817). I was especially interested in this programme because I (3) (enjoy) reading Jane Austen's novels for many years. It (4) (start) with some information about her life and upbringing. She (5) (come) from a literary family who gave her a good education. In total she (6) (write) six novels, as well as some shorter works.

These novels (7) (become) some of the most popular books of all time. People (8) (make) many films from her stories. Most are quite traditional, but there (9) (also/be) versions set in modern times. Additionally, she (10) (influence) the writings of many later authors, including ones today.

5 Choose the correct verbs.

I don't like ~~hearing~~/listening to music when I'm at the gym.

- a The music is so loud I can't *hear/listen to* what he's *saying/speaking*.
- b She *says/tells* she prefers traditional musicians.
- c **A** Did you *look at/see* Fairouz's concert on TV last night?
B No, I didn't *see/watch* TV at all last night. I went out.
- d **A** What is she *saying/telling*?
B She's *saying/telling* a story.
- e I *looked at/watched* a great documentary last night.

Writing

1 Read the customer reviews of books by Tim Severin and H.G. Wells.

- a Make a list of all the facts in the reviews below.
- b Underline all the words and expressions which introduce the writer's opinions.
- c Circle all the adjectives which describe their opinions.

The Sinbad Voyage: by Tim Severin

In 1981, Tim Severin recreated the journey that Arab merchants took 1000 years ago. He used the descriptions in Sinbad's stories to build his boat and plan the journey from Oman to China, using only ancient methods. I thought it was fascinating! He didn't use any modern techniques, either in building the ship, using the maps or in his

navigation techniques – they navigated by the stars. Isn't that amazing!
For me, the adventures were more enjoyable than the historical research. Tim Severin is so enthusiastic about what he does that I find I want to travel to new places too! I can't wait to read more books by him. I am sure that they are all fantastic.



The Time Machine: by H.G. Wells

I have been a fan of H.G. Wells since I was very young. As far as I am concerned, he is one of the best writers ever – and this is one of his best books. It is about a time traveller who is telling the story of his journey into the future, using a time machine. H.G. Wells wrote *The Time Machine* in 1900, but it is still

very exciting to read today because it is so imaginative. Later science fiction authors used ideas that H.G. Wells invented, but in my opinion only a few of these authors are as interesting. And what does the future look like according to H.G. Wells? You will have to read the book to find out!



Facts

The Sinbad Voyage

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.....

The Time Machine

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.....
.....

2 Discuss the questions in pairs. Make three lists.

- a What are the best-selling books in Syria at the moment?
- b How are traditional and modern stories in Syria different?
- c Who are the most well-known traditional and modern authors in Syria?

Best-selling books

.....

.....

Differences between traditional and modern stories

.....

.....

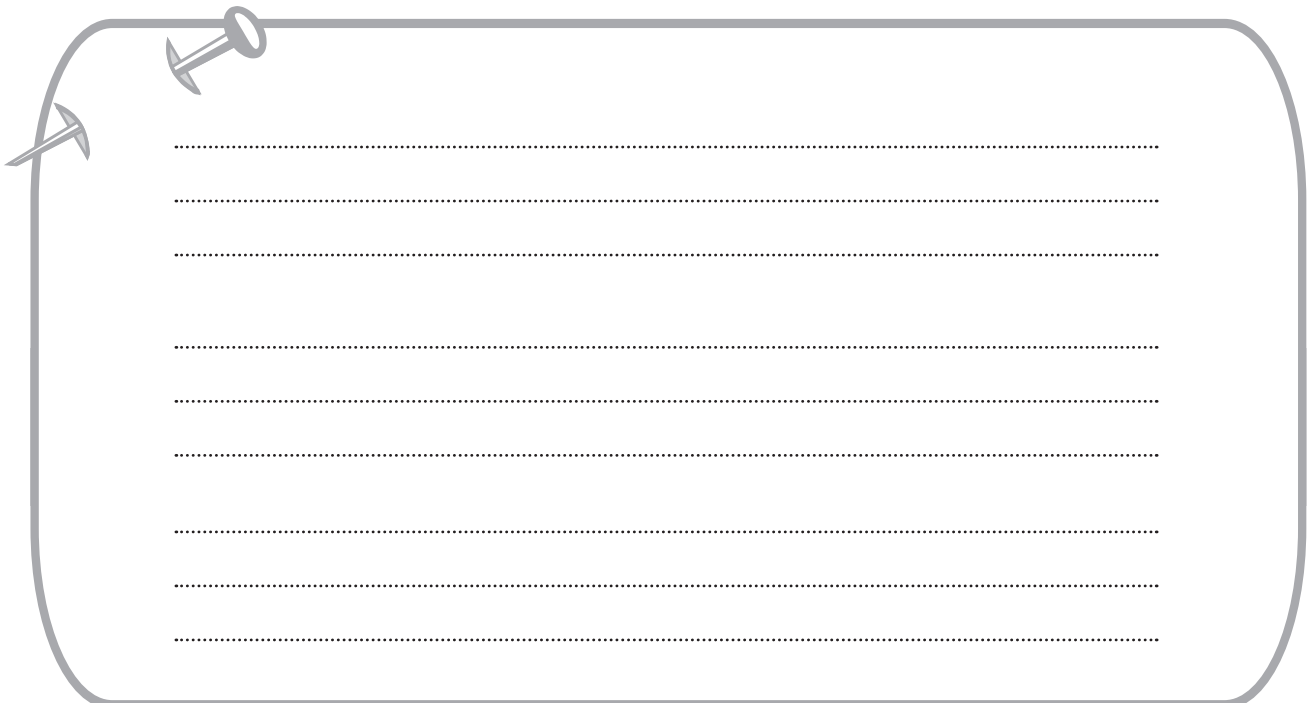
Traditional and modern authors

.....

.....

3 Now choose **two** of the topics below and write two or three sentences about each one. Give facts and express your opinions.

- a Your favourite book this year.
- b The difference between traditional and modern stories.
- c An author who you admire.



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Building for the future

MODULE 1: Culture

Reading

1 Read the text about Al-Thawra Dam in Syria. As you read, look for the answers to these questions.

- Which river is the dam?
- What has the dam formed?
- How much water can the dam hold?



Al-Thawra Dam

Al-Thawra Dam, also called the Tabaqa Dam, built on the river Euphrates, is the largest earth-filled dam in the world. Started in 1968 and completed in 1973, it is 60 metres high and 5 kilometres long, with a storage capacity* of 12 billion cubic metres. Water shortage is an important issue in Syria, where many farmers in dry areas depend on irregular yearly rainfall to plant and grow their crops. The dam has greatly helped agriculture in the area, increasing the ability of people and villages to sustain themselves. It has formed Lake Assad, a reservoir 80 kilometres long and 8 kilometres wide, which has made it possible to reclaim a total of 1,040,000 hectares of land, doubling Syria's total of irrigated land.

To the east and west of the lake are agricultural areas which are irrigated by a series of canals so that the land can be used for planting crops every year, independent of rains. The dam's hydroelectric power station can generate one million kilowatts of electricity when water rotates the dam's 11 turbines, providing electricity for a large part of Syria.

The benefits of Al-Thawra dam have been enormous. From the increase in land that can be used to grow crops to the large amounts of energy produced, the dam has had a beneficial effect, improving people's quality of life and infrastructure in nearby villages, and benefitting the Syrian economy.

*Capacity: how much it can hold

2 Complete the table with factual information from the text.

Question	Answer
a When was it opened?	
b How high is it?	
c How much irrigated land has been reclaimed?	
d What is used to irrigate the land?	
e How does the dam produce electricity?	
f How much electricity does the dam produce?	

3 Complete the sentences.

economy sustain agriculture export water shortage infrastructure

The farming of land with plants or animals is called agriculture.

- a** With more jobs and better technology available, more people are able to themselves.
- b** There is very little water in the country. There is a
- c** Buildings, electricity, telephone lines are all part of a town or country's
- d** A country's system of managing money is called its
- e** If you want to sell something in another country, you have to it.

4 Look at the sentence and number phrase. Write similar number phrases from the sentences.

Al-Thawra dam is 60 metres high. = It is a 60-metre-high dam.

- a** We live in a building with 15 storeys. We live in a
- b** Our apartment has three bedrooms. It's a
- c** Walking across the bridge takes ten minutes. To cross the bridge is a walk.
- d** The motorway into the city has six lanes. It's a
- e** We waited half an hour to cross the bridge. We had a wait to cross the bridge.

Language practice

1 Adjectives ending in *-ing* and *-ed* look very similar but they have different meanings:

The ruins are amazing. (*amazing* describes the ruins)

I was amazed when I saw the ruins. (*amazed* describes me)

Choose the correct adjectives.

I enjoyed the film. It was really exciting / *excited*.

- a He was a very *interesting* / *interested* teacher. The children were always *interesting* / *interested* in his lessons.
- b I'm *terrifying* / *terrified* of spiders.
- c We had a very *tiring* / *tired* journey last night.
- d Before we went on holiday, we were very *exciting* / *excited*.
- e When I was a child, I was never *boring* / *bored*.
- f Mike told us an *amusing* / *amused* story about his dog.

2 Read and complete the conversation between two friends. They want to be better than each other.

A We live in a very large flat in a fashionable area of the city.

B Our flat is (1) larger than yours and the area is (2)

A My brother has a good job with a big company.

B My brother has a (3) job with a (4) company.

A I'm fit and healthy because I do lots of exercise.

B I do more exercise. That's why I'm (5) and (6) than you.

3 Look at the bridges and read the details. Complete the sentences with the correct form of the adjectives.

expensive high (x2) modern long old (x2) short

- a The Storebaelt Bridge, which joins two parts of Denmark, is the longest bridge. It was the engineering project in the history of Denmark.
- b The Clifton Suspension Bridge in Bristol, England is than the other three bridges. It opened in 1864, so it is also the of the four bridges.
- c The Akashi-Kaikyo Bridge, which joins an island with the mainland of Japan, is the other three bridges.
- d The Storebaelt Bridge and the Akashi-Kaikyo Bridge opened in the same year. They are as each other.
- e The Golden Gate Bridge in San Francisco is, and than the Clifton Suspension Bridge.



Storebaelt Bridge:
Opened 1998 / 254 metres high / 6790 metres long



Golden Gate Bridge:
Opened 1937 / 261 metres high / 2743 metres long



Akashi-Kaikyo Bridge: Opened 1998 / 282 metres high / 3910 metres long



Clifton Suspension Bridge:
Opened 1864 / 26 metres high / 214 metres long

4 Complete the sentences.

balcony entrance bungalow first floor garage cottage garden steps block of flats

There is enough room in our garage for three cars.

- a To get to the bedrooms on the you have to go up fifteen
- b The to our flat is on the ground floor.
- c I live on the fifth floor of a in the city centre.
- d In the evening I like to sit on the outside my bedroom and read.
- e There are lots of beautiful flowers in our
- f My parents live in a beautiful old in the country.
- g There is only one floor in a so all the bedrooms are on the ground floor.

Writing

1 When you write a report your language should be quite formal.

- a Read the extracts from a report and underline any words or phrases that are too informal.

1 I'm writing this report to tell you about the results of a survey my friends and I did at school.

4 Everything was worse early in the morning and in the evening when people were going to work and going home.

2 We talked to about 100 people and asked them what they thought about all the thousands of cars that drive into the city every day.

5 Here are some of the ideas people suggested: make drivers pay money to come into the city on weekdays, and have more buses and trains.

3 Most people we interviewed said there was more traffic than there was last year and it was getting harder and harder to drive through the city centre.

6 I think that the council should build a big car park near the town and then put buses on so that people who work in the city leave their cars in the car park and catch the bus to where they work.

- b Now rewrite the sentences using more formal language, using the words given.

to carry out a survey

my opinion

rush hours

traffic

workplace

public transport

more difficult

opinions

provide

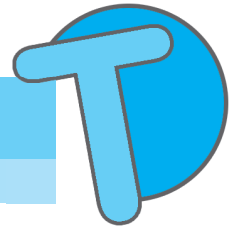
charge

increase

- 1 The purpose of
- 2 We interviewed
- 3 The majority
- 4 They said that the situation
- 5 A number of suggestions were made
- 6 In

2 Write a report in your notebook about the traffic situation in a city you know well. Suggest how this situation could be improved.

Progress test 1



MODULE 1: Culture

Reading

1 Read the text about the Bosra Festival of Music and Dance. There is one unnecessary word in every line. Underline the word then write it in the gap at the end of the line.

The Bosra Festival of Music and Dance is the one of the major cultural events in Syria, attracting millions of the tourists from all over the world. The festival was is held over ten days every year in the historic city of Bosra, and has to become a popular annual event involving performers from under all over the world.

Visitors to the festival can see a performances by some of the world's best dance and theatre groups from more than of twenty different countries, from Egypt and Tunisia to India and the China. Music lovers can enjoy with melodies from east and west, performed by famous Syrian and international stars as well as talented new and artists. Not only is the level of performance high but a the setting is unique. Bosra is home to some of the most more spectacular ruins in by the world such as the amazingly well-preserved amphitheatre. Built in the 2nd century CE, it can to seat 15,000 spectators and is built in such a way that people from on the stage can be heard around the theatre without the aid of a technological equipment. Other sites worth seeing do include the Omar Mosque, Byzantine ruins and some of the oldest Islamic are minarets. As well as going watching performances in the amphitheatre and the two thousand-year-old streets, you can shop for the handicrafts or have of dinner. The atmosphere of this exciting and busy festival is amazing. The much variety offers something for everyone, so it is popular with both Syrians and with a tourists.

Example the

- 1
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- 17
- 18
- 19
- 20
- 21
- 22

2 Read the text again. Write True or False for each statement.

- The festival is held once every year. True
- a The festival is held in two cities.
- b The festival is only about music.
- c Performers in the amphitheatre use microphones.
- d The performances are in places two thousand years old.
- e You can see famous performers at the festival.
- f The performers and the audience both come from all over the world.

Language practice

1 Complete the story with the past simple or past continuous form of the verbs.

come continue drive (x2) listen put out read see slow down stand stop

We (1) along the motorway towards the city centre. We were on our way to spend the weekend with some friends. My brother and I (2) to music on our personal stereos, Mum (3) a magazine and Dad (4) the car. Through the window I suddenly (5) flashing blue lights on the motorway about 500 metres ahead. The cars in front of us (6) and eventually we all (7) A police officer (8) in the middle of the road. Behind him there was a car on fire. Flames and smoke (9) from the engine. Firefighters (10) the fire with water. Two hours later, the road was clear, and we (11) on our journey.

2 Choose the correct words.

She *lived/was living/has lived* in Italy *for/since* she was a child.

- a We *arrived/were arriving/have arrived* at about half past six.
- b I *lived/was living/have lived* here *for/since* three years, and I really like it.
- c I *read/was reading/have read* four books this week already.
- d They *went out/were going out/have gone out* an hour ago.
- e When I *walked/was walking/have walked* into town, I saw an accident.
- f That was the best meal I *ate/was eating/have eaten* this week.

3 Answer the questions. Start with No, and use the adjective in brackets.

Was that the longest journey you've ever made? (short)

No, it was the shortest.

a Was that the cheapest meal you've ever had? (expensive)

.....

b Was that the worst joke you've ever heard? (funny)

.....

c Is that the most interesting book you've ever read? (boring)

.....

d Is that the busiest city you've ever been to? (noisy)

.....

e Is he the most famous person you've ever met? (important)

.....

f Is that the best programme on TV? (bad)

.....

g Is that the happiest story you've ever heard? (sad)

.....



4 Write the verb which goes with each group of nouns.

eat give hear make read

- a snack/a meal/an apple eat
- a a voice/music/(good) news
- b an article/a letter/a newspaper
- c a present/advice/a concert
- d a recipe/a noise/bread

Writing

1 Write a book review. Write 100-120 words. Include the following:

- | | |
|--|--|
| Name of the book | Your opinions |
| Author | Did you like it/dislike it? Why? |
| Main characters | Best/worst thing about it? |
| Date written | Would you recommend it? |
| Setting (e.g. what country/place/time) | Give it a star-rating – 5 stars is the best. |
| Type of book (e.g. historical/classic) | |

1. Look at the outcomes on page 13 of the Students' Book.

How did you find:

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking about past and present actions and experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing advantages and disadvantages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carrying out a survey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presenting ideas and suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing an online guide, a book review and a formal report?	<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?

Computer games

MODULE 2: free time

Reading

- 1 Read the text about a new way of playing computer or video games. How is this different from the way people usually play these games?

Have fun and keep fit – at the same time



Many people, especially the parents of teenagers, do not want their children to spend too much time playing computer or video games because, they say, it makes them lazy and unfit. Now, a

company is making a new kind of game which builds up players' muscles as they play.

The majority of people who play normal computer and video games now use their thumbs and fingers to press little buttons. But to use the new system, players have to move the whole top part of their bodies. They actually control the game by moving a shoulder-high joystick.

The game's designers say that traditional exercise machines, like the ones in gyms and

fitness centres are incredibly boring to use. People get tired of them very quickly and so they don't exercise for very long. If they use one of the new joysticks, they can improve their level of fitness by playing their favourite game. Players build up their muscles by pulling or pushing the giant joystick. In racing games like *Gran Turismo*, the harder the player pushes the joystick the faster the car goes. If you want the car to go slower, you pull the joystick backwards. People who have played the game say that you can feel the effect of pulling and pushing the joystick after only two or three minutes. It particularly affects the upper arms and shoulders.

The company which makes the new equipment says people can use it in their homes or at the gym.

- 2 Match the sentence beginnings and endings.

- | | | | |
|---|---|---|--|
| a | Playing traditional computer games can | 1 | have to use their shoulders and arms. |
| b | Players have to move their whole bodies to | 2 | feel the effect of using the shoulder-high joystick. |
| c | Instead of using their thumbs and fingers, players | 3 | play games with the new joystick. |
| d | People don't spend much time on traditional exercise machines | 4 | pull the joystick backwards. |
| e | It takes only a few minutes to | 5 | make people lazy and unfit. |
| f | In racing games, you can make cars go slower if you | 6 | because they find them uninteresting. |

3 Match the adjectives and adverbs from the text with an antonym (a word which means the opposite).

- | | |
|---------------|---------------|
| a lazy | 1 interesting |
| b unfit | 2 slower |
| c traditional | 3 lower |
| d boring | 4 forwards |
| e giant | 5 energetic |
| f backwards | 6 healthy |
| g faster | 7 slowly |
| h quickly | 8 small |
| i upper | 9 new |

Language practice

1 Put the words in the correct order to make sentences.

Remember to use:

- ▶ present continuous for an arrangement
- ▶ *going to* + base form for a plan or intention
- ▶ *will* + base form for a prediction

an interview/at the University of Damascus/I'm having/next week
I'm having an interview at the University of Damascus next week.

a by bus/I'm travelling there/on Monday

b at the interview/I will/probably be/very nervous

c at university/I'm going to/work really hard/when I'm

d I expect/quite hard/the work/will be

e a doctor/I'm definitely/going to be/leave university/when I

2 Look at the sentences in exercise 1. Write A for arrangement, P for plan or PR for prediction.

- (Example) **A** **b** **d**
- a** **c** **e**



3 Complete the text with the correct form of the verbs in brackets.

Hi, Rula,

How are you? I'm fine. I've been working hard at school but my holiday starts tomorrow. I probably (1) ~~won't have~~ (not have) time to write to you next week so I'm writing now.

Tomorrow my sister and (2) I (fly) to London to spend a few days with our aunt and uncle who live there. We (3) (stay) in their flat in the city centre near the River Thames. We (4) (spend) two or three days shopping. I (5) (buy) some new clothes. On Wednesday my uncle (6) (take) us to the British Museum where I hope we (7) (see) lots of interesting ancient things.

On Friday we (8) (travel) to Scotland. We (9) (see) our cousin who is a student at Edinburgh University. We haven't seen him for nearly a year, so I'm sure we (10) (have) a great time together.

So, you can see we (11) (have) a really busy time.

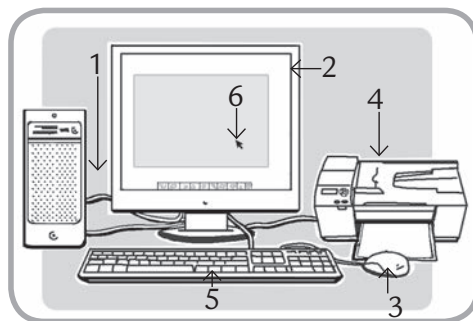
I (12) (send) you a postcard from Edinburgh, and I (13) (phone) you when I get home.

Love

Amal

4 Write the correct definition number next to each word.

- a keyboard
- c cable
- e monitor



- b mouse
- d cursor
- f printer

D finition

- 1 a wire covered with plastic for carrying signals or electricity
- 2 a piece of equipment that shows words or pictures
- 3 a piece of equipment attached to a computer for entering commands without using the keyboard
- 4 a machine that writes information from a computer on to paper
- 5 a set of buttons that you press to enter text or commands into your computer
- 6 a small object on a computer screen that you can move to show a particular position

5 Choose the correct verbs.

The new shoulder-high joysticks (1) *cost/spend* a lot of money, so most teenagers can't (2) *afford/earn* one for themselves. If they are keen enough, they could get a part-time job to (3) *earn/cost* money. Then they could (4) *save up/spend* the money to buy a new one. Or perhaps some parents who have plenty of money will probably (5) *buy/afford* a joystick for their whole family.

Writing

1 Read the instructions.

- a Match each set of instructions with a picture.
 - b Read the instructions again. Write the correct heading for each one.
- | | |
|------------------------|--------------------------------------|
| 1 Food recipe | 4 Game instructions |
| 2 Street directions | 5 Ordering something on the Internet |
| 3 Driving instructions | |



A
 Leave the motorway at Junction 17 and follow signs to the town centre. Go straight on at the first roundabout and then turn right at the second. Our car park is the third turning on your left.

B
 To start with, prepare all the ingredients. Break the eggs into a bowl, grate some cheese and chop an onion. Next, heat the oil in a frying pan. Mix all the ingredients together and when the oil is hot, pour the mixture into the pan. Turn the heat down and cook for 3-4 minutes.

C
 First of all, make sure the handbrake is on and the gearstick is in neutral or park. Then turn the ignition key to start the engine. Put the car into gear and indicate. Finally, check in your rear-view mirror that there are no cars behind you, release the handbrake and move off.

D
 Take turns to move one of your pieces along the lines on the board. You can make either a 'taking' move or an ordinary move. To take one of your opponent's pieces, jump over it into the empty space on the other side of it.

E
 First, find the item you want to buy and add it to your *Shopping Basket*. Next, fill in an order form giving us your personal details and address for delivery. After that, add your credit card details and lastly, press the *Order Now* button.

2 Read the instructions again.

a Underline all the instruction words.

b Find all the sequence words and phrases. Write them under these headings.

To begin

In the middle

To end

First

then

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3 Write your own sets of instructions. Choose one of the five types of instructions from exercise 1. Use sequence words and phrases at the beginning, in the middle and at the end.

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Sport

MODULE 2: free time

Reading

Camel racing

Camel racing is an ancient **Bedouin** sport that has become more and more popular in recent years. Races take place in the desert as well as on new official tracks. One of the most famous of these is the ten-kilometre-long **Al Ain** track outside Abu Dhabi city. Racing camels start training when they are six months old and begin to race when they are three years old. Good camels can race for ten or even twenty years. In the UAE, the racing season starts in September and continues through the winter. Races usually take place on Fridays and national holidays. They are colourful occasions with riders dressed in traditional clothes.



Horse racing

Thoroughbred horse racing started in England in the 17th century. 'Thoroughbred' means a breed of horses which is a mixture of animals from North Africa or Turkey and Britain. The most famous English race is **The Derby** ⁽¹⁾ which started in 1789 and has taken place every year since then. Other famous European races are the **Prix de l'Arc de Triomphe** ⁽²⁾ in France; and the **Irish 2000 Guineas** ⁽³⁾ in Ireland.



In the USA races are on dirt tracks but in Europe they are on grass. Races vary in distance between 200 metres and 1.6 kilometres. Horses usually start to race at the age of two. Young horses race at faster speeds and over shorter distances than older animals.

Greyhound racing

The greyhound breed is thousands of years old. The Pharaohs kept them as pets and hunting animals and there are drawings of early greyhounds on the walls of ancient Egyptian buildings. When greyhound racing started in England over a thousand years ago, it was a sport for kings and important people only, not for ordinary people. Modern greyhound racing on tracks started in California USA in 1919, when Owen Patrick Smith thought of a way of making dogs run round a circular track. He invented a mechanical 'lure' that the greyhounds chased because they thought they were hunting a real animal.



When the new kind of greyhound racing arrived in Britain in 1926, it was an immediate success.

⁽¹⁾/dɑːbɪ/ ⁽²⁾/priː də lɑːk də triːɒnf/ ⁽³⁾/ɡmiːz/

- 1 Read the text above. Find words with these meanings in the text. Check your answers in a dictionary.

Camel racing

- a large area of dry sandy land **desert**
- b special path or route for races
- c compete to find out who / what is the fastest

Horse-racing

- d an adjective meaning made of soil or earth
- e length/the amount of space between two places or points

Greyhound racing

- f special type or class of animal
- g made or thought of something for the first time
- h ran after
- i following wild animals to kill for food

2 Choose T (True), F (False) or DK (Don't know). If the statement is False, write the correct sentence.

Camel races all take place in the desert.

T/F/DK

Camel races take place in the desert as well as on new official tracks.

a Camels start racing when they are six months old.

T/F/DK

b Most camels race for 3-10 years.

T/F/DK

c Thoroughbred horses are an English breed.

T/F/DK

d Horse racing takes place on grass in Europe.

T/F/DK

e The Egyptian Pharaohs used to race with greyhounds.

T/F/DK

f At first, ordinary British people were not allowed to race greyhounds.

T/F/DK

g Modern greyhound racing started in America in 1926.

T/F/DK

Language practice

1 Complete the questions with the correct question word.

How How many What When Where Which Who

Who is Ghada Shouaa?

A Syrian athlete.

a players are there in a football team?
Eleven.

b do swimmers wear to protect their eyes?
Goggles.

c do people play tennis?
On a tennis court.

d sport takes place in a ring?
Boxing.

e did The Derby start?
In 1789.

f do you score?
By kicking the ball into the goal.

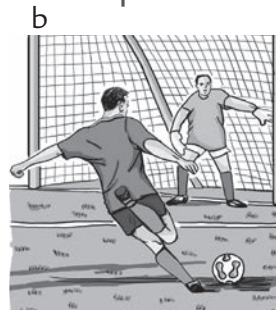


2 What questions do you have to ask to complete the form? Use each of the question words twice.

What When Where

NAME:
 ADDRESS:
 DATE OF BIRTH:
 JOB:
 PLACE OF WORK:
 STARTING DATE:

3 Look at the pictures and the words in brackets. Complete the orders or commands.



- 'Kick the ball, Zaid,' said the manager. (kick/ball)
- a '..... Ali,' said his friend. (hit/ball)
- b '....., Ibrahim,' shouted the crowd. (score/goal)
- c '.....!' shouted the crowd. (not stop/match)
- d '.....!' shouted the fans. (not drop/ball)

4 Complete the table with sports words.

Sport	Venue	Equipment	Player
t_____	c_____	r_____	tennis player
f_____	p_____	ball	f_____
b_____	p_____	b_____	baseball player
g o l f	c_____	c_____	g_____

5 Make compound nouns from the phrases.

- sports that people play in the winter **winter sport**
- a** a stick to play hockey with
 - b** a race between horses
 - c** someone who plays baseball
 - d** animals which hunt
 - e** the season when racing takes place
 - f** a track where races take place

Writing

1 Read the list of Dos and Don'ts for filling in a form. Complete the sentences with the correct form of the verbs. Use one verb twice.

write (x2) use spell leave give cross check be answer

Filling in Forms

- (1) **Answer** all the questions. Don't (2) any empty boxes. If you can't answer a question (3) not applicable (N/A).
- (4) a black pen and (5) in capital letters (BLOCK CAPITALS).
- Don't (6) words out.
- (7) words correctly. If you are not sure of the spelling, (8) in a dictionary.
- (9) as honest as possible. (10) details of any problems you have.

Refer to the Assessment tool for Module 2 on page 79 to assess your performance.

2 Complete the application form for a university summer course.

SUMMER SCHOOL APPLICATION FORM

Please complete this form in BLOCK CAPITALS and return to International Summer School for English, Damascus.

SECTION 1 – COURSES

I am applying for the following course (tick one or more boxes).

- English Language - Beginners
- English Language - Intermediate
- English Language - Advanced
- British life and culture

SECTION 2 – PERSONAL DETAILS

Surname

First name(s)

Address

Postcode

Country

Telephone (include international dialling code)

Email

Date of birth (DD) (MM) (YYYY)

Nationality

Do you have any medical condition or disability you want us to be aware of?

If so, please give details _____

Person to contact in case of emergency

Name / Telephone number _____

Contact person's relationship to you _____



A special zoo

MODULE 2: free time

Reading

1 Read the profiles of three wild animals which are in danger. What are the dangers for each animal?

Arabian oryx
 Siberian tiger
 Ostrich

ARABIAN ORYX

are elegant white antelope which come from the Arabian Peninsula. They are about 1m tall at the shoulder, and weigh about 70kg.

In the desert, their white coats keep them cool in the sun, and they can go for a long time without drinking.

The Arabian oryx are in danger from hunters and from the destruction of their habitat. The last Arabian Oryx in the wild was killed by hunters in 1972, but conservation projects preserved the species.

**Factfile**

Common name: Arabian oryx

Population: approx 950

Habitat: dry sandy regions of the Arabian and Sinai Peninsula, Jordan and Syria

The Siberian tiger

is the biggest of the tiger family. A male tiger can weigh 300 kg and be up to 3 metres in length.

Their body is orange and white with black or grey stripes.

Siberian tigers are in danger because their forests are disappearing.

People are building roads through their forests and cutting down trees. These handsome animals are also threatened by poachers and forest fires.

**Factfile**

Common name: Siberian tiger

Population: 360 – 400

Habitat: forest areas in Russia, China and North Korea

Ostriches

are the world's largest birds. In fact, they are so big that they cannot fly! However, they are the fastest animal on two legs – they can run at up to 60 km/hr to escape predators!

Ostriches are in danger from hunting for their feathers and eggs. Now many are bred in farms as there are very few in the wild.

**Factfile**

Common name: ostrich

Population: 335000 – 375000

Habitat: desert areas of Africa and South East Asia

2 Find words with these meanings in the text. Check your answers in a dictionary.

The Arabian oryx

People who killed animals for their meat, coat, horns, etc. *hunters*

- a the hair that covers an animal's body
- b the place where the plant or animal naturally lives
- c protection of nature

The Siberian tiger

- d the adjective which describes men and boys (not women)
- e long, narrow lines of colour
- f people who hunt animals against the law (without permission)

The ostrich

- g one of the soft, light things that covers a bird's body
- h other animals that try to eat them

- 3
- a Which two animals naturally live in the desert?
 - b Which two animals' habitats are under threat?
 - c Which animal is bred on farms?

Language practice

1 Read the text. Find countable and uncountable nouns and complete the table.

Countable nouns	Uncountable nouns
fox	heat



The Arctic Fox

The Arctic fox lives in sub-zero temperatures in Alaska and Northern Canada. It has a small body with short ears and short legs. This is because animals lose body heat through these parts of their bodies. It has thick fur on its body and thick hair on its feet.

In winter its fur becomes thicker - the new hairs are a lighter colour. This helps the Arctic fox to hide from its enemies in the ice and snow it lives in. Sadly, people hunt the Arctic fox for its beautiful fur.

2 Choose the correct words. Sometimes no word (-) is correct.

(1) Many ~~Much~~ birds around the world are becoming extinct. For example, the northern bald ibis, native to north Africa, is very rare. It is threatened by people using (2) *many/a lot of* the land where they find food, by hunters and by being poisoned by (3) *the/-* chemicals used for farming. There may be less than 10 of these birds left in Syria.

Albatrosses are also dying in large numbers because of (4) *a/-* long-line fishing. Albatrosses often look for (5) *a/-* food behind fishing boats, waiting for (6) *a few/a little* scraps thrown overboard. (7) *Many/A lot* countries have long-line fishing boats which use (8) *a/-* single line 130 km long with thousands of hooks on it. (9) *A little/Some* of these hooks are eaten by albatrosses, which are pulled underwater and drowned. No one is sure (10) *how much/how many* birds die like this but (11) *a little/some* people say it is more than 300,000 a year.



3 Choose the correct words.

- A person who is ...
 ... not afraid of danger is *coward* / brave.
a ... happy because of something they have done is *proud/modest*.
b ... refuses to change their mind is *stubborn/easy-going*.
c ... nervous or uncomfortable with other people is *confident/shy*.
d ... angry and aggressive is *fierce/peaceful*.

4 Choose the odd one out. Give the reason.

- lion/tiger/cat/camel camel - the other three are types of cat
a goat/cow/parrot/sheep
b fish/donkey/turtle/whale
c cow/lion/fox/rhino
d bee/pigeon/parrot/elephant

5 Complete the animal idioms. There are two extra animals.

bee bird cat fish fox horse

- a** Someone who gets up before other people in the morning is an early
b Someone who shows no feelings is a cold
c A dark is a person with secrets.
d Someone who is always doing something is a busy



Writing

1 There are formal and informal letter-writing styles. Read and complete the table.

Informal	Formal
<p><i>Short verbs</i></p> <p>a) I'm writing to you because ...</p> <p>b) I've just seen a golden eagle.</p> <p>c)</p>	<p><i>Full verbs</i></p> <p>1) I am writing to you because ...</p> <p>2)</p> <p>3) I would be grateful if you could send...</p>
<p><i>Vocabulary of everyday speech</i></p> <p>d) Please send me stuff about what you are doing at the moment.</p> <p>e)</p>	<p><i>Formal vocabulary</i></p> <p>4) Please send me about your</p> <p>5) The main reason for my interest in horses is...</p>
<p><i>People's actual words</i></p> <p>f) My friends said "You should get in touch with a wildlife charity."</p> <p>g)</p>	<p><i>A report of people's words</i></p> <p>6) My friends told me</p> <p>7) One of my friends asked me to join.</p>
<p><i>Chatty beginnings and endings</i></p> <p>h) Hi, / Hello, / Dear Ahmed,</p> <p>i)</p>	<p><i>Formal beginnings and endings</i></p> <p>8)</p> <p>9) Yours sincerely, / Yours faithfully,</p>

2 Are these phrases formal or informal? Write F or I.

- a We won't be back until tomorrow.
- b The purpose of this report is to
- c I must apologise for my delay in replying to your letter.
- d See you later.
- e I am writing to inform you that I have applied

3 Rewrite this letter using more formal language.

Hi,
I've just seen your advert on the telly and I'd really like to join your organisation, because I want to save animals. Can you send me an application form and tell me if there's a local group in my area? I've got a friend who'd like to join, too. Look forward to hearing from you.

Best wishes
Ali

4 This is the reply you received to the letter in exercise 3. Rewrite it as an informal note to your friend who is interested in joining the organisation with you.

Dear Ali,
Thank you for your letter. We are pleased to hear that you are interested in joining our organisation. In response to your question, we can confirm that there is a local group in your area.

We are pleased to hear that your friend would also like to become a member.

We are enclosing two application forms and full details of our current activities.

Yours sincerely,
Greenearth Membership
Secretary

Reading

1 Read the text about collecting and answer the questions.

- a How many different kinds of collecting does the writer mention?
- b What do you need plenty of if you want to collect old computers?
- c How are fossil collecting and leaf collecting similar?
- d What equipment do you need to dry leaves?

Collecting

One of the most popular hobbies for children and adults is collecting. People of all ages collect all kinds of things. Some people even make a living by buying and selling things which are 'collectable'. The most common things to collect are stamps, coins, autographs⁽¹⁾ and postcards, but it is possible to collect almost anything. Here is some information about some of the more unusual things people collect.

Old computers

Personal computers have only existed since the 1980s and in that time they have changed dramatically. Some of the early ones, like the Sinclair, the Commodore and the Amstrad did not have hard drives at all. They are not worth much money but many of these are in museum collections. You don't need much money to collect old computers, but you need lots of space.



Fossil⁽²⁾ collecting

This is a great hobby because you are collecting things which are millions of years old. Many of the fossils are of animals or fish which lived at the same time as the dinosaurs. Other good reasons why fossil collecting is so popular are that anyone can do it, it's free, and you can find fossils almost anywhere.



Leaves

These are also free and easy to find. The problem with leaves is that they lose their colour very quickly unless you do something to keep them fresh. One way of doing this is to put bright fresh leaves into a microwave oven and cover them with paper. Turn the oven on for 1-3 minutes until the leaves are dry. Then, if you varnish⁽³⁾ your leaves, they will never lose their colour.

⁽¹⁾ signature of a famous person

⁽²⁾ remains of a very old animal or plant

⁽³⁾ to cover with a type of clear paint

2 Write True or False for each statement.

- Collecting is mainly a hobby for children. false
- a Some people earn money by buying and selling things for collectors.
- b Every old computer had a hard drive.
- c Old computers are very valuable now.
- d Collecting fossils doesn't cost much money.
- e Leaf collectors use a microwave oven to help leaves keep their colour.

Language practice

1 Complete the sentences with the correct future verb.

- I predict that it **will rain** at the weekend. (will rain/is raining)
- a What do when you leave school? (will you/are you going to)
 - b I hope we meet again soon. (will/are going to)
 - c They their relatives this afternoon. (will visit/are visiting)
 - d I better in the next maths test. (will do/am going to do)
 - e I expect you the film. It's brilliant. (will enjoy/are enjoying)
 - f She says she harder next year. (is going to work/is working)

2 Choose the correct words or phrases.

- How many/*much* coins have you got in your collection?
- a I'm taking *a few/a little* CDs with me on holiday.
 - b I haven't got *many/much* money in my pocket.
 - c I just need *a few/a little* time to get ready.
 - d Would you like *some/a* water?

3 Rewrite the incorrect phrases.

- I'd like *two milks*, please. two bottles of milk/some milk
- a Could you pass me *two breads*, please?
 - b I was so thirsty that I drank *two glasses* of water.
 - c Have we got *enough foods* for the weekend?
 - d Could you tell me where you put all *those meats*?

4 Complete the sentences with the correct verb.

- I can't afford to **buy** a new CD this week. (buy/spend/cost)
- a I really like your T-shirt. How much did it ? (pay/cost/spend)
 - b How much do you a month on clothes? (buy/spend/save)
 - c I can't afford to go out. I'm for a new computer game. (buying/earning/saving up)
 - d It's only a part-time job, but I £50 a week. (pay/spend/earn)

5 Choose the odd one out. Write the sport it belongs to.

- bat/pitch/baseball/racket
- a tennis/ball/racket/track
 - b ball/net/bat/pitch
 - c ball/pitch/golf/club
 - d course/boots/pitch/ball

Odd one out	Which sport?
<u>racket</u>	<u>tennis</u>
.....
.....
.....
.....

6 Write the correct adjective for each animal idiom.

- a an *early* bee
- b a *dark* fish
- c a *busy* horse
- d a *cold* bird



Writing

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

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Learning-log

1. Look at the outcomes on page 37 of the Students' Book.

How did you find:

- reading and talking about the future?
- making predictions?
- discussing effects and levels of importance?
- giving reasons for preferences?
- listening to and giving advice?
- persuading through a talk?
- writing instructions and a proposal to receive funds?
- filling out an application form?

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
reading and talking about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making predictions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing effects and levels of importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving reasons for preferences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening to and giving advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
persuading through a talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing instructions and a proposal to receive funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
filling out an application form?	<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?

Power - the alternatives

MODULE 3: Power

Reading

- 1 Read the article about one source of alternative energy. Answer the question.

Why is wave power a particularly suitable form of energy for Britain?

Invisible Power



For several years countries around the world have been looking for new energy sources to replace fossil fuels when they eventually run out. The country which makes the most use of solar power is Japan, and Denmark uses more wind power than any other country. Now Britain, with its long coastline, is trying to lead the world in wave power technology.

Experts say that in the future, the sea, with its wave and tide energy, could provide enough power for the whole planet. Twenty wave farms⁽¹⁾ could supply electricity to a city the size of Edinburgh, with its population of 450,000.

Scientists are working on the "Wave Hub". This is a testing device which will be located in the sea 15 km from the south-west coast of Britain and will cover

20 square kilometres. It will produce 30-40 megawatts of electricity every year. One of the greatest advantages of wave farms is that they will be invisible, unlike wind farms, which are very unpopular with some people who say they "spoil the countryside". However, there are some disadvantages to wave machines: the machines are just below the surface of the sea and so could be a danger to ships. In addition to this, some people think wave farms may put tourists off and could be a danger to fish. Also, the technology is not cheap: it will cost £50m to produce just 15% of Britain's power by the year 2015. Whatever the disadvantages, it is certain that the world will need alternative energy sources for the time when gas, oil and coal run out.

¹a wave farm = about 40 separate wave machines

- 2 Find word phrases with these meanings in the text. Check your answers in a dictionary.

where we get power from

a power of the sun

b oil, gas and coal are examples of this

c a collection of 40 wave machines

d something used to check an experiment

e n e r g y s o u r c e s

s _ _ _ r p _ _ _ r

f _ _ _ _ f _ _ l

w _ _ _ _ _ m

t _ _ _ _ _ d _ _ _ _ e

- 3 Read the text again and make lists of the advantages and disadvantages of wave power.

Advantages

Disadvantages

Language practice

1 Complete the sentences with the correct form of the verb in brackets.

If I ~~am~~ (be) thirsty, I drink water.

- a Turn the air conditioning up, if you (be) too hot.
- b If she's hungry, she (eat) a sandwich.
- c If you (be) tired, go to bed early.

2 Complete the sentences with the correct form of the verbs.

block fall flood go



If it doesn't stop raining, the water will flood our house.

- a If our house floods, we and stay with friends.
- b If the wind doesn't stop blowing, trees down.
- c If that tree falls down, it the main road.

3 Choose the correct verbs.

If I were you, I'd walk / I'll walk to school.

- a I'd walk to school, if I *miss/missed* the bus.
- b If you *walk/walked* to school every day, you'd be much fitter.
- c What would you do, if the bus *is/was* late?

4 Match the sentence beginnings with the correct endings.

- | | |
|---|--|
| <ul style="list-style-type: none"> a If you always turn off lights, b If we don't try out new technology now, c If people walked instead of driving their cars, d If we run out of fossil fuels, e If the world ran out of fossil fuels tomorrow, f If the wind farms were not so ugly, | <ul style="list-style-type: none"> 1 we'll have to use alternative energy sources. 2 we wouldn't have enough energy from other sources. 3 people might not object to them. 4 they'd save money and they'd be fitter. 5 you save energy and money. 6 we may be short of energy in the future. |
|---|--|

5 Complete the conversations with the correct form of the verbs in brackets.

- a** **A** If it **goes on** (go on) raining, our house will flood.
B Our house wouldn't flood even if it (rain) every day for a week.
- b** **A** If it's sunny tomorrow, I (not go) to work. I (take) the day off.
B If your boss (find out), you'll lose your job.
- c** **A** If you (be) in my situation, what would you do?
B If I were you, I (go) to work as usual.
- d** **A** Will you take the job if they (offer) it to you?
B If they (offer) it to me, I (have to) take it. I need the money.

6 Complete the sentences with *strong* or *heavy*.

- a** It's difficult for me to wake up in the morning, because I'm a very sleeper.
b I can't lift that box - I'm not enough.
c There's always traffic on the motorways - especially at rush hour.
d I like black coffee.

Self-assessment

7 Complete the sentences with the correct form of the words in brackets.

- Thank you for helping me. It was very **thoughtful** of you. (thought)
- a** There's a lot of traffic in town today. Be when you cross the road. (care)
b The lights went out because of an problem. (electricity)
c My teacher gave me some advice about revising for the exam. (use)
d China exports technological to other parts of the world. (produce)

Writing

1 Look at the titles of five articles about energy.

a What is the subject of each article? If you are not sure, guess.

Title	Subject
1 Are we doing enough?
2 Energy saving tips
3 Is there life after oil?
4 Solar power can be beautiful
5 Wind farms: not everyone loves them

b Read the first paragraph of each article. Write the correct title for each one.

A

Whether you want it or not, the summer will be hot as usual this year. But there are things you can do to minimise the effects of summer on your energy bills.

B

Our lives – your life and mine – are in danger! By polluting our air and our water, and burning rainforests, we are damaging our world. Everyone knows that: I know it and you know it. But what are we doing about it? What is the world doing about it? The simple answer is: not enough!

C

What do you think of when you hear the phrase ‘solar power’? If you’re like me, you think of roofs covered with ugly black water heating panels. But it doesn’t have to be like that. Interested? Read on.



D

Many people have welcomed wind farms as the answer to an energy crisis. But not everyone! Thousands of people who live in country areas are protesting because they don’t want these ugly new windmills to spoil their view.



E

We all depend on oil for fuel and heating and on the millions of things we make from oil. But with experts predicting that the world’s oil will run out in 50-90 years, we have very little time to find a successful alternative energy source.

2 How does each title and first paragraph try to interest its readers?
Write the paragraph letters.

Which paragraphs, A-E ...

- a surprise, worry or shock the reader?
- b ask the reader a question?
- c give the reader practical advice?

3 Think of a title and a first sentence for articles on one of these subjects.
Use one or more of the methods in exercise 2 to interest your readers.

- Cars of the future
- Alternatives to air-conditioning
- Making your own electricity



The power of technology

MODULE 3: Power

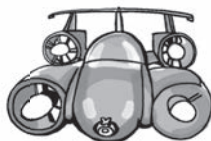
Reading

- 1 Read the text about the car of the future. How is the vehicle
a) similar to, and b) different from, the cars people drive now?

a

b

Future Travel



Everyone who has ever sat impatiently in their car in a traffic jam has had the same thought: 'If my car could fly, I'd take off and get home in just a few minutes.' Of course we all know that this is just a dream. Or is it?

Using the latest microlight technology, several companies are developing flying cars. Soon, they say, we will be able to buy closed flying cars with temperature control, a stereo system and two seats.

You will take off vertically like a helicopter, from a runway or even from your own garden, and will be able to fly at a speed of 200 kph for up to four hours. When you land, you will be able to take the vehicle's wings off and travel along roads like an ordinary car.

Because these cars travel directly from one place to another and because there will be very little traffic, your journeys will take less time and you will use less fuel. Imagine, no more sitting in traffic queues, no more checking in at the airport and waiting for a plane to take off.

Of course it won't be quite as easy as that. To start with, the cars will be expensive and you will have to learn to fly before you can drive alone. Also, you will only be able to use your flying car in the daytime and in good weather. And if these vehicles become popular and lots of people buy them, there is an increased danger of air crashes, sudden bad weather and, of course, 'air rage' incidents.

- 2 Find words with these meanings in the text.

Paragraph 1

lot of cars together, so that it is difficult or impossible to move
(2 words) traffic jam

- a leave the ground (2 words)

Paragraph 2

- b very small and light

Paragraph 3

- c straight up - at an angle of 90 degrees from the ground

- d (long) strip of land where planes leave the ground

- e come down to the ground from the air

Paragraph 4

- f in a straight line

- g lines of people or cars waiting for something

Paragraph 5

- h accidents when two vehicles hit each other

- i great anger felt by someone in a plane
(2 words)

3 Read the text again and answer the questions.

- a In what ways will flying cars be comfortable to travel in?
.....
.....
- b How will flying cars be similar to helicopters?
.....
.....
- c How fast will flying cars be able to travel?
.....
.....
- d What will people have to do to use the flying car like an ordinary car?
.....
.....
- e Why will travelling by flying car be cheaper than travelling by car or plane?
.....
.....

Language practice

1 Complete the conversations with the correct verb form. Some are used more than once.

can can't could couldn't haven't been able to won't be able to to be able to

- a Q What is on TV? I can't read the newspaper without my glasses.
A Where are your glasses?
Q I lost them two days ago. I read anything since then, and I read anything until I get my new glasses tomorrow.
- b Q you drive a car?
A Yes, I I passed my test last week.
Q Great! you drive me to the airport tomorrow morning?
A No, sorry, I - my car's in the garage.
- c Q you fly a plane?
A Well, I probably if I had to, but I've never had flying lessons.
- d Q How many languages you speak?
A @ ly two now, but when I was three years old I speak four.
Q I only speak Arabic, but I'd love speak two or three.
A I teach you French if you like.
Q you? Brilliant. When we start?



2 Which of these things can you do? Put a ✓ or ✗ for each activity and then write sentences.

✓ Yes, I can. I've been able to ride a bicycle since I was four.
or ✗ No, I can't, but I'd like to be able to.



- a ride a horse
.....
- b drive a car
.....
- c swim underwater
.....
- d play chess
.....
- e speak Chinese
.....
- f paint well
.....
- g play the piano
.....
- h repair a computer
.....

3 Complete the first gap in each part of the conversation with the correct adjective. Complete the second gap with the negative form of the same adjective.

comfortable frequent friendly happy honest polite tidy

- Q Are there **frequent** flights to Rome from here?
- A No, I'm afraid flights to Rome are very **infrequent** - only twice a week.
- a Q Were the cabin crew on your flight?
- A No, they were very - they were often really rude.
- b Q Were they?
- A No, in fact they were quite When I bought some gifts, they didn't give me enough change.
- c Q But the other passengers were quite, weren't they?
- A No, they were very - nobody smiled or even talked to me.
- d Q Was the plane?
- A No, it wasn't. It was very - there was rubbish all over the place.
- e Q What about the seats? Were they?
- A No, the seats were terribly They were hard and rough.
- f Q So when you got off the plane you weren't?
- A No, I was very In fact I'm going to complain to the airline company.

1 Look at the four magazine advertisements. How do the advertisers try to sell each thing?
Choose one of these methods:

- a Good price / Value for money
- b It's essential – everyone needs one
- c It's fun and it's good for you
- d It will save you time or money
- e It will protect you from some kind of danger

Mini-bouncer - Home trampoline

Essential for everyone who wants to keep fit.

It will keep you fit and healthy.

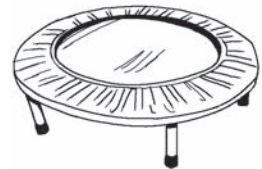
It will last for years.

You can use it inside or outside for gentle exercise or a full workout.

You can use it whatever your age: suitable for children and the elderly.

Try it out in our showroom – or in your own home.

Call now on 0165827609



Talky-Walky

The talking pedometer that makes walking fun.

It counts your steps as you walk.

It can tell you how far you have walked at any time.

It can play music to make walking more fun.

It can tell you the time and has an alarm.

You can clip it on to your belt.

Order one tomorrow. You won't regret it!

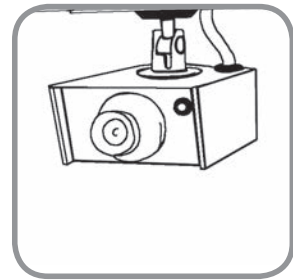
Special offer: Buy One Get One Free if you order online.



The realistic video camera that keeps you safe.

YOU WON'T REGRET IT

- It 'sees' people if they are somewhere they shouldn't be.
- It says: "Leave the room now!" or "Don't touch anything!"
- It has a flashing red light and moves round like a real security camera.
- Put one in your room to keep people out.



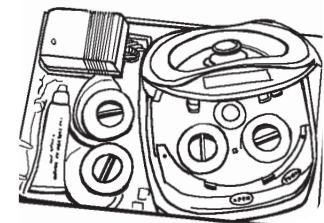
RED ALERT SECURITY CAMERA

A bargain at only 5000 SYP
 Visit our showroom or order online.

Dr CD

Don't throw your old CDs away – Dr CD can repair damaged or scratched CDs.

It can get rid of scratches in just a few seconds.
 Just spray your discs and turn the handle.
 Watch scratches, dust and fingerprints disappear!
 Don't buy new CDs – Buy a Dr CD



It's a bargain at 450 SYP
Order by phone or online.

2 Now write your own advertisement for a flying car. Use the information from the text on page 45, the outline below and some of the words and phrases from the advertisements in exercise 1.

.....
(Name of product)

(Headline: Summary of the best things about the product)
 It can
 It can
 You can
 You can
 And it's only (Price)
 Order now!

It'll change your life!
 Want to find out more?
 Look at our website:

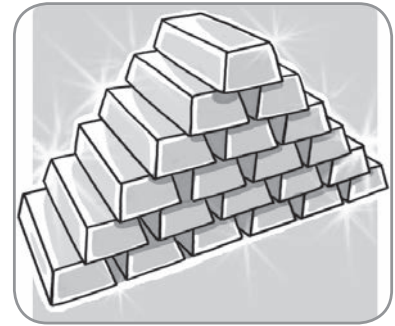
Money

MODULE 3: Power

Reading

1 Read some facts about gold and answer the questions.

- How much gold is there in the Federal Reserve Bank?
- Which country does most of the world's gold come from?
- Why is gold sometimes mixed with other metals?
- When did the biggest theft of gold take place?



Gold: the facts

A Gold and its uses

Gold is a heavy, yellow metal which people have used all through history for jewellery and coins. Today it has many more uses, for example in medicines, industry and electronics. This is because gold does not corrode in air and water.

B

The total amount of gold people have mined since the Stone Age is about 100,000 tonnes. If it was all put together, it would make a 20-metre cube, a little larger than a tennis court. The world's largest collection of gold is in the Federal Reserve Bank in New York. It holds more than 40,000 tonnes.

C

About 70% of the world's gold comes from South Africa. The world's deepest gold mines are the Western Deep Levels in Carleton, South Africa, at 4.3 km. The largest gold nugget ever found was the Holtermann nugget from the Star of Hope mine in Australia. It contained 100 kilogrammes of gold.

D

In its pure form gold is too soft to make everyday objects, so it is often mixed with other metals to give it strength. It is so soft that a 24-carat piece as big as a matchbox could make enough goldleaf to cover a tennis court. It would be less than $1 / 10,000^{\text{th}}$ of a millimetre thick.

E

The biggest theft of gold was the Brinks Mat robbery at Heathrow Airport, London, in 1983. Six masked men took 6,000 gold bars. Another attempt by thieves to steal gold at Heathrow Airport was prevented by the police in 2004.

2 Write the correct heading above each paragraph. There are two extra headings.

The total amount of gold in the world
Gold and crime
Transporting gold around the world
Sources of the world's gold

Gold and its uses
The industrial uses of gold
The softness of gold

3 Choose the correct words.

Paragraph A

things people wear, e.g. rings, necklaces

.....jewellery.....

a become weak because of a chemical reaction

Paragraph B

b a time in history when men made tools from stone (2 words)

Paragraph C

c holes men make in the ground to find coal, gold, etc.

d rough piece of solid gold

Paragraph D

e common, normal

f very thin gold used for decoration

Paragraph E

g the crime of stealing money

Refer to the Assessment tool for Module 3 on page 80 to assess your performance.

Language practice

1 Choose the correct verbs.

He earns a lot of money but he has to must/should work ten hours a day.

a I don't have to/mustn't/shouldn't forget to pay him the money I owe him.

b I haven't got any money left. I have to/must/should go to the bank before it closes.

c Students don't have to/mustn't/shouldn't pay for their books. They are free.

d You don't have to/mustn't/shouldn't use his mobile phone without asking. It's wrong.

e You never have any money. You have to/must/should save some every week.

f Children don't have to/mustn't/shouldn't borrow money from each other.

g I have a holiday job now, so my parents don't have to/mustn't/shouldn't give me any money.

2 Complete the captions with can or can't, must or mustn't, and the correct verb.



a

b

c

d

e

drive go park stop turn

Drivers must turn right.

a You here.

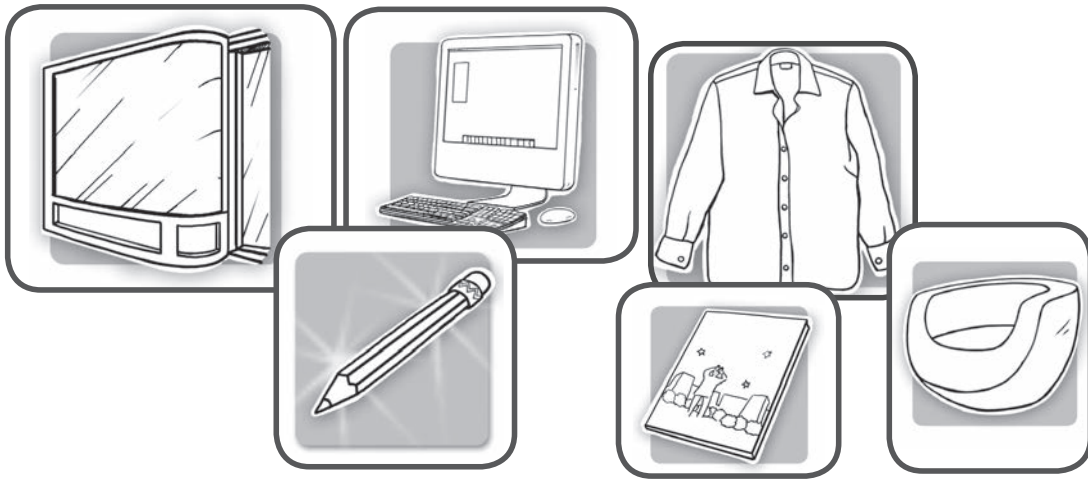
b Motorists faster than 80 kph.

c People here.

d People cars or motorbikes in this area.

e Cars into this road.

3 Write True or False for each statement. Rewrite the false statements.



Magazines are made of plastic. **False**
 Magazines are made of paper.

- a Chairs are made of rubber.
- b Computers are made of metal and plastic.
- c Shop windows are made of glass.
- d Pencils are made of gold.
- e Shirts can be made of cotton.

4 Complete the sentences with an adjective and the correct form of a verb. There are several possible answers.

Adjectives: difficult easy hard impossible lucky
 Verbs: be do lift understand wake up

- She speaks so fast that it's **impossible to understand** what she's saying.
- a The accident was quite serious – he's to alive.
 - b It isn't to if you're very tired.
 - c I found my English homework to without help.
 - d It's to heavy objects.

Writing

1 Read the extracts from students' compositions about money. Make a list of the opinion expressions.

A

In some countries there are a few very rich people and many very poor people. In my opinion, this is not right. I believe rich people should pay taxes to help poor people.

B

People say that money does not bring happiness. In general, I agree with this, but on the other hand many poor people are unhappy because they do not have enough money to buy food or clothes.

C

I enjoy watching football on TV, but I really think that the most famous footballers earn too much money. Some of them earn more than a million pounds a year. To me this is unfair. Football is only a game. I firmly believe that footballers are not worth as much as business managers or directors of schools and hospitals.

A

.....

B

.....

C

.....

2 Write one or two sentences giving your opinions on these three subjects. Use some of the opinion expressions from the extracts in exercise 1. Write in formal English.

Should rich people pay taxes to help poor people?

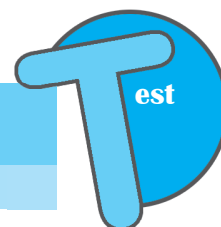
.....
.....
.....
.....

Does money bring happiness?

.....
.....
.....
.....

Do top footballers earn too much money?

.....
.....
.....
.....



MODULE 3: Power

Reading

- 1 Read the text about life before electricity. There is one spelling mistake in every line. Underline the word then write the correct spelling in the gap at the end of the line.

The good old days?

Life before electricity was hard. After the sun went down in the evening it was dark. In the streets there were gas lamps but in people's homes there were no electric lights, so everyone used oil lamps, candles⁽¹⁾ and firelight. In general, they went to bed earlier and got up as soon as the sun came up and they could see everything again.

In many homes there was no running water for cooking, drinking or washing. In towns there were pumps, but in the country people had to carry water from wells⁽²⁾ or streams. Because there were no machines, people had to do everything by hand. This meant that household jobs all took longer. Washing clothes, especially, took a lot of time and energy.

Home entertainment was also very different from today: there was no television to watch; no personal stereos, CD players or radio to listen to the news or your favourite music, and of course, no computer games or the Internet. Families made their own entertainment: playing board games, chatting to each other and making their own music.

For dairy farmers, there were no fridges to keep their milk, cheese and butter fresh. This meant that they could not make much money because they had to sell their products soon after they were made.

Some people still call these times the good old days.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

⁽¹⁾ candle – stick of wax with string in the middle - you light the string and the candle gives light

⁽²⁾ well – deep hole in the ground where people get water

- 2 Read the text again and answer the questions.

- a How did people light their homes before electricity?
.....
- b When did people get up in the morning?
.....
- c Where did people who lived in the country get their water from?
.....
- d Which particular household job took a lot of time?
.....
- e What did people do instead of watching TV and listening to CDs?
.....
- f What three things did dairy farmers produce?
.....
- g Why did they have to sell their products quickly?
.....

Language practice

1 Choose the correct verb.

I would buy a new mobile phone if I *have/had* enough money.

- a If you *speak/spoke* too quickly, she won't understand you.
- b If I eat too much, I *feel/felt* ill.
- c What would you do if you *are/were* in my position?
- d If I *am/was* hungry, I eat an apple.
- e If he *practises/practised* more, he'd be a better tennis player.
- f He'll lend you his bike if you *ask/asked* him politely.
- g If you *take/took* more exercise, you would be fitter.

2 Complete the sentences with the correct form of the verb.

can could be able to

It's a public holiday tomorrow, so the streets *could be* very busy.

- a **A** you fly a plane?
B Yes, I In fact I fly for three years.
- b Hamid speak Arabic and English fluently, but he speak French very well. He read when he was only two years old.

3 Complete the sentences with the correct form of the verb.

must have to should

When I was at school, everybody *had to* wear a uniform.

- a Do you think I tell her?
- b You tell lies! It's wrong!
- c You collect me from the airport. I can get a taxi.
- d You look really tired. You go to bed so late.

4 Complete the sentences with the negative form of the words in brackets.

Why are you being so *unfriendly* ? You haven't spoken to me all day. (friendly)

- a When you write to your friend, you can write in English. (formal)
- b It is to tell lies. (honest)
- c She gets very when she has to wait in a queue. (patient)
- d It is to drive without a licence. (legal)

5 Write sentences about these things using the correct words for materials. There are three extra words.

wood metal plastic glass paper leather rubber cardboard

pencils *Pencils are made of wood.*

- a Credit cards
- b Windows
- c Keys
- d Shoes and wallets



Writing

1 Write a composition saying whether you agree or disagree with this statement:

Life was better in the 'good old days'.

Write 125-150 words.

Follow this paragraph plan.

- 1 *Introduction.* What does the phrase 'the good old days' mean to you?
- 2 Describe how life was different for most people in the good old days. Was it better or worse than it is now?
- 3 Give your personal opinion with reasons. Do you agree or disagree with the statement? Why?
- 4 *Conclusion.* Say why you think the people who think life was better in the past are right/wrong.

Learning-log

1. Look at the outcomes on page 61 of the Students' Book.

How did you find:

- listening to a programme and a talk?
- reading about future inventions?
- discussing possibilities for future technology?
- expressing opinions on global issues?
- giving advice?
- giving a sales talk?
- reaching agreement through discussion?
- writing a magazine article and an opinion composition?

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a programme and a talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading about future inventions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing possibilities for future technology?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expressing opinions on global issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving a sales talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaching agreement through discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing a magazine article and an opinion composition?	<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?

Short stories

MODULE 4: Fact and fiction

Reading

1 Look at the picture and answer the questions. If you are not sure, guess.

- a What are the jobs of the two men in the picture?
..... and
- b What do you think the men are talking about? Boats? Money? Their jobs? Their families?
.....

2 Read the text and check your answers.

The Businessman and the Fisherman

A businessman was on holiday in a little fishing village on the coast. As he was looking at the sea, a small boat with a fisherman came slowly into the port. In the boat with the fisherman were several large fish. The businessman started talking to the fisherman.

'Great fish!' he said. 'How long did it take you to catch them?'

'Not very long,' the fisherman replied.

'Why don't you stay at sea longer and catch more fish?' asked the businessman.

'Because I've got enough fish for my family,' replied the fisherman.

'How do you spend the rest of your time?' asked the businessman.

The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to

the village, have some tea with my friends and play the *oud*. I have a very busy life.'



The businessman smiled, 'I am a businessman,' he said arrogantly. 'I can help you. If you spend more time fishing you will have more money and you will be able to buy a bigger boat. If you had a bigger boat, you would catch more fish and you could buy another boat. Eventually you would have a fleet of boats. You would have so many fish, you could open your own fish market. Then you could leave this village and move to the city and live like a rich businessman.'

'But, how long will this take?' the fisherman asked.

'Fifteen or twenty years,' replied the businessman.

'And what then?' asked the fisherman.

The businessman laughed, 'That's the best part,' he said. 'When the time is right, you could sell your company and become very wealthy, maybe a millionaire.'

'Me, a millionaire?' said the fisherman. 'Then what?'

The businessman said, 'Then you could retire. Move to a small fishing village where you could sleep late, fish a little, play with your grandchildren and talk to your wife. In the evening, you could walk to the village, have some tea with your friends and play the *oud*.'

3 Read the text again and answer the questions.

- a Why is the businessman in the fishing village?.....
- b Why doesn't the fisherman try to catch more fish?
- c What does the fisherman do in the evenings?
- d Why does the businessman suggest that the fisherman buy more boats?
.....
- e How long would it take the fisherman to become rich?
- f What would he have to do to become a millionaire?
- g What would the fisherman be able to do as soon as he sold his company?
.....
- h How would he spend his life after this?

4 Find words or phrases with these meanings in the text. Check your answers in a dictionary.

Paragraph 1

small town village

- a by the sea (3 words)
- b a town by the sea where ships arrive and leave from

Paragraph 2

- c a group of boats belonging to one company
- d place where the public can buy food and other things
- e rich

Paragraph 3

- f to stop working (usually because you are a certain age)

Language practice

1 Rewrite the sentences, using the underlined words as an adverb phrase.
The fisherman spoke in a very quiet voice.

The fisherman spoke very quietly

- a The businessman and the fisherman are both hard workers.
.....
- b The businessman treated the fisherman in an arrogant way.
.....
- c The businessman spoke in a very loud voice.
.....
- d The fisherman and his wife live a happy life in their village.
.....
- e The fisherman usually has a cheerful smile.
.....
- f The fisherman looked at the businessman with a suspicious expression.
.....
- g He answered the businessman's questions in a polite way.
.....

Self-assessment

2 Look again at the story on page 58. Rewrite the following paragraph, replacing all examples of direct speech with indirect speech.

The businessman started talking to the fisherman.
'Great fish!' he said. 'How long did it take you to catch them?'
'Not very long,' the fisherman replied.
'Why don't you stay at sea longer and catch more fish?' asked the businessman.
'Because I've got enough fish for my family,' replied the fisherman.
'How do you spend the rest of your time?' asked the businessman.
The fisherman said, 'I sleep late, fish a little, play with my children, talk to my wife. In the evening, I walk to the village, have some tea with my friends and play the *oud*. I have a very busy life.'

.....

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3 Read the story. Replace the underlined verbs with the correct phrasal verb.

check in drop off go back pick up set off take off touch down

A Journey to Forget

The day started very well. I woke up early and was waiting with my suitcase when the taxi arrived to collect me (1). pick me up. We left (2) for the bus station at 8.30, and the bus arrived on time. That is when everything started to go wrong. The bus let me out (3) me at the wrong airport entrance, so I tried to register (4) at the wrong desk. Eventually I boarded the plane five minutes before it left the ground (5) Half an hour into our journey the pilot told us there was a problem with the engine and we had to return (6) to the airport. As we landed (7) at the airport, I could see that one of the engines was on fire.

Writing

- 1 The seven paragraphs of this email are in the wrong order. Read the paragraphs and number them in the right order.

Hi Omar,

a _____ After two hours, the teacher came and took my test. I'd written nothing on it. The teacher looked at me and then looked at my test paper. 'I am sorry,' he said. 'But you came to the wrong room. Your maths test was in room 204 – this is room 402.'

b _____ Anyway, that is (1) the reason I have not replied to your email. In the end I did well in my maths test. I (2) obtained 89%.

c _____ I (3) arrived at school and went to the classroom for my maths test. A teacher I did not know was waiting for me, but there were no other students. I sat down and opened the test paper. The first question was very difficult and the second question was impossible. All the questions were too difficult for me.

d _____ I felt even more stupid. (4) I was obliged to do the test the next day. When the other students heard my story, they laughed. They could not believe I had been so stupid.

e _____ So I went home again. Although I was really tired, I could not sleep, so I watched football games all evening, and went to bed late again. The next day, I woke up in time and (5) departed for school at 7.30 as usual.

f _____ (6) Thank you for your email. I am very (7) apologetic that it has taken me so long to reply, but it has been a busy week for me. On the day I (8) received your letter, I had a maths test at school. I had spent all (9) the previous evening revising for the test and I went to bed too late.

g _____ You can guess what happened. On the morning of the test I did not wake up and I (10) arrived at school half an hour late. The teacher told me I was too late to do the test with the other students. He said I would have to do it (11) the following day.

(12) Yours sincerely,
Ibrahim

2 The email is to a friend, but the style is very formal. Read it again and do the following.

- a Shorten as many verbs as you can.
- b Look at the underlined words. Replace them with a more informal word or expression from the box.

got got got to had to got to left See you sorry
Thanks the evening before the next day why

Text word	informal replacement
the reason	why
1 obtained	
2 arrived at	
3 was obliged to	
4 departed	
5 Thank you	
6 apologetic	
7 received	
8 the previous evening	
9 arrived at	
10 the following day	
11 Yours sincerely	

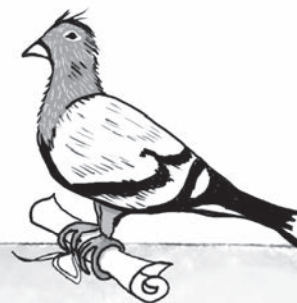
Messages

MODULE 4: Fact and fiction

Reading

1 Read the text about carrier pigeons and find out what these numbers and dates refer to.

- a 20,000
- b 15-20
- c 1,000
- d 30
- e 5,000



Five thousand year-old postal service

Pigeons have carried messages for humans for over 5,000 years. The Egyptians were probably the first to use them in 3000 BCE. Between 770 BCE and 390 BCE, the Greeks used them to carry news of the early Olympic Games. The first regular pigeon post service was in 1146 CE when the Caliph of Baghdad, Sultan Nuruddin, used pigeons to carry mail all over Iraq. In the Mamluk period in Egypt, there were thousands of pigeons in the postal service. In more recent times, pigeons have been used in wartime to send military reports back to leaders when it was too dangerous or impossible to use normal postal services. During the First World War, 20,000 pigeons were killed, and 30 British pigeons were given medals for bravery. Pigeons have even been used to smuggle diamonds illegally out of South Africa.

Pigeons are unique birds. A healthy pigeon can live for 15-20 years and can travel up to 1,000 km in one flight. Most important of all, pigeons have a natural instinct to fly back to their nests or homes from wherever they are. This is why they are sometimes called 'homing pigeons'. This ability makes them perfect for carrying messages over long distances.

They are trained and fed in one area, then taken to other areas where they are used when someone wants to send a message to their 'home'. Normally messages are written on light paper and then tied to the feet of the pigeon. When they are released they always return home. There are even 'boomerang' pigeons which are trained to deliver one message and return with another.

2 Find words with these meanings in the text. Check your answers in a dictionary.

Paragraph 1

- a adjective to describe soldiers and the army
- b like a round metal coin / soldiers are given this for being brave
- c take things in and out of a country against the law

Paragraph 2

- d natural force which makes people / animals behave without thinking
- e home where birds lay their eggs
- f not heavy
- g let (someone) go / allow (someone) to be free

3 Complete the sentences with one, two or three words.

Pigeons first carried messages 5000 years ago.

- a The first service was started in Iraq in 1146 CE.
- b In wartime, it may be or impossible to use normal postal services.
- c Healthy pigeons can live between years.
- d Pigeons have a natural instinct to their nests.
- e Light paper messages are their feet.

L **Language practice**

1 Rewrite the sentences about early postal services. Start with the words given and change the underlined verbs into the passive.

The Chinese introduced a postal service in about 1,200 BCE.

A postal service was introduced by the Chinese in about 1,200 BCE.

- a At first, the Chinese used this service mainly for government documents.
At first, this service
- b Originally, they sent messages using fire and smoke.
Originally, messages
- c The Romans organised an advanced postal system.
An advanced postal system
- d They developed a system of post roads with many places where tired riders passed messages to other fresh riders.
A system of post roads, where messages.....
- e The Romans sent messages 270 kilometres in 24 hours by this system.
Messages.....
- f Britain introduced the first postage stamps in 1840.
The first postage stamps

- 2** Rewrite the sentences about modern communication. Start with the words given and change the underlined verbs into the active.

In the 21st century, mobile phones are used for phone calls and text messages.

In the 21st century, people use mobile phones for phone calls and text messages.

- a** Phone calls are made to friends wherever they are.
People
- b** Text messages are sent over very long distances very cheaply.
People
- c** These messages are written very quickly and are received by their friends a few seconds later.
People
- d** Email is being used by more and more businesses.
Businesses are
- e** In some organisations, traditional letters or memos have been replaced by email.
In some organisations,

- 3** Complete the sentences with the correct form of *make* or *take*.

If you are going to the post office, could you take this letter for me?

- a** Nobody pigeons fly home – it's a natural instinct.
b They special food for homing pigeons.
c 'D no! Someone has our best pigeon.'
d If you've missed your bus, you could a taxi instead.

- 4** Choose the odd one out. Write the reason.

relative doctor nurse patient

Word: relative Reason: the others give or receive medical treatment

a boss colleague friend manager

Word: Reason:

b brother sister father teacher

Word: Reason:

c driver passenger mother traveller

Word: Reason:

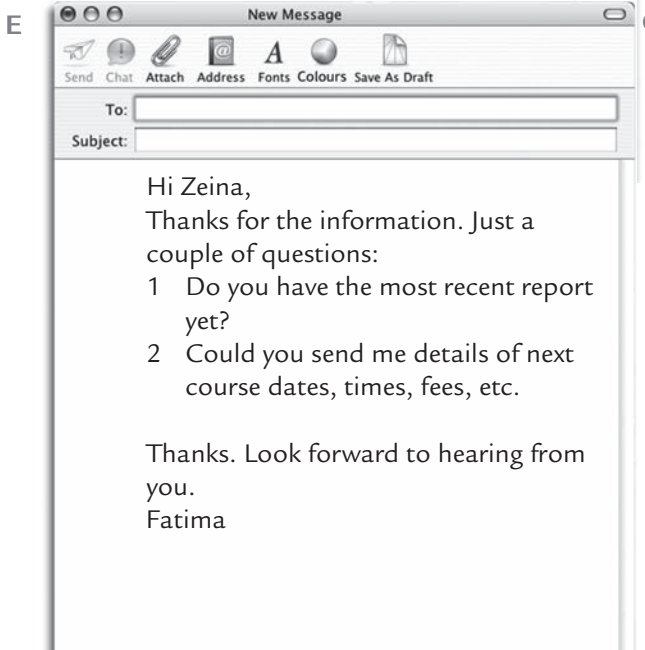
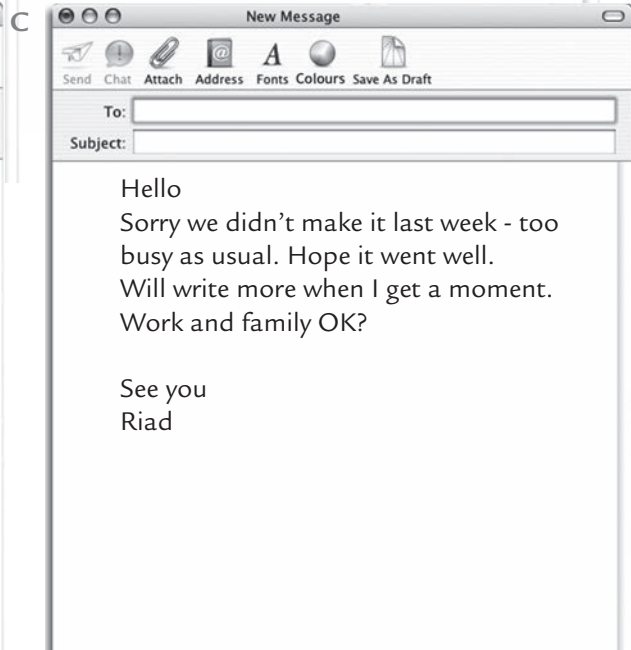
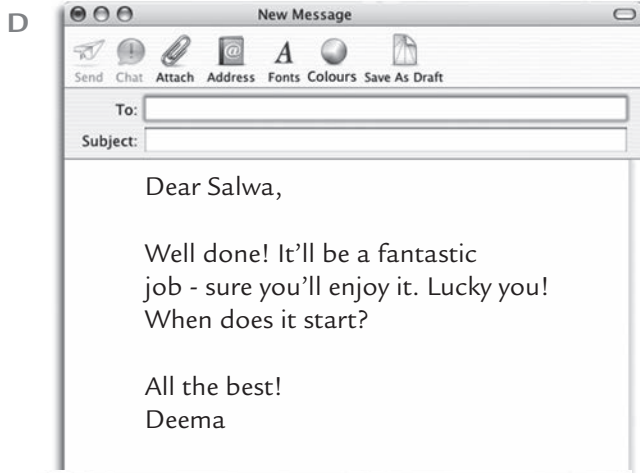
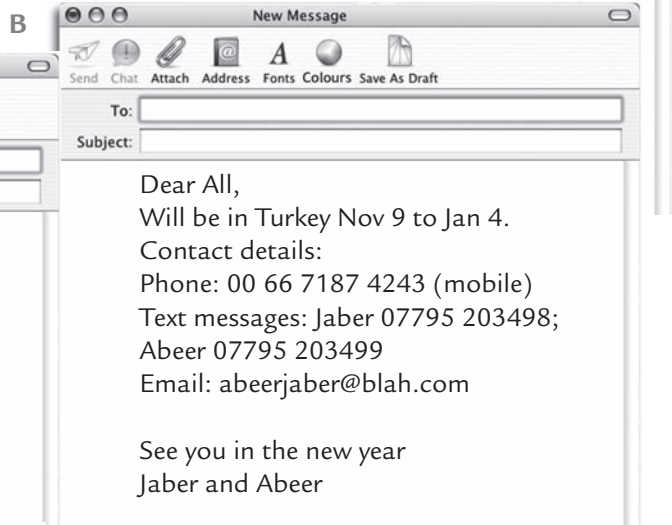
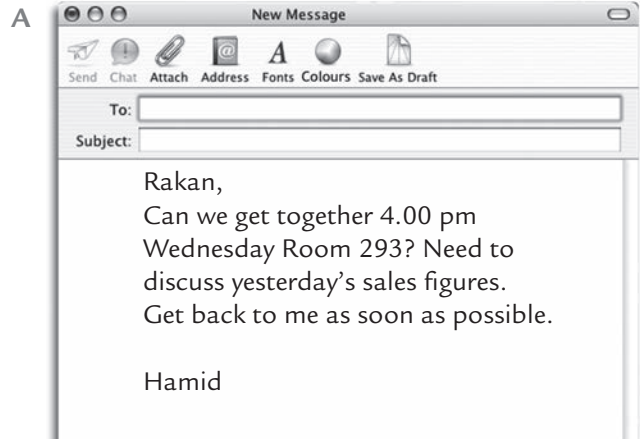
d acquaintance colleague daughter stranger

Word: Reason:

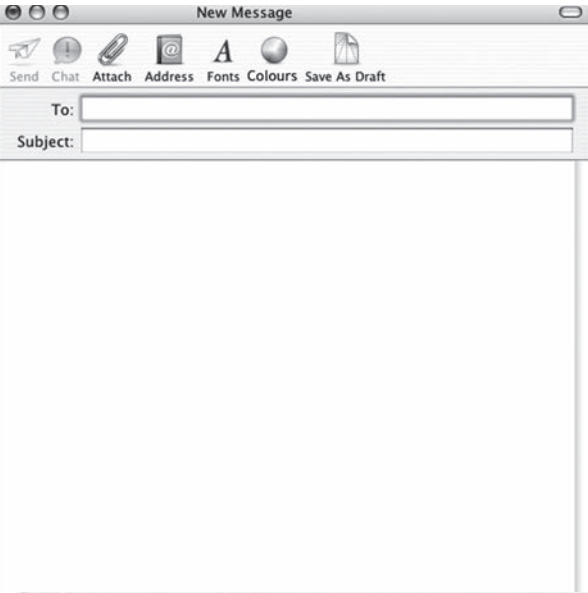

1 What are the purposes of the five email messages below? Write the message letter (A-E) next to the appropriate purpose. (There is no message for one purpose.)

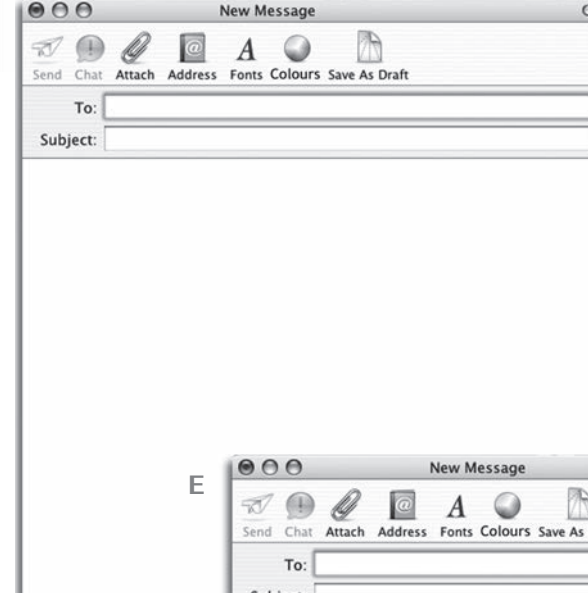
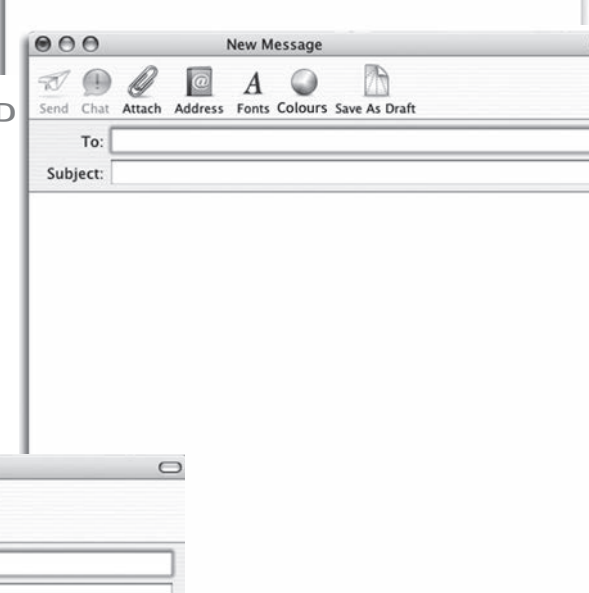
Purposes

- a request for information
- b apology
- c complaint
- d congratulations
- e giving information
- f request for a meeting



2 The messages have been written in a hurry and some words have been left out. Rewrite the messages adding any missing words and making them sound more polite.

A  B 

C  D 

E 

The image shows five 'New Message' windows, each with a toolbar containing icons for Send, Chat, Attach, Address, Fonts, Colours, and Save As Draft. Each window has a 'To:' field, a 'Subject:' field, and a large empty text area for the message body.

Flying stories

MODULE 4: Fact and fiction

Reading

1 Look at the picture of Amy Johnson and her plane. When do you think the photograph was taken? Choose one of these dates.

1900 1930 1960 1990

2 Read the story of Amy and check your answer.

Britain's most famous woman pilot

Amy Johnson was born in 1903, in the north of England. After university, she worked as a secretary in London where she became interested in flying, and in 1928 she started flying lessons. At first it was just a hobby, but soon Amy became serious about flying and decided to become a professional pilot. At this time, flying was a man's world, so there were very few women pilots.

In 1930, she decided that her real ambition was to fly solo to Australia. Her father and a businessman bought a plane for her and, on May 5, 1930, Amy set off alone in her single-engine Gypsy Moth. She landed in Darwin, Australia on May 24 after a flight of 11,000 miles. She was the first woman to fly solo to Australia.

After that, Amy broke many world records: from England to Japan in 1931, and from England to South Africa in 1932. The following year, she flew non-stop from Wales to the United States with her husband. They also flew non-stop to India in record time in 1934.

When World War II broke out in 1939, Amy joined a group of experienced pilots who had to fly new planes from the factories to airports all over Britain. On one of these flights, on January 5, 1941, Amy's plane crashed into the River Thames. The people who found the plane discovered that the fuel tank was empty. At the age of 38, Britain's most famous woman pilot was dead.



3 Read the story again and choose the best answer to the questions.

How did Amy feel about flying when she started taking lessons?

- A She wanted to work as a pilot.
 - B She wanted flying to be her hobby.
 - C She thought it would help her with her work as a secretary.
- a Why was it surprising that Amy decided to become a pilot?
- A Because it was not common for pilots to be women.
 - B Because she did not know how to fly.
 - C Because she was a secretary.

b What was special about Amy's flight to Australia in 1930?

- A It was the first time a woman had flown to Australia alone.
 - B It was the longest non-stop flight.
 - C She flew 11,000 miles in 19 days.
- c How was her flight to the USA different from her flight to Australia?
- A It was not a record-breaking flight.
 - B Amy's husband flew the plane.
 - C It was not a solo flight.
- d Why did Amy's plane crash in January 1941?
- A The plane was new and had just come from the factory.
 - B The plane had run out of fuel.
 - C Amy was not an experienced pilot.

4 Complete the sentences with the correct form of the words.

airport flight fuel tank (to) land non-stop solo (to) take off

Amy Johnson landed in Australia nineteen days after she had left Britain.

- a She flew to Australia and was the first woman to do this.
- b The she arrived at was in Darwin.
- c When she flew to the USA she from Wales.
- d Her to the USA and India were journeys.
- e The is where petrol is kept on a plane or in a car.

Language practice

1 Choose the correct relative pronouns.

Amy Johnson, who *which* was born in 1903, started work as a secretary.

- a She worked in London, *which / where* she became interested in flying.
- b She flew to Australia in a plane *who / which* her father had bought.
- c Amy, *who/whose* journey had taken 19 days, was the first woman to fly solo to Australia.
- d She landed in Darwin, *which / where* is in the north of Australia.
- e Her husband, *who / whose* name was Jim Mollison, flew with her to India.
- f In the war, Amy flew planes from the factories *which/where* they were made to airports all over Britain.
- g Amy's plane, *who/which* had run out of petrol, crashed into the Thames.

2 Write sentences containing the extra information.

The plane was in fantastic condition. (The plane was brand new.)

The plane, which was brand new, was in fantastic condition.

- a The pilot welcomed the passengers on board. (The pilot was wearing a smart uniform.)
.....
- b The passengers sat down in their seats. (The seats had no numbers.)
.....
- c The cabin crew brought snacks round. (The cabin crew spoke good English.)
.....
- d The flight finally left at 10 o'clock. (The flight was delayed by snow.)
.....
- e The plane arrived in Rome two hours late. (It was warm and sunny in Rome.)
.....
- f The passengers were furious. (Their luggage went to Milan.)
.....

Self-assessment

3 Complete the sentences with the correct form of the phrasal verbs.

take after take back take off take over take up

We borrowed a car for two days, but we've got to take it back tomorrow.

- a Yesterday our plane couldn't on time because of thick fog.
- b When I'm older and have more time, I'm going to painting
- c I my mother. We're both very calm, patient people.
- d One of the small shops in our town has been by a multi-national company.

4 Complete the body idioms with one of the verbs.

give keep learn pull stand

The end of the film was so frightening that it made my hair stand on end.



- a He looked so funny, I couldn't a straight face.
- b I'd my right arm to learn how to fly.
- c Don't listen to him – he's justing your leg.
- d I find it difficult to revise for tests, because I can't things by heart.

Writing

- 1 Read the story about a problem at take-off. What was the 'technical problem' and how did they solve it?

Technical problem

How they solved it



The Impatient Passenger

Late yesterday afternoon, thirty passengers boarded the plane at a small airport in the north of England, ready for take-off, when the pilot noticed one of the tyres was flat. After a few moments, he announced that there would be a short delay while he dealt with a small technical problem.

However, neither the pilot nor the airport officials could find a spare tyre¹. To make matters worse, the machine to inflate² tyres at the airport was broken.

1 tyre

2 to inflate

3 jack

the rubber part of a wheel - with air inside

blow up / put air into

the thing to hold a car or plane up so that a wheel can be changed or the underside inspected.

After half an hour, one of the passengers suggested taking the tyre to a petrol station in a nearby town to be repaired.

Unfortunately, the jack³ was missing, so it was impossible to get the wheel off. Then, one of the engineers did his best to inflate the tyre with a bicycle pump, but had no luck. After that, the pilot tried to blow air into the tyre with his mouth, but he failed.

Finally, the pilot announced that the flight would have to be abandoned. Although he was very apologetic, one of the passengers became very angry and said he was going to complain to the airline company.

After a short pause, the pilot told him very politely that there was nothing he could do and said: 'I'm sorry, Sir, but you'll have to be patient. There's another flight in two weeks.'

2 Read the story again.

a Make a list of the facts in the story.

30 passengers / / /
..... /

b Make a note of all the words and phrases which mark the stages of the story.

Late yesterday afternoon / / /
..... / / /

3 Write your own travel story, starting your paragraphs with these words and phrases.

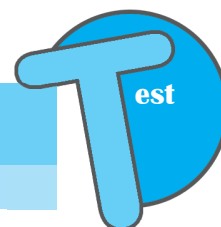
Late yesterday morning / afternoon,
.....

After a few minutes / half an hour,
.....

Then / After that,
.....

Finally,
.....

Refer to the Assessment tool for Module 4 on page 80 to assess your performance.



MODULE 4: Fact and fiction

Reading

1 Read the text about Pompeii. There is an unnecessary word in most lines. Underline any unnecessary words then write them in the gap at the end of the line. Tick any correct lines.

Mount Vesuvius and Pompeii

Pompeii⁽¹⁾ and Herculaneum⁽²⁾ were fashionable in southern Italian seaside towns at the foot of Mount Vesuvius⁽³⁾.

On 24 August 79 CE, the people who lived there were just about to be have the dinner when there was a terrifying crash. Mount Vesuvius had erupted⁽⁴⁾ covering the surrounding the areas with ash and lava⁽⁵⁾. Most of the people of Herculaneum were escaped, but unfortunately the people of Pompeii were not so lucky. But many of them decided to wait for and get together their most valuable possessions, or hide from in their cellars until the eruption was over.

They all died, either because of they were poisoned by fumes or they were buried by ash. In all, 15,000 of people of Pompeii died in the eruption. The two cities they were not disturbed by for more than sixteen hundred years. When archaeologists started to investigate in 1709, they found out that how the ancient Romans really lived. They uncovered the houses of Pompeii one by one and wrote it down everything they found inside.

They found people doing all kinds of everyday things. One woman, who was been cooking when Vesuvius erupted, still had bread in her hands. And a dog died of because it was tied up and could not escape from.

According to scientists say, Vesuvius has erupted over thirty times since 79 CE.

⁽¹⁾ /pɒmpeɪi:/ ⁽²⁾ /hɜːrkjuːleɪniːu:m/ ⁽³⁾ /vesuːviʊs/

⁽⁴⁾ erupt - when volcanoes erupt they explode and throw out rock, ash and lava

⁽⁵⁾ lava - hot liquid rock from a volcano

in



- 1
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- 17
- 18
- 19
- 20

2 Write True or False for each statement.

- The town of Pompeii was on Mount Vesuvius. False
- a The people of Pompeii were having dinner when Vesuvius erupted.
 - b The people of Pompeii heard a frightening voice.
 - c The people of Pompeii and Herculaneum all escaped.
 - d Some people tried to take their things with them.
 - e The woman with bread in her hands was cooking when Vesuvius erupted.
 - f The dog archaeologists found in Pompeii was running away.

Language practice

- 1 Write sentences, changing the underlined verbs into the passive and any other words necessary.

The eruption of Vesuvius in 79CE destroyed Pompeii and Herculaneum.

Pompeii and Herculaneum were destroyed by the eruption of Vesuvius in 79CE.

- a Ash and lava covered the two cities.
.....
- b Fumes poisoned some of the people of Pompeii. Ash and lava buried others.
.....
- c Nobody disturbed Pompeii for more than sixteen hundred years, then archaeologists excavated it.
.....
- d They found a woman hiding under a table, and a dog which someone had tied up.
.....

- 2 Complete the sentences about the hippodrome at Jerash with the passive form of the verbs.

In 1806, the ruins of Jerash were discovered by a German traveller, Ulrich Jasper Seetzen.
(discover)

- a Chariot races all over the Roman world. (watch)
b Chariot races in the hippodrome. (hold)
c Four colours for the four teams: red, blue, green and white. (use)
d The restoration of the hippodrome in the 1990s. (start)
e The restoration in 2005. (finish)

- 3 Write the sentences in exercise 2 in the active form.

A German traveller, Ulrich Jasper Seetzen, discovered the ruins of Jerash in 1806.

- a People
b Romans
c The four teams
d The restoration
e The restoration



4 Choose the correct relative pronouns.

Pompeii which / where was a fashionable seaside town, is near Vesuvius.

- a The people of Pompeii, *which* / *who* were getting ready to have dinner, were buried by ash and lava.
- b The people of Herculaneum, *who* / *whose* city was also destroyed, managed to escape.
- c e woman was found in the kitchen, *which* / *where* she was making bread.
- d A dog, *which* / *who* was tied up, was also found by archaeologists.

5 Write sentences containing the extra information.

My sister goes to Damascus University. (My sister is called Nada.)

My sister who is called Nada, goes to Damascus University.

a My brother is in his last year at school. (My brother's name is Ali.)

.....

b Faisal lives in the flat next to ours. (Faisal is in Ali's class at school.)

.....

c r flat has four bedrooms. (Our flat is on the fourth floor.)

.....

d My father is at a conference. (My father is a businessman.)

.....

e At the moment he is in Perth. (Perth is in Western Australia.)

.....

6 Look at the pictures. Answer the questions using the correct verbs.

Verbs: catch drive get on get out of miss ride

Nouns: bus bicycle car motorbike taxi train



What is this man doing?
He is getting on a motorbike.



c What is this woman doing?



a What has this girl just done?



d What is this man doing?



b What has happened to this boy?



e What is this boy doing?

7 Complete the sentences with the correct form of the verbs *make* or *take*.

If you're not feeling well, you should take some medicine.

- a some money with you. You might see something you want to buy.
- b Fiat cars in Italy.
- c It was raining hard, so we a taxi.
- d My train was late – that's why I didn't the 9 o'clock meeting.
- e I didn't feel like school, but my parents me go.

8 Complete the sentences with the correct words. There are two extra words.

acquaintance colleague customer passenger patient relative spectator

If you watch a tennis match, you are one of the spectators.

- a The people in your family are your
- b The people you work with are called your
- cs are people who buy things in shops.
- d If you travel on a plane or a train, you are a

9 Choose the correct phrasal verbs.

I've had this book for two months. I must *take it off* / take it back to the library.

- a I'm good with my hands. Everyone says I *take after* / *take over* my grandfather.
- b If I had more money, I'd *take up* / *take off* flying as a hobby.
- c In business, big companies often *take over* / *take back* small companies.
- d It was wonderful – our plane *took up* / *took off* on time and arrived early.



Writing

1 Write a story which begins with this sentence. Write 125-150 words.

As he arrived at the station, he saw his bus leaving.

Follow this paragraph plan.

- 1 Explain who he is.
Explain why he is going to catch the bus. Where is he going? Is it important?
Are other people involved in the story?
- 2 What does he do next? (Does he leave the station? Does he wait for another bus?)
- 3 What happens next? Is anyone else involved?
- 4 How does the story end? (Is it a happy, a sad or a funny ending?)

Learning-log

1. Look at the outcomes on page 85 of the Students' Book.

How did you find:

- listening to a talk and a description?
- talking about past and present actions and experiences?
- discussing advantages and disadvantages?
- carrying out a survey?
- giving opinions?
- presenting ideas and suggestions?
- writing an online guide, a book review and a formal report?

	easy?	difficult?	useful?	not useful?	interesting?	not interesting?
listening to a talk and a description?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking about past and present actions and experiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discussing advantages and disadvantages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carrying out a survey?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giving opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presenting ideas and suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing an online guide, a book review and a formal report?	<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?

Self-assessment answer key

Module 1: page 6, exercise 4

- a baked
- b steam
- c grill
- d boil

Module 2: page 10, exercise 3

- a has played ... for
- b have been ... for
- c has written ... for
- d has read ... since
- e has given ... since

Module 2: page 24, exercise 3

- 1 won't have
- 2 are flying
- 3 are staying / are going to stay
- 4 are going to spend
- 5 am going to buy
- 6 is taking / is going to take
- 7 will see
- 8 are travelling
- 9 are going to see
- 10 will have / are going to have
- 11 are going to have
- 12 will send
- 13 will phone

Module 2: page 28, exercise 1

- a How many
- b What
- c Where
- d Which
- e When
- f How

Module 3: page 42, exercise 6

- a heavy
- b strong
- c heavy
- d strong

Module 3: page 51, exercise 2

- a mustn't stop
- b mustn't go
- c can park
- d mustn't drive
- e mustn't turn

Module 4: page 59, exercise 1

- a both work hard
- b arrogantly
- c very loudly
- d happily
- e smiles cheerfully
- f suspiciously
- g politely

Module 4: page 69, exercise 1

- a where
- b which
- c whose
- d which
- e whose
- f where
- g which

Assessment tools

Put a tick (✓) in the right box: Yes/No

Module 1: Culture

Pages 4–5: Reading.

Scoring criteria	Yes	No
I read the text as a whole first.		
I used the illustrations to help me understand the text.		
I thought about the content and compared it to my own experience.		
I read the descriptions again carefully and completed the table.		
I used their context in the passage to match the words with their meanings.		
I used the new vocabulary in another context.		

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 2: Free time

Page 30: Writing

Scoring criteria	Yes	No
I looked at all of the verbs in the box first, and checked I knew their meaning.		
I read the whole list of Dos and Don'ts, then filled in the blanks.		
I referred to the list of Dos and Don'ts when I filled in the form.		
I referred to the instructions at the top of the form when I filled it in.		

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: Power

Pages 50–51: Reading

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

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 4: Fact and fiction

Pages 71–72: Writing

Scoring criteria	Yes	No
I thought of a story.		
I read all the paragraph beginnings through once.		
I made notes for each paragraph.		
I used my notes to write a draft of the story in four paragraphs.		
I checked the grammar, spelling and vocabulary and the number of words, and made changes where necessary.		
I wrote the final version of my story.		

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!



Revision

Present simple

A Form

Statements

- ▶ We use the base form with *I, you, we, they*:
*I **walk** to school.*
- ▶ We use the base form + *-s* or *-es* with *he, she, it*:
*Hamid **walks** to school but Laila **catches** the bus.*

Negative statements

We use the auxiliary verb *don't / doesn't* + the base form:
*I **don't** walk to school. / He **doesn't** ride his bike to school.*

Questions and short answers

We use the auxiliary verb *do / does* with questions and short answers:

Q ***Do you** walk to school?*

A *Yes, I **do**. / No, I **don't**.*

Q ***Does he** live near the school?*

A *Yes, he **does**. / No, he **doesn't**.*

B Use / Meaning

We use the present simple for

- 1 habits / routines / repeated actions: *I **walk** to school every day.*
- 2 something that is always true: *I **live** in Aleppo.*
- 3 true facts: *The sun **shines** during the day.*

Adverbs of frequency

We use these adverbs to say how often something happens.

Order of frequency:

always / usually / often / sometimes / occasionally / hardly ever / never

The position of these adverbs is important.

- ▶ We normally put these adverbs **before** the verb:
*I **always** walk to school. / Do you **often** cycle to school?*
- ▶ But we put them **after** the verb *be*:
*I am **never** late for school.*
- ▶ *Usually, sometimes* and *occasionally* can start or end a sentence:
***Usually** I walk to school. / I cycle to school **occasionally**.*

Past simple

A Form

Statements

- ▶ For regular verbs, we use the base form + *ed* with all the pronouns:
*I **walked** to school.*
 - ▶ Irregular verbs do not follow this rule:
*She **caught** the bus to school. He **drank** three cups of coffee.*
- There is a list of irregular verbs on pages 95–96.

Negative statements

We use *didn't* + the base form to make negative statements:
*I **didn't** walk to school. / She **didn't** catch the bus.*

Questions and short answers

We use the auxiliary verb *did* + the base form with questions and short answers:

Q **Did you walk** to school?

A Yes, I **did**. / No, I **didn't**.

B Use / Meaning

We use the past simple for

1 completed past actions: I **walked** to school this morning.

2 repeated past actions: She **caught** the bus every day last week.

Present continuous

A Form

Statements, questions, negative forms

We use the verb *be* + the *-ing* form of a verb for statements, questions and negative forms.

Statements: I'm / I **am designing** my own website.

Questions: **Are you studying** law at university?

Negative forms: **He isn't learning** to ride.

Short answers

We use the verb *be* for short answers:

Q **Are you studying** law?

A Yes, I **am**. / No, I'm not.

Q **Is he learning** to ride?

A Yes, **he is**. / No, **he isn't**.

-ing forms

To make the *-ing* form

▶ add *-ing* to the base form:

watch/**watching** work/**working**

▶ take *-e* off the base form and add *-ing*:

live/**living** cycle/**cycling**

▶ double the final consonant and add *-ing*:

chat/**chatting** travel/**travelling**

B Use / Meaning

We use the present continuous for

1 something that is happening at the time of speaking: I'm **watching** television.

2 regular or repeated current activities: **She's studying** law.

3 temporary actions / situations: **We're staying** in a hotel.

Order of adjectives

When two or more adjectives are used in front of a noun, they are usually in this order:

Opinion wonderful / attractive

Size small / huge

Age old / young

Shape fat / round

Colour black / green

Origin Syrian / Brazilian

Material woollen / metal

Examples:

He gave her six **beautiful large red** roses.

A **little old Chinese** man came to the door.

I keep all my money in a **small black metal** box.

It is unusual to put more than three adjectives in front of a noun.



Unit 1 Describing past actions and events

Past continuous

A Form

Statements, questions, negative forms

We use the past simple of the verb *be* + the *-ing* form for statements, questions and negative forms.

Statements: *My neighbours **were chatting** in the street.*

Questions: *What **were you doing** yesterday afternoon?*

Negative forms: *I **wasn't watching** TV.*

Short answers

We use the past simple of the verb *be* for short answers:

Q ***Were you watching** TV?*

A Yes, ***we were.*** / No, ***we weren't.***

Q ***Was he playing** football?*

A Yes, ***he was.*** / No, ***he wasn't.***

-ing forms

To make the *-ing* form

▶ add *-ing* to the base form:

watch/watching work/working

▶ take *-e* off the base form and add *-ing*:

live/living cycle/cycling

▶ double the final consonant and add *-ing*

chat/chatting travel/travelling

B Use / Meaning

We use the past continuous for

1 activities which started before the main action:

*When I woke up it **was raining.** I saw an accident while I **was walking** to school.*

2 past actions or events in progress:

*We **were swimming** all afternoon, while they **were working.***

Unit 2 Describing past and present experiences

Present perfect (simple)

A Form

Statements, questions, negative forms

We use the present simple of the verb *have* + the past participle form for statements, questions and negative forms.

Statements: *He **has given** concerts all over the world.*

Questions: ***Have you ever won** a competition?*

Negative forms: *I **haven't met** a famous person.*

Short answers

We use the present simple of the verb *have* for short answers:

Q ***Has he won** the competition?*

A Yes, ***he has.*** / No, *he hasn't.*

Q ***Have you seen** the ruins in Syria?*

A Yes, ***I have.*** / No, ***I haven't.***

The past participle

▶ For regular verbs, the past participle is the same as the past simple.

Add *-ed* to the base form:

play/played start/started watch/watched

▶ For irregular verbs, refer to the list on pages 95–96.

Examples: *give/given win/won meet/met see/seen do/done*

With time words and phrases

▶ *Already, just, never* and *often* (and other frequency adverbs – see page 81) are used in statements:

*They've **just** arrived home.*

*He's **already** passed his driving test.*

We've **often** travelled to other countries.

- We use *never* to say we have not done something at any time:

*I've **never** played a musical instrument.*

- *Ever* means at any time in your past life.

We use *ever* to ask other people about things they have done:

*Have you **ever** swum in the sea? Have you **ever** played a musical instrument?*

- *Yet* is used in negative statements:

*I haven't visited my grandmother **yet**.*

B Use / Meaning

We use the present perfect to refer to

- 1 the fact that something happened in the past (we don't need to say when):

*My brother **has met** Ghada Shouaa.*

Note: If we want to say *when* this happened we use the past simple:

My brother met Ghada Shouaa yesterday.

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

***I've broken** my leg ... (so I can't walk.)*

***He's passed** his exams ... (so he can go to university.)*

- 3 how long something has happened for:

*He's played football **for** 3 years. She's played tennis **since** 2004.*

Note: *For* is used with lengths of time.

Since is used with particular points in time.

Unit 3 Describing and comparing things

Comparative and superlative adjectives

A Form

1 Short adjectives (one syllable)

Adjective type	Comparative	Superlative
ending in two consonants: add <i>-er / -est</i> <i>tall / short</i>	<i>taller / shorter</i>	<i>the tallest / the shortest</i>
ending in <i>-e</i> : add <i>-r / the -st</i> <i>nice / large</i>	<i>nicer / larger</i>	<i>the nicest / the largest</i>
short vowel sound / ending in one consonant: double the last consonant and add <i>-er / -est</i> <i>sad / big</i>	<i>sadder / bigger</i>	<i>the saddest / the biggest</i>

2 Longer adjectives (with two or more syllables)

Adjective type	Comparative	Superlative
with two syllables ending in <i>-y</i> : change <i>-y</i> to <i>-i</i> and add <i>-er / -est</i> <i>heavy / busy</i>	<i>heavier / busier</i>	<i>the heaviest / the busiest</i>
many adjectives with 2 + syllables: use <i>more / most</i> + adjective <i>honest</i> <i>important</i>	<i>more honest</i> <i>more important</i>	<i>the most honest</i> <i>the most important</i>



3 Irregular adjectives

Adjective type	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>

4 Other words and phrases used to compare

- ▶ *less/the least* are the opposites of *more* and *the most*:
My car is **less comfortable** than yours, but Ali's is the **least comfortable** car I've been in.
- ▶ (not) *as* + adjective + *as*: Peter is (**not**) **as** old **as** me.

B Use / Meaning

- We use comparative adjectives with **than** to compare two people or things:
I'm **taller than** my brother. My new job is **better than** my old one.
A Rolls Royce is **more expensive than** a Toyota.
- We use superlative adjectives to compare more than two people or things:
I'm **the tallest** student in the class. Burj Al-Arab is **the most expensive** hotel in the world.

Unit 4 Talking about the future - The future forms

The will future form

A Form

Statements, questions, negative forms

We use *will / won't* + the base form for statements, questions and negative forms.

Statements: We **will (we'll) get** home before six o'clock.

Questions: Who **will win** the next election?

Negative forms: I'm sure it **will not (won't) rain** tomorrow.

Short answers

We use *will / won't* for short answers:

Q Will you get home before six o'clock?

A Yes, **I will.**/No, **I won't.**

Q Will it rain tomorrow?

A Yes, **it will.**/No, **it won't.**

- ▶ We can use *expect*, *think* or *predict (that)* with the *will* future form:

I expect (that) it'll be sunny tomorrow. **I (don't) think (that)** I'll pass my exam.

I predict (that) you'll become a doctor when you're older.

- ▶ We can use the adverbs **definitely**, **probably** or **possibly** to show how likely we think something is:

Laptop computers **will definitely** get cheaper.

People **will probably** use computers more and more in the future.

- ▶ We can also use *may* instead of *will* if we are not sure about a prediction:

It **may** be sunny tomorrow.

B Use / Meaning

We use the *will* future form for predictions or actions we expect to happen:

Greece **will win** the next World Cup. I'm sure you'll **be** happy in your new job.

The going to future form

A Form

We use *be going to* + the base form for statements, questions and negative forms.

Statements: Hind **is going to win** next time.

Questions: What **are you going to do** at the weekend?

Negative forms: **I'm not going to do** any work this evening.

We use the verb *be* for short answers:

Q Are you going to watch TV tonight?

Q Is Ali going to be a doctor?

A Yes, **I am.** / No, **I'm not.**

A Yes, **he is.** / No, **he isn't.**

B Use / Meaning

We use the *going to* future form for plans and intentions:

I'm going to start my own business next year.

I'm going to work all weekend.

The present continuous with future meaning

A Form

Check Grammar file, page 82.

B Use / Meaning

We use the present continuous for future arrangements we have already made:

I'm seeing the doctor tomorrow morning at 10.30.

He's having his interview on Tuesday next week.

Unit 5 Asking questions; Giving instructions

Asking questions

We use these words to begin questions:

- ▶ How to ask about the way to do something:

How did you learn to swim?

- ▶ How much / how many + noun to ask about a quantity or a number:

How much money do you earn?

How many people live in your house?

- ▶ What to ask about a thing, an event or an action:

What have you got in your left hand?

What is on TV at nine o'clock?

What are you doing this evening?

- ▶ When to ask about a time:

When did you get home?

- ▶ Where to ask about a place or location:

Where do you live?

Where are my keys?

- ▶ Which + noun to ask about a particular thing or things:

Which shoes are you going to wear?

- ▶ Who to ask about a person or people:

Who is coming to your party?

Who did you invite to your party?

Note: *Who, what, how much, how many* and *which* + noun can be the subject or the object of the question.

Subject: **Who** lives here? / **How many** people came to the party?

Object: **What** do you want to eat? / **Which T-shirt** are you wearing?

Giving instructions (Imperatives)

A Form

- ▶ The base form of the verb is also the imperative form:

Have a nice day. / **Phone** me later. / **Shut** the door, please. / **Be** quiet!

- ▶ The negative imperative is *don't* + base form:

Don't be late. / **Don't forget** to send me a postcard. / **Don't tell** anyone!

B Use / Meaning

We use the imperative form for

- 1 Giving instructions: **Press** the black button.
- 2 Giving directions: **Turn** left at the corner.
- 3 Giving orders: **Don't touch** the red switch.



Unit 6 Talking about quantity - Countable and uncountable nouns

Countable nouns

- ▶ Countable nouns have singular and plural forms:
*I have one **brother** and four **sisters**. You can see **animals** in **zoos** and on **farms**.*
- ▶ We use these words with countable nouns:

<i>a / one two / four / six etc. a few a lot of / lots of any How many many no some the</i>	<i>I've got a / one brother. People walk on two legs but dogs walk on four legs. I went out with a few friends. She's won a lot of / lots of competitions. Have you got any CDs with you? How many students are in your class? I don't read many books. My family has no pets. There are some birds in that tree. The mountains are really high.</i>
---	---

Uncountable nouns

- ▶ Uncountable nouns do not have a plural form, and are not used with *a / an*:
*When I'm thirsty, I drink **water**.
The internet is the best place to find all kinds of **information**.*
- ▶ We use these words with uncountable nouns:

<i>a little a lot of / lots of any How much much no some the</i>	<i>We've still got a little time before the train. He's got a lot of / lots of money. Have you got any paper? How much tea have we got left? There isn't much food in the fridge. There is no milk in the bottle. I'd like some advice about university courses. The homework last night was really easy.</i>
--	---

Note: *Much* and *many* are usually used in questions and negative sentences.
A lot of / lots of are usually used in affirmative sentences.

3 Nouns which can be countable and uncountable

Some nouns have two meanings: a countable meaning and an uncountable meaning.

- ▶ meat / animals:
*I like **lamb / chicken / turkey / duck**. (meat)
On his farm he's got **lambs / chickens / turkey / ducks**. (animals)*
- ▶ drinks:
*I love the taste of **coffee / tea**. (coffee / tea in general)
Can I have two **coffees / teas**, please? (cups of coffee / tea)*
- ▶ portions:
***Cake** is not good for you. (cake in general)
Would you like **a cake**? (an individual cake)*

Unit 7 Expressing conditions for future possibilities - *If* sentences

General conditional

A Form

If + present simple, present simple:

If I feel thirsty, I drink water. I work hard if I want to pass an exam.

Note: The *if* clause can start or end a conditional sentence. When the *if* clause starts a sentence, we use a comma after the *if* clause.

In these conditional sentences we can use *when* or *whenever* instead of *if*:

When / Whenever I feel thirsty, I drink water.

B Use / Meaning

We use the general conditional to talk about something that regularly happens.

The general conditional has a general meaning and does not refer to the future.

*If I feel thirsty, I always **drink** water.*

First conditional

A Form

If + present simple + *will* + base form:

If I have time, I'll go shopping at the weekend.

You'll have an accident if you drive too fast.

B Use / Meaning

We use the first conditional to talk about something that is possible and quite likely to happen in the future.

Second conditional

A Form

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

If I did more exercise, I would (I'd) be fitter. (I probably won't do more exercise.)

I would (I'd) buy a sports car if I had lots of money. (I probably won't have lots of money.)

B Use / Meaning

We use the second conditional to talk about

1 something that is improbable and unlikely to happen in the future.

2 something that is impossible:

If I were younger, I'd travel more. (I can never be younger than I am now.)

Unit 8 Expressing abilities and possibilities *Can I could I be able to*

A Form

▶ The modal verbs *can* and *could* are followed by the base form without *to*.

Statements:

*She **can speak** three languages.*

Questions:

Can you swim?

Negative forms:

He cannot / can't drive a car.

▶ The forms *can* and *could* do not change with different pronouns:

I can, can't / could, couldn't

he can, can't / could, couldn't etc.

▶ For some tenses, we have to use the verb *be able to* + the base form:

Future:

*I hope I'll **be able to come** to your wedding.*

Present perfect:

*She **hasn't been able to find** a new job.*

Infinitive:

*I'd like **to be able to climb** mountains.*

B Use / Meaning

Can and *could* have two main meanings:

1 Ability / inability:

present / general:

I can swim. / **She can't see** without her glasses

past:

I could swim when I was two years old.

She couldn't read until she was six.



- 2 Possibility / impossibility:
 general:
 present or future:

Fast cars **can be** dangerous.

I can't come to your wedding.

The roads **could be** very busy this weekend.

Unit 9 Expressing necessity; Giving advice - Have to / should / must

Have to

A Form

- ▶ *Have to* + base form:
 - Statements: **I have to work** late tonight.
 - Questions: **Do you have to go** already?
 - Negative forms: **I don't have to go** to work tomorrow – I'm on holiday.
- ▶ We can use *have to* with all the normal tenses.
 - Past simple: She **had to leave** work early.
 - Future: I'll **have to go** to the bank tomorrow.
 - Present perfect: I've **had to cancel** our holiday.

Note: We can use *have got to* instead of *have to*:

I've got to work late tonight. / **Have you got to go** already?

I haven't got to go to work tomorrow.

B Use / Meaning

- 1 We use *have to* when it is necessary to do something, such as when it is a rule or law:
 - My boss told me **I have to work** late this evening.
 - When I was at school, **I had to wear** a smart uniform.
- 2 We use the negative, *don't have to*, when it is not necessary to do something:
 - My daughter **doesn't have to wear** a school uniform.
 - I don't have to work** on Saturdays if I don't want to.

Should

A Form

- ▶ *Should* + base form:
 - Statements: You **should get** more sleep.
 - Questions: **Should I apply** for that job?
 - Negative forms: You **shouldn't work** so hard.
- ▶ The form *should* does not change with different pronouns:
 - I should / shouldn't** **he should / shouldn't** etc.
- ▶ We use *should / shouldn't* to refer to the present and the future:
 - You **should go** and see him either now or this afternoon.

B Use / Meaning

We use *should* for advice and to say something is or isn't a good idea:

You don't look well – you **should see** your doctor.

Do you think **I should apply** for that job?

Note: The normal way of asking for advice is: *Do you think I should...?*

This is better than: *Should I...?*

Must

A Form

- ▶ *Must* + base form:

Statements: **You must be** more careful with your money.
Questions: **Do I have to get** a new passport?
Negative forms: **You mustn't drive** someone's car without asking them first.

Note: The more normal way of asking questions is: *Do I have to...?*

This is better than: *Must I...?*

- ▶ The form *must* does not change with different pronouns:
I must / mustn't he must / mustn't etc.
- ▶ We use *must / mustn't* to refer to the present and the future:
You must pay your university fees either today or tomorrow.
- ▶ For some tenses we use the verb *have to* + base form.
Past simple: **I had to pay** a large fine.
Present perfect: **He has had to go** to the police station.

B Use / Meaning

- 1 *Must / mustn't* is used for obligations that the speaker feels strongly about:
I must finish this letter before I go to bed. **You must wear** a seat belt at all times.
 - 2 We also use *must / mustn't* for strong advice or recommendations:
You must see your doctor – you look terrible!
 - 3 We use the negative, *mustn't*, to tell someone not to do something or to say that something is wrong.
You mustn't steal. / **You mustn't make** a noise after midnight.
- Note:** We use *mustn't* or *can't* to refer to things people are not allowed to do:
You mustn't / can't smoke in the library.
- 4 For rules or laws, we normally use *have to / don't have to*, but if you personally agree strongly with the rule or law, use *must / mustn't*:
You must wear modest clothes. **You mustn't make a loud noise** in public places.
You have to register with the police. **You don't have to pay** for water in restaurants.

Unit 10 Using description

Adverbs of manner

A Form

- ▶ Most adverbs are formed by adding *-ly* to an adjective:
He's a dangerous driver. **He drives dangerously.**
She's a slow worker. **She works slowly.**
- ▶ Some adverbs have the same form as adjectives:
He's a fast driver. **He drives fast.**
She's a hard worker. **She works hard.**
- ▶ Adverbs of manner usually come after the main verb:
He's always driven fast.

B Use / Meaning

We use adverbs of manner to describe **how** someone does something.

Unit 11 Giving information in different ways

The passive

A Form

- ▶ The most common type of sentence in English is an **active** sentence:
They make Fiat cars in Italy.
But we can give the same information in a different way in a **passive** sentence:
Fiat cars are made in Italy.
- ▶ We form the passive with the verb *be* + past participle.



Statements: *This football match **is being watched** all over the world.*

Questions: *When was the meeting **changed**?*

Negative forms: ***I haven't been told** what to do.*

Note: The past participle is also used for the present perfect. See Grammar file Unit 1.

- ▶ We can use a *by* phrase to say who does the action:

*The amphitheatre was built **by the Romans**.*

*The football match will be watched **by twenty million people**.*

Often we do not include *by* phrases if we think that the person who does the action is not important:

*The bottle **was found** on the beach.*

*The time of my appointment **has been changed**.*

B Use / Meaning

- 1 We use passive sentences to emphasise the information we think is important.

In this passive sentence the Pyramids are more important than the Egyptians:

*The Pyramids **were built by** the Egyptians.*

In this active sentence the Egyptians are more important than the Pyramids:

*The Egyptians **built** the Pyramids.*

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

Unit 12 Giving additional information about people, things and places

Relative clauses

A Form

- ▶ Relative clauses combine facts about a thing or a person.

*My father, **who really enjoys his job**, is a teacher.*

There are two facts here:

- 1 My father is a teacher.

- 2 My father enjoys his job.

- ▶ Relative clauses follow the nouns they refer to.

*His car, **which was very expensive**, is a Rolls Royce.*

The word *which* refers to *His car*.

- ▶ Relative clauses usually start with one of these relative words:

who refers to people:

*My brother, **who** lives in Homs, is called Omar.*

*Huda's father, **who** is a diplomat, wanted the best for his daughter.*

which refers to things:

*My mobile phone, **which** was made in Japan, is very small.*

*My school, **which** has over 1000 students, is near the city centre.*

whose refers to possession:

*My sister, **whose** name is Zeina, is 17 years old.*

*The pilot, **whose** home is in Aleppo, flies all over the world.*

where refers to places:

*In Abu Dhabi, **where** she was born, Ruba has become famous.*

*In Syria, **where** she learned to fly, Ruba had to look after herself.*

- ▶ Relative clauses are more common in writing than in speech.

B Use / Meaning

We use relative clauses to give extra information.

Vocabulary file

Note: numbers in brackets are unit numbers.

Animals

butterfly (pl. -flies) (4)
creature (4)
species (a) (6)

animal idioms

a busy bee (6)
a cold fish (6)
a dark horse (6)
an early bird (9)

farm animals

chicken (6)
cow (6)
donkey (6)
goat (6)
horse (6)
sheep (pl. sheep) (6)

household pets

bird (6)
cat (6)
gerbil (6)
parrot (6)
rabbit (6)
tortoise (6)

sports animals

camel (6)
elephant (6)
horse (6)
pigeon (6)

wild animals

eagle (6)
elephant (6)
fox (6)
gazelle (6)
hedgehog (6)
lion (6)
mouse (pl. mice) (6)
onager (6)
oryx (6)
ostrich (6)
pigeon (6)
rabbit (6)
red fox (6)
wild cat (6)
wolf (pl. wolves) (6)
zoo (6)

Body

Body idioms

My heart was in my mouth (12)
to pull someone's leg (12)
to twist someone round your little finger (12)
It made my hair stand on end (12)
to be a pain in the neck (12)
to keep a straight face (12)

Buildings

parts of buildings (3)

balcony (3)
entrance (3)
first floor (3)
garage (3)
garden (3)
ground floor (3)
lift (3)
penthouse (3)
roof (3)
steps (3)
swimming pool (3)
top floor (3)
types of house
bungalow (3)
cottage (3)
detached house (3)
flat (3)
semi-detached house (3)
terraced house (3)

Character adjectives

aggressive (6)
bold (6)
brave (6)
confident (6)
cowardly (6)
cute (6)
easy-going (6)
fierce (6)
modest (6)
peaceful (6)
playful (6)

proud (6)
shy (6)
stubborn (6)
tame (animals) (6)
wild (animals) (6)

Communication

answerphone
message (11)
email (11)
phone message (11)
post-it note (11)
text message (11)

Computers

cable (7)
CD-DVD drive (4)
cursor (4)
graphics (4)
helpline (4)
keyboard (4)
screen (4)
mouse (4)
power button (4)
printer (4)
score (4)
speaker (4)
touchpad (4)
webcam (8)
website (8)

Cooking / food / drink

barbecue (1)
bread (1)
cake (1)
cereal (1)
chocolate (1)
coffee (1)
croissant (1)
to feed (6)
honey (1)
ice cream parlour (1)
loaf (1)
eggs (1)
fast food (4)
fish (1)
meal (1)
menu (1)
noodle soup (1)
noodles (4)
pizza (1)
rice (4)

(bread) roll (1)
salad (1)
snack (4)
soup (4)
toast (4)

cooking verbs (1)

bake (1)
boil (1)
fry (1)
grill (1)
roast (1)
steam (1)

dairy products (1)

butter (1)
cheese (1)
cream (1)
milk (1)
yogurt (1)

grains (1)

corn (1)
oats (1)
wheat (1)

meat (1)

beef (1)
kebab (1)
lamb (1)
(roast) turkey (1)

vegetables (1)

beans (1)
cabbage (1)
chillies (1)
onions (1)
potato (es) (1)

Energy

dam (7)
fuel (7)
generator (7)
oilfield (7)
petrol (7)
pipeline (7)
reserve(s) (7)
wave (7)
types of energy
biomass energy (7)
coal (7)
electricity (7)
(natural) gas (7)
nuclear energy / power (7)
oil (7)

solar energy / power (7)
tide power (7)
wave power (7)
wind power (7)

Jobs

actor (4)
animator (4)
computer operator (4)
conductor (4)
designer (4)
director (4)
doctor (1)
footballer (4)
writer (1)
producer (4)

Money

bank note (9)
cheque (9)
coin (9)
credit card (9)
smart card (9)

money verbs

afford (4)
barter (9)
buy (4)
cost (4)
earn (4)
pay (for) (4)
save (up) (4)
spend (on) (4)

Music

accompanied by (2)
accordion (2)
band (2)
beat (2)
composition (2)
concert (2)
guitar (2)
instrument (2)
lute (2)
melodies (2)
oud (2)
percussion (2)
piano (2)
recording (2)
singer (2)
strings (2)
tracks (2)
violin (2)
types of music (2)
classical (2)
traditional (2)

Numbers

20 – twenty (5)
30 – thirty (5)
40 – forty (5)
50 – fifty (5)
60 – sixty (5)
70 – seventy (5)
80 – eighty (5)
90 – ninety (5)
100 – a (one)
hundred /
two hundred (5)
1000 – a (one)
thousand
/ two thousand (5)

dates

1968 –
nineteen sixty-eight
(5)
2002 – two thousand
and two (5)

People

boss (11)
colleague (11)
customer (11)
passenger (11)
patient (11)
spectator (11)
staff (1)
tourists (1)

describing people's

appearance (5)
bare-headed (2)
blue-eyed (2)
long-haired (2)
long-legged (2)
round-faced (2)

Sea and ships

deck (11)
(to) drown (11)
overboard (11)
sailor (11)
(to) be shipwrecked (11)
(to) sink (11)
voyage (11)

Sports and leisure activities

Olympic Games (5)
World Cup (5)

equipment

ball (5)
bat (5)
bicycle (5)
boots (5)

club (5)
racket (5)
stick (5)
sport
athletics (5)
badminton (5)
baseball (5)
basketball (5)
football (5)
golf (5)
gymnastics (5)
hockey (5)
ice-hockey (5)
judo (5)
karate (5)
running (5)
squash (5)
tennis (5)

players

athlete (5)
boxer (5)
cyclist (5)
footballer (5)
golfer (5)
rider (5)
runner (5)

leisure

sauna (5)
solarium (5)

venues

course (5)
court (5)
pitch (5)
ring (5)
rink (5)
track (5)

Substances

cardboard (9)
glass (9)
leather (9)
metal (9)
paper (9)
plastic (9)
rubber (9)
stone (9)
wood (9)

types of metal

copper (9)
gold (9)
iron (9)
silver (9)

Technology

contact lenses (8)
invention (8)

robots (8)
satellite (8)
smart (clothes) (8)
transmit (8)

Travel

bicycle (10)
coach (10)
cyclist (10)
driver (10)
ferry (10)
helicopter (10)
helmet (10)
horse (10)
motorbike (10)

flying

airport (3)
aircraft (12)
commercial pilot (12)
economy (12)
first class (12)
flight (12)
flight attendant (12)
to fly a plane (12)
glider (12)
to land (12)
pilot's licence (12)
runway (3)
to service engines (12)
short-haul flights (12)
to take off (12)

phrasal verbs

check in (10)
drop (someone) off (10)
pick (someone) up (10)
set off (10)
take off (10)
touch down (10)
turn up (10)
plane (10)
road (10)
taxi (10)
train (10)
traffic (10)
travel (10)
van (10)

verb-noun collocations

to go by plane (10)
to ride a bicycle (10)
to travel on a bus (10)
to catch a train (10)
to get on / off a coach (10)
to get into / out of a car (10)
to drive a taxi (10)
to miss a boat (10)

Adjectives

artificial (8)
big (3)
cheap (3)
cold (10)
comfortable (3)
complex (4)
cool (8)
dark (3)
deep (10)
enormous (8)
expensive (3)
extinct (6)
fashionable (3)
fine (3)
high (10)
light (3)
luxurious (3)
new (1)
original (1)
painful (10)
primitive (10)
short (3)
small (3)
sophisticated (8)
thin (3)
tidy (8)
uncomfortable (3)
unusual (1)
warm (8)
adjective + infinitive expressions
difficult to understand (9)
hard to imagine (9)
impossible to believe (9)
lucky to have (9)
old-fashioned (3)
negative prefixes
un- unfriendly /
unhappy /
unlucky /
untidy (8)
il- illegal /
illegible (8)
im- impatient /
impolite (8)
ir- irregular /
irrelevant (8)
dis- dishonest /
disobedient (11)
in- informal /
infrequent (11)
number phrases (3)
fifty-minute lesson (3)
five-bedroom house (3)

five-letter word (3)
forty-four-storey
office block (3)
seven-star hotel (3)
three-course meal (3)
twenty-dollar ticket (3)
twenty-kilometre
journey (3)

Adverbs

absolutely (6)
gradually (6)
shortly (6)
very (3)

Nouns

birth (6)
flood (10)
glasses (1)
habitat (6)
increase (4)
rate (8)
river (10)
river bank (10)
rope (10)

Verbs

abandon (6)
break down (10)
climb (10)
enable (4)
flood (10)
generate (8)
pull (10)
rain (10)
rescue (10)
worry (10)
import (6)
overtake (10)
predict (4)
recommend (1)
make: meanings
attend (11)
earn (11)
force someone to do
something (11)
produce (11)
take: meanings
carry (11)
steal (11)
swallow (11)
travel by (11)
take: phrasal verbs
take after someone (12)
take something back (12)
take off (12)
take (someone) out (12)

take something over (12)
take something up (12)

verbs with similar meanings (2)

listen / hear (2)
look at / see / watch (2)
say / speak / tell (2)

Word combinations

Adjective + noun

heavy ...
cloud(s) (7)
rain (7)
traffic (7)
strong ...
coffee (7)

Compound nouns

a sports quiz (5)
a medal ceremony (5)
television viewers (5)
summer games (5)
a bicycle wheel (5)

Word families

electrical / electricity (7)
generate / generator (7)
industry / industrial (7)
produce / product /
production (7)
use / useful / using (7)

Irregular verbs

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

Base form

lie
lie
lose
make
mean
meet
pay
put
read
ride
ring
rise
run
say
see
sell
send
shake
shine
show
shut
sing
sit
sleep
smell
speak
spell
spend
spill
stand
steal
stick
swim
take
teach
tear
tell
think
throw
understand
wake up
wear
win
write

Past simple

lay
lied
lost
made
meant
met
paid
put
read
rode
rang
rose
ran
said
saw
sold
sent
shook
shone
showed
shut
sang
sat
slept
smelt
spoke
spelt
spent
spilt
stood
stole
stuck
swam
took
taught
tore
told
thought
threw
understood
woke up
wore
won
wrote

Past participle

lain
lied
lost
made
meant
met
paid
put
read
ridden
rung
risen
run
said
seen
sold
sent
shaken
shone
shown
shut
sung
sat
slept
smelt
spoken
spelt
spent
spilt
stood
stolen
stuck
swum
taken
taught
torn
told
thought
thrown
understood
woken up
worn
won
written

Glossary

A

acquaintance

noun knowledge or experience of a particular subject: *The practice of a lawyer requires acquaintance with court procedures.*

aggressive

adjective behaving in an angry, threatening way, as if you want to fight or attack someone: *Jim's voice became aggressive.*

air rage

noun violence and angry behaviour by a passenger on a plane towards other passengers or the people who work on it

albatross

noun a very large white seabird

alternative

noun something you can choose to do or use instead of something else: *If payment is not received within five days, legal action will be our only alternative.*

ambition

noun a strong desire to achieve something: *She fulfilled her ambition to become the first woman to run the 10,000 metres in under 30 minutes.*

ancestor

noun the form in which a modern machine, vehicle, etc., first existed: *Babbage's invention was the ancestor of the modern computer.*

animator

noun someone who makes animated films

apology

noun something that you say or write to show that you are sorry for doing something wrong: *She finally received an apology from the company.*

approach

verb to move towards or nearer to someone or something: *As I approached the house, I noticed a light on upstairs.*

noun a method of doing something or dealing with a problem: *a new approach to teaching languages*

approximately

adverb closely to the exact number: *The plane will be landing in approximately 20 minutes.*

archaeologist

noun a person who studies the ancient societies by examining what remains of their buildings, graves, tools, etc.

arrogant

adjective behaving in an unpleasant or rude way because you think you are more important than other people: *He was unbearably arrogant.*

attempt

noun an act of trying to do something, especially something difficult: *All attempts to control inflation have failed.*

aviation school

noun the school that teaches the science or practice of flying in aircraft

B

badminton

noun a game that is similar to tennis but played with a shuttlecock (= a small feathered object) instead of a ball

bargain

noun something you buy cheaply or for less than its usual price: *There are no bargains in the clothes shops at the moment.*

beverage

noun a hot or cold drink: *Food and Beverage Manager*

brave

adjective dealing with danger, pain or difficult situations with courage and confidence: *Today we remember the brave who died in the last war.*

brilliant

adjective extremely clever or skilful; excellent: *I think that's a brilliant idea!*

bungalow

noun a house which is all on ground level

C

chariot

noun a vehicle with two wheels pulled by a horse, used in ancient times in battles and races

charity

noun money or gifts given to help people who are poor, sick, etc: *Her pride wouldn't allow her to accept charity.*

city council

noun the group of elected officials who are responsible for governing a city

colleague

noun someone you work with, used especially by professional people: *a colleague of mine from the bank*

compete

verb to take in a competition or sports event: *How many runners will be competing in the marathon?*

complicated

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

conclusion

noun something you decide after considering all the information you have: *It is still too early to reach a conclusion on this point.*

conference

noun a large formal meeting where a lot of people discuss important matters such as business, politics or science, especially for several days: *I attended a conference on the environment.*

consequence

noun something that happens as a result of a particular action or set of conditions: *Many believe that poverty is a direct consequence of overpopulation.*

corrode

verb if metal corrodes, or if something corrodes it, it is slowly destroyed by the effect of water, chemicals, etc: *Higher levels of pollution have started to corrode pipes.*

crisis

noun a situation in which there are a lot of problems that must be dealt with quickly so that the situation does not get worse or more dangerous: *The country now faces an economic crisis.*

cultivate

verb to prepare and use land for growing crops and plants: *The land was too rocky to cultivate.*

D

delay

noun when someone or something has to wait, or the length of the waiting time: *I'm sorry for the delay.*

depart

verb to leave, especially when you are starting a journey: *She departed for Germany last week.*

dermatology

noun the branch of medical science that deals with skin diseases and their treatment

destination

noun the place that someone or something is going to: *Allow plenty of time to get to your destination.*

document

noun a piece of paper that has official information on it

E

economy

noun the system by which a country's money and goods are produced and used, or a country considered in this way: *the slowdown in the Japanese economy*

elaborate

verb to give more details or new information about something: *He said he had new evidence, but refused to elaborate any further.*

embroidery

noun the act of sewing patterns onto cloth

enthusiastic

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

episode

noun an event or a short period of time during which something happens: *She decided she would try to forget the episode by the lake.*

excavate

verb if a scientist or archaeologist excavates an area of land, they dig carefully to find ancient objects, bones, etc: *Schliemann excavated the ancient city of Troy.*

exotic

adjective something that is exotic seems unusual and interesting because it is related to a foreign country: *exotic places*

expert

noun someone who has a special skill or special knowledge of a subject, gained as a result of training or experience: *He's a world expert on marine mammals.*

extinct

adjective an extinct type of animal or plant does not exist anymore: *Dinosaurs have been extinct for millions of years.*

F

fair

adjective neither particularly good nor particularly bad: *Her written work is excellent but her practical work is only fair.*

fauna

noun all the animals living in a particular area or period in history

fierce

adjective a fierce person or animal is angry or ready to attack, and looks very frightening: *fierce guard dogs*

finance

verb to provide money, especially a lot of money, to pay for something: *The concerts are financed by the Arts Council.*

fleet

noun a group of ships, or all the ships in a navy

flora

noun all the plants that grow in a particular place or country: *Tourism is damaging the flora and fauna of the island.*

fluently

adverb very well: *He spoke English fluently.*

fossil fuel

noun a fuel such as coal or oil that is produced by the very gradual decaying of animals or plants over millions of years: *Environmentalists would like to see fossil fuels replaced by renewable energy sources.*

fund

noun an organisation that collects money, for example to help people who are ill, old, etc: *We give to the Children's Fund every year.*

furious

adjective very angry: *Her family are furious that her name has been published by the press.*

G

garnish

verb to add something to food in order to decorate it: *Garnish each dish with a slice of lemon.*

gerbil

noun a small animal with fur, a tail and long back legs that is often kept as a pet

gliding school

noun a school that teaches the sport of flying in a glider

guess

verb to try to answer a question or form an opinion when you are not sure whether you will be correct: *I'd say he's around 50, but I'm only guessing.*

H

habitat

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

hay

noun long grass that has been cut and dried, often used as food for cattle

hedgehog

noun a small brown European animal whose body is round and covered with sharp needle-like spines

herb

noun a small plant that is used to improve the taste of food, or to make medicine: *Sprinkle the dish with chopped fresh herbs.*

I

ibis

noun a large bird with a long beak and long legs that is related to the stork

ignore

verb to behave as if you had not heard or seen someone or something: *The phone rang, but she ignored it.*

improve

verb to make something better, or to become better: *a course for students wishing to improve their English*

individual

noun a person, considered separately from the rest of the group or society that they live in: *the rights of the individual*

infrastructure

noun the basic systems and structures that a country or organisation needs in order to work properly, for example roads, railways, banks, etc: *Some countries lack a suitable economic infrastructure.*

inhabitant

noun one of the people who live in a particular place: *a city of six million inhabitants*

instinct

noun a natural tendency to behave in a particular way or a natural ability to know something, which is not learned: *Animals have a natural instinct for survival.*

invest

verb to buy shares, property or goods because you hope that the value will increase and you can make a profit: *I've got a few thousand dollars I'm planning to invest.*

J

jackal

noun a wild animal like a dog that lives in Asia and Africa and eats the remaining parts of dead animals

L

lavender

noun a plant that has grey-green leaves and purple flowers with a strong pleasant smell

legal

adjective if something is legal, you are allowed to do it or have to do it by law: *What the company has done is perfectly legal.*

legible

adjective written or printed clearly enough for you to read: *Her handwriting was so tiny; it was barely legible.*

luxurious

adjective very expensive, beautiful and comfortable: *a luxurious 30-room villa*

M

mammal

noun a type of animal that drinks milk from its mother's body when it is young. Humans, dogs and whales are mammals.

mezze

noun in the Mediterranean, an appetiser

minimise

verb to reduce something that is difficult, dangerous or unpleasant to the smallest possible amount or degree: *Every effort is being made to minimise civilian casualties.*

moral

noun a practical lesson about what to do or how to behave, which you learn from a story or from something that happens to you: *The moral of the film was that crime does not pay.*

N

necklace

noun a string of jewels, beads etc or a thin gold or silver chain to wear around the neck: *She was wearing a coral necklace.*

neural

adjective relating to a nerve or the nervous system: *signs of neural activity*

nugget

noun a small rough piece of a valuable metal found in the earth: *a gold nugget*

O

obedient

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

oblige

verb if you are obliged to do something, you have to do it because the situation, the law, a duty, etc makes it necessary: *The minister was obliged to report at least once every six months.*

obtain

verb to get something that you want, especially through your own effort, skill or work: *Further information can be obtained from head office.*

organ

noun a part of the body, such as the heart or lungs, that has a particular purpose: *the liver, the heart and other internal organs*

organise

verb to make the necessary arrangements so that an activity can happen effectively: *The course was organised by a training company.*

oryx

noun any of several species of antelopes native to arid regions of Africa and Asia, having dark markings on the face and long, pointed horns

P

paprika

noun a red powder made from a type of sweet pepper, used for giving a slightly spicy taste to meat and other food

patiently

adverb calmly, without being angry: *He waited patiently for him to speak.*

persuade

verb to make someone believe something or feel sure about something: *I am not persuaded by these arguments.*

pickle

noun a cucumber preserved in vinegar or salt water, or a piece of this

pigeon

noun a grey bird with short legs that is common in cities

pilgrimage

noun a journey to a place connected with someone or something famous: *Presley's home has become a place of pilgrimage.*

poacher

noun someone who illegally catches or shoots animals, birds or fish, especially on private land without permission

predator

noun an animal that kills and eats other animals

predict

verb to say that something will happen, before it happens: *Sales were five percent lower than predicted.*

previous

adjective the one that came immediately before the one you are talking about now: *I had met them the previous day.*

protest

noun words or actions that show that you do not want someone to do something or that you dislike something very much: *I turned off the TV, despite loud protests from the kids.*

proud

adjective feeling pleased about something that you have done or something that you own, or about someone or something you are involved with or related to: *Her parents are very proud of her.*

Q

queue

noun a line of people waiting to enter a building, buy something, etc., or a line of vehicles waiting to move: *We stood in a queue for half an hour.*

R

recommendation

noun official advice given to someone, especially about what to do: *We will review the case and make a recommendation to the client.*

reputation

noun the opinion that people have about someone or something because of what has happened in the past: *In her last job she acquired a reputation as a troublemaker.*

reserve

noun a supply of something kept to be used if it is needed: *\$10 million in cash reserves*

rush hour

noun the time of day when the roads, buses, trains, etc. are most full, because people are travelling to or from work: *I got caught in the morning rush hour.*

S

sanctuary

noun an area for birds or animals where they are protected and cannot be hunted: *The park is the largest wildlife sanctuary in this country.*

scratch

verb to make a small cut or mark on something by pulling something sharp across it: *I'm afraid I've scratched your car.*

shrub

noun a small bush with several woody stems

shy

adjective nervous and embarrassed about meeting and speaking to other people, especially people you do not know: *He was a quiet, shy man.*

smuggle

verb to take something or someone illegally from one country to another: *The guns were smuggled across the border.*

solarium

noun a place with sunbeds where you can get an artificial suntan

sophisticated

adjective a sophisticated machine, system, method, etc. is very well designed and very advanced, and often works in a complicated way: *sophisticated software*

species

noun a group of animals or plants whose members are similar and can breed together to produce young animals or plants: *Seven species of birds of prey have been observed.*

spectator

noun someone who is watching an event or game: *The match attracted over 40,000 spectators.*

splash

noun the sound of a liquid hitting something or being moved around quickly: *Rachel fell into the river with a loud splash.*

spoil

verb to have a bad effect on something so that it is no longer attractive, enjoyable, useful, etc: *The whole park is spoiled by litter.*

stubborn

adjective determined not to change your mind, even when people think you are being unreasonable: *Why are you so stubborn?*

survey

noun a set of questions that you ask a large number of people in order to find out about their opinions or behaviour: *We conducted a survey of parents in the village.*

suspicious

adjective thinking that someone might be guilty of doing something wrong or dishonest: *Some of his colleagues at work became suspicious of his behaviour.*

swallow

verb to make food or drink go down your throat and towards your stomach: *He swallowed the last of his coffee and asked for the bill.*

T

tide

noun the regular rising and falling of the level of the sea: *Is the tide going out or coming in?*

traditional

adjective being part of the traditions of a country or group of people: *traditional Syrian cooking*

U

uniform

noun a particular type of clothing worn by all the members of a group or organisation such as the police, the army, etc: *He was still wearing his school uniform.*

unique

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

V

venue

noun a place where an organised meeting, concert, etc takes place: *The first thing to do is to book a venue.*

vertical

adjective pointing up in a line that forms an angle of 90 degrees with a flat surface: *a vertical line*

vital

adjective extremely important and necessary for something to succeed or exist: *The work she does is absolutely vital.*

W

wax

noun a solid substance made of fat or oil and used to make candles, polish, etc: *wax crayons*

English for Starters

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

English for Starters Level 10 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.