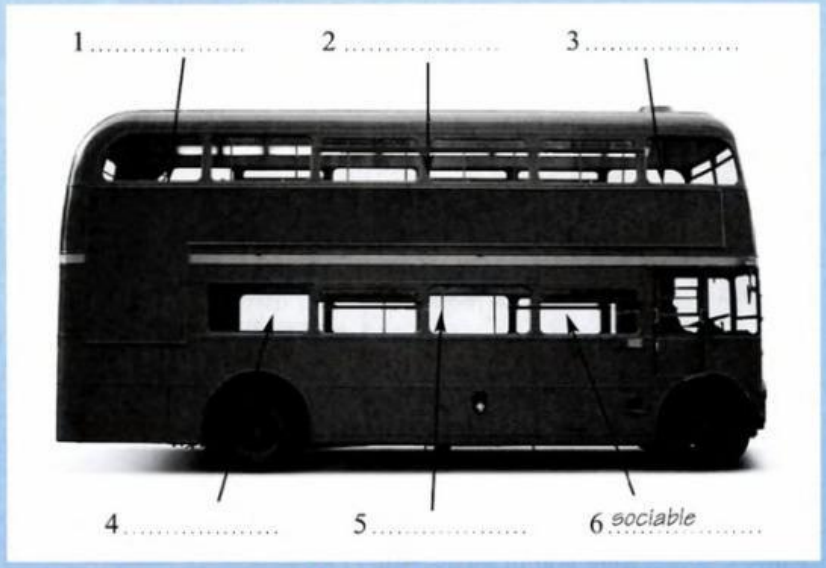
GRAMMAR PRACTICE

1 Read the passage and label the picture. Choose NO MORE THAN THREE words from the passage for each answer.

PERSONALITY AND WHERE YOU SIT ON A BUS

It has been suggested in a recent study that there are definite patterns in people's behaviour depending on where they sit on a double-decker bus. Researchers from Salford University discovered that forward-thinking people sat at the front of the bus and noticed that the independent-minded chose the middle. It was also noted that those with a rebellious character usually opted for the rear. The findings revealed seven distinct groups of passengers.

Passengers at the front on the top deck are said to be forward thinkers, while those at the back are believed to be rebellious types who tend to guard their own personal space. Passengers sitting in the middle are thought to be independent thinkers because they read a newspaper or listen to music during their journey.



It is claimed that people who sit on the bottom deck at the front are outgoing and sociable, while those in the middle are strong communicators. Passengers who head for the rear of the downstairs deck are said to be risk takers. The researchers defined one final group as chameleons and explained that these are travellers who do not care where they sit because they feel that they can fit in anywhere.

Reporting verbs

We use reporting verbs when we write or talk about what other people say or think. We may report the views of a group of people (such as a group of researchers).
With the verbs *believe, claim, explain, think, suggest, note* and *discover,* we use

Verb + *that* + what they said or thought.

When we use reporting verbs, we need to change the original sentence (see Unit A31 for a table of verb changes).

These reporting verbs can be used in the passive, introduced by *it:*

- *believe, claim, suggest, note, report* and *think.*

It was also noted that *those with a rebellious character usually opted for the rear.*
It is claimed that *people who sit on the bottom deck at the front are outgoing and sociable.*
Passengers at the front on the top deck ***are said to be*** *forward thinkers, while those at the back* ***are believed to be*** *rebellious types who tend to guard their own personal space.*
Some reporting verbs describe a function rather than report words. Examples are *admit, suggest* and *agree.*

2 Read the passage in Activity 1 again and underline the reporting verbs.

LIVEWORKSHEETS

3 **Classify the parts of the bus with the passengers' comments. Write the correct letter A, B or C.**

A front	B middle	C back

1 'OK, I suppose it is true to say that I don't always obey the rules.' ☐
2 'You see, it's like this. I always think ahead and don't only focus on the present.' ☐
3 'I really do mean it! I can take responsibility for myself.' ☐
4 'Yes, I feel the same way. I also like to keep my distance from other passengers.' ☐
5 'That's quite correct. I prefer being around other people.' ☐
6 'I think I find it quite easy to express my ideas clearly.' ☐
7 'You may not believe me but I always want to try something new even when there's a chance I won't succeed.' ☐

4 **Match the statements in Activity 3 with the correct reporting verbs A–G.**

1 ..... 5 .....

2 ..... 6 .....

3 ..... 7 .....

4 .....

A explain E admit
B claim F reckon
C confirm G insist
D agree

5 **Rewrite the highlighted statements in Activity 3 using an appropriate reporting verb.**

1 He admitted that he didn't always obey the rules.
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

6 **Play Track 15. Listen to the recording and complete the sentences below. Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.**

1 ..... items go missing on buses, trains and taxis in London every year.
2 Items which passengers frequently leave are mobile phones, ... and .....
3 Approximately ..... of items are reclaimed by their owners.
4 Lost items are retained by the lost property office for a period of .....
5 One unusual item of lost property was a briefcase which contained .....

7 **Complete the summary using the verbs in brackets.**

(1) ..... (think) that Transport for London deals with more than 130,000 items of lost property each year on its buses, trains and taxis. (2) ..... (understand) that last year alone over 10,000 mobile phones (3)..... (hand in). A spokesman for the lost property office (4) ..... (explain) that items were auctioned off if they (5) ..... (remain) unclaimed after a period of three months. The office has dealt with some very unusual items over the years. (6) ..... (believe) that someone once (7) ..... (find) a briefcase containing £10,000!

Now check your answers. p174

LIVEWORKSHEETS

VOCABULARY PRACTICE

Vocabulary **C13** Language

1 **Play Track 47. Listen to the words in *Vocabulary reference*.**

Vocabulary reference

Features of language
accent collocation context dialect expression fluency intonation style
syntax idiom accuracy phonetic slang saying

Types of talk
argument chat debate discussion gossip small talk

Types of language
sign language body language mother tongue common language bilingual multilingual

Verbs connected with language
interpret recite transcribe translate pronounce

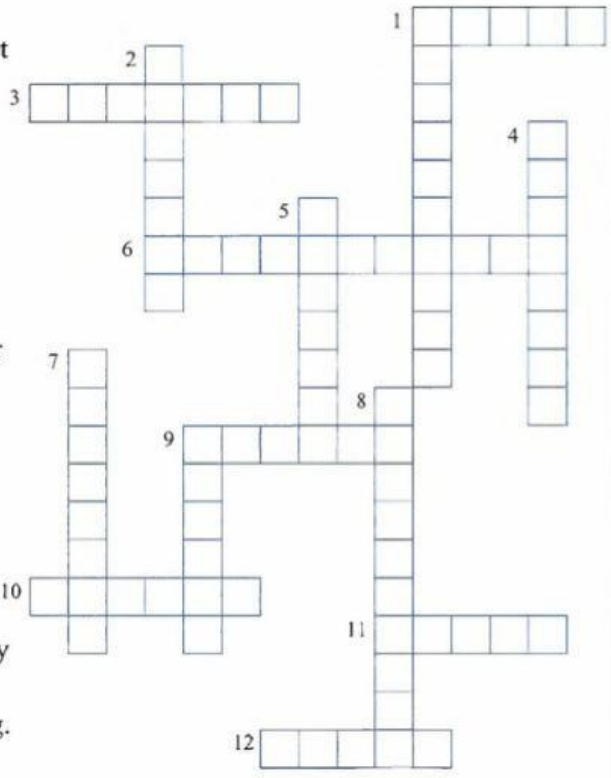
2 **Read the clues and complete the crossword using words from *Vocabulary reference: Features of language*.**

Across

1 An expression whose meaning is different from the meaning of the individual words.
3 A form of a language that is spoken in a particular part of a country and contains some different words, grammar and vocabulary.
6 Two or more words that create a different meaning when used together.
9 The grammatical arrangement of words in a sentence.
10 The way in which people in a particular area, country, or social class pronounce words.
11 Using language in a particular way, e.g., in a formal or informal way.
12 Informal language which is used by particular groups of people who know each other, and is usually spoken rather than written.

Down

1 The sound changes produced by the rise and fall of the voice when speaking.
2 The ability to speak a language easily, well and quickly without many pauses.
4 The relationship of sounds in a language to the writing.
5 The situation in which a text occurs.
7 The ability to speak a language without mistakes.
8 A word or phrase used to give an idea.
9 A well-known statement about life.



LIVEWORKSHEETS

3 **Complete the definitions using words from *Vocabulary reference: Types of talk.***

1 Polite conversation about very unimportant things is known as .....
2 To talk in an informal and friendly way usually with someone you know well is to .....
3 To talk about other people, often about things that may or may not be true, is to .....
4 A ..... is a formal discussion on a topic in public.
5 To talk about something in a formal way, in order to reach a decision, is a .....
6 To list all the reasons for or against something is to present an .....

4 **Match the definitions with words from *Vocabulary reference: Types of language.***

1 a system of communication often used by people who cannot hear .....
2 communicating how we feel using how we move, how we look and how we behave .....
3 this is used to describe a person who can speak more than two languages equally well .....
4 a language two people share .....
5 this is used to describe a person who can speak two languages equally well .....
6 the language we speak from birth .....

5 **Read the passage and find words in *Vocabulary reference: Verbs connected with language* for the underlined phrases.**

The secret of ancient Egyptian

In 1799, French soldiers found the Rosetta stone. It was covered in ancient Egyptian writing, or *hieroglyph*, and it was thought that the Rosetta stone held the secret of (1) how the ancient Egyptians spoke their language, but no one knew (2) how their spoken language was written down. Jean-François Champollion was told that nobody could (3) change this ancient writing into another language, but he was determined to discover its secret. He had learnt Coptic – the ancient language of Christian Egyptians – and was so fluent that he could (4) read it aloud. He used Coptic to (5) explain the meaning of the writing on the Rosetta stone and discovered that hieroglyphs were phonetic – an alphabet based on sound.

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

LIVEWORKSHEETS

SPEAKING PRACTICE

Part 1:

1. What languages can you speak?
2. When and how did you learn English?
3. Which do you think is more difficult, speaking English or reading English?
4. Do you think handwriting is important?
5. Which one do you prefer, handwriting or typing?
6. When do write things by hand?

Part 2:

Describe a conversation that you enjoyed recently.
Hãy nói về một cuộc trò chuyện mà gần đây bạn thấy hứng thú.

You should say:

who you had the conversation with bạn đã nói chuyện với ai
when and where you had the conversation bạn đã nói khi nào và ở đâu
what you talked about bạn đã nói về chuyện gì

and explain how you felt during that conversation.
và chia sẻ cảm giác của bạn trong suốt cuộc trò chuyện đó.

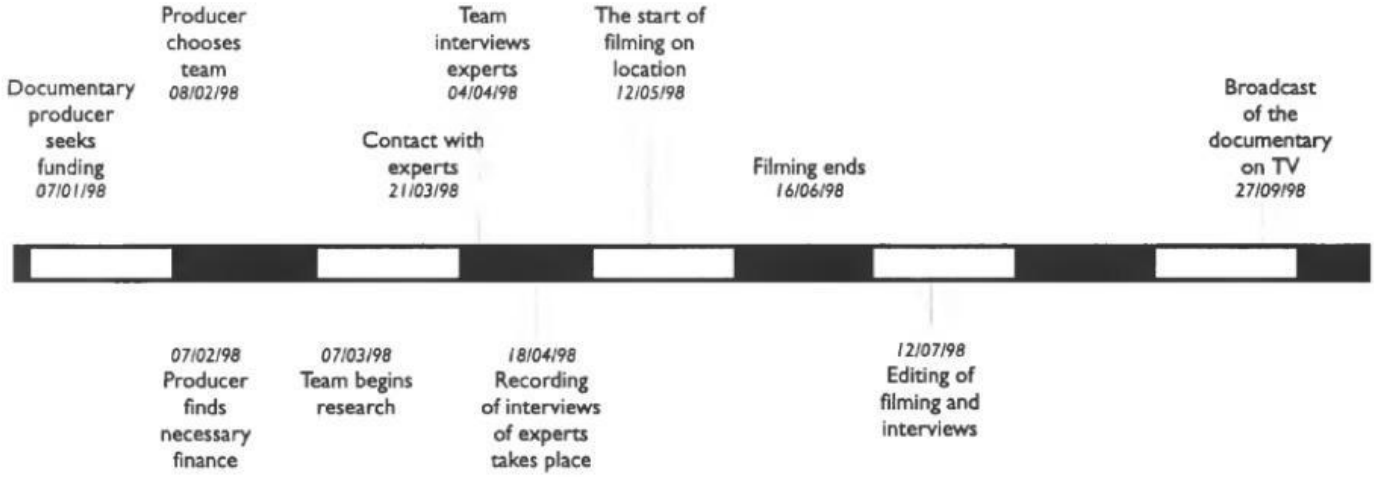
LIVEWORKSHEETS

WRITING PRACTICE

Exercise 19: Process language?

And now for the language necessary to describe processes. Look at the timeline below which shows the steps taken to produce a TV documentary on Lenin.

Then read the list (a-o) below diagram and choose the sentences you need to describe the sequence of events that led to the production of the documentary.



Please note that five of the sentences are not suitable.

a *The next stage was the fact finding which was begun on 7 March.*

b *Not long afterwards the programme was edited.*

c *and the interviews were finally recorded two weeks later.*

d *The required funding was secured just over four weeks afterwards.*

e *The film crew were briefed.*

f *All the necessary research was done on 7 March.*

g *The documentary was then televised at the end of September.*

h *At the beginning of 1978, funding for the documentary on Lenin was applied for.*

i *The next phase, filming on location, began on 12 May and came to an end just over four weeks later.*

j *Contact was then made with experts on Lenin.*

k *The experts were interviewed*

l *The producer applied for funding of the documentary at the beginning of 1998.*

m *and the interviews were finally recorded three weeks later.*

n *The producer was chosen by the team.*

o *The production crew were selected by the producer the following day.*

LIVEWORKSHEETS