Unit 10

Energy

Part A

Objectives

By the end of this part of Unit 10 you will be able to:

- identify different energy sources
- listen to a text about different forms of energy
- discuss how to solve the energy crisis
- use *that* or *which* at the beginning of a relative clause
- make comparisons
- use the present simple passive tense
- play a game for connecting two ideas together
- read a passage about harnessing the power of the sun
- write a report on the uses of energy
- use *make* and *do* correctly.

A10.1 Introduction: Energy sources

Work in a small group to discuss these questions.

1 Identify the energy sources shown in the pictures. Can you think of any others?

2 Name some activities which use energy from these sources, for example: wood = cooking

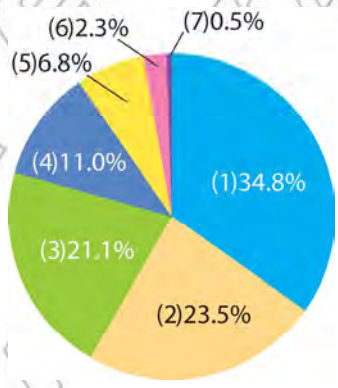
A10.2 Listening: Different forms of energy

1 **Listen as your teacher reads a text about energy. Answer each of the questions below when he or she pauses in the lecture.**

1. What needs energy to move?
2. Make a list of things we need energy for.
3. What is meant by **a** renewable energy? **b** non-renewable energy?
4. Name two of the problems with fossil fuels.
5. Which forms of renewable energy **a** harm the environment? **b** don't harm the environment?
6. True or false? The energy crisis means we are running out of energy in the world and in 2050 there will be none left.
7. What are the two ways in which the world can solve the energy crisis?
8. What can we all do to save energy?
9. Which parts of the world are mainly responsible for the energy crisis?
10. Does the energy crisis affect developing countries?

2 **Using the information you have just heard, complete this chart. Write the answers in your exercise book.**

a = oil
b =
c =
d =
e =
f =
g =



Now make sentences about the chart.

Example:

Oil accounts for 34.8 per cent of all energy used in the world. It is the most common form of energy.

A10.3 Speaking: What can we do to solve the energy crisis?

1 **We learnt in the listening text A10.2 that there are many things that can be done to solve the energy crisis. Work in a small group and discuss these questions:**

1. What do you use electricity for every day? Can you think of ways in which you could reduce the amount you use?
2. Are there too many cars in your town / city? Can you think of ways in which they can be reduced?
3. Do people use a lot of firewood in your area? If so, is there much tree planting to replace the trees that are cut down?
4. Are there any other sources of renewable energy in your area, e.g. water power, solar power? What are they used for? Can you think of possible schemes?
5. Do you think people should be made more aware of the energy crisis? If so, how?

2 **Spend some time discussing these questions, and any other relevant points and then make a list of your suggestions to read to the rest of the class.**

A10.4 Language focus: Using *which* and *that*

We often find *that* or *which* at the beginning of a relative clause. This is when the word described is a thing, not a person.

What is the difference between *that* and *which*?
That is used with phrases that are important to add meaning in a sentence.
Which is used with phrases that give non-essential information and can be left out from the sentence without changing its meaning.
Examples:

- The shirt that you lent me is in my bag.
- The shirt, which is red, is in my bag.
- The house that I wanted to buy has been sold.
- The house, which I didn't want to buy, has been sold.
- The food store that I go to all the time is closed today.
- The store, which is near my house, is not open today.

1 **Complete the following sentences, using *which* or *that*.**

1. Solar power is a form of energy _____ comes from the sun.
2. The electricity _____ we use every day comes from a hydro-electric dam.
3. A car _____ is powered by diesel fuel is more efficient then a petrol-driven car.
4. She prefers to watch films _____ make her feel happy.
5. Fossil fuels, _____ are in limited supply, will soon run out.
6. Fires _____ burn wood are causing environmental destruction.

2 **Join the following sentences with an appropriate relative pronoun, *who*, *which* or *that*.**

Example:

Solar panels which are placed on the roofs of houses, are made up of photo-voltaic cells.

1 The farm is an important feature of the school. It was established in 2002.
2 The computer club is going from strength to strength. It was started two years ago.
3 Education needs large sums of government money. It is the key to progress.
4 The new teacher is very strict. He comes from Harar.
5 We have two volunteer teachers. They are from Canada and Norway.
6 The farm produces a lot of food. It is eaten by the boarders.
7 The boarders sleep in two dormitories. They are comfortable and modern.
8 The Drama Club is quite popular. It meets once a week.
9 We caught the bus. It was almost empty.
10 The book was interesting. We read it.

A10.5 Language focus: Comparing things

Can you remember how to make comparisons in English? Make sentences in the way indicated in the example. Write them in your exercise book.

Example:

Kassa is very strong, but Abel is stronger. He is the strongest in the class.

1 Nuclear power can be dangerous. It is _____ than wind energy.
2 Ayana is very intelligent, but Meselech is _____ . She is _____ in the class.
3 Nishan had good results in the test, but Desta's were _____ . Hers were _____ in the class.
4 Our English test was easy, but our maths test was _____ . It was _____ test of all.
5 The floods this year are bad, but they were _____ five years ago. They were _____ we have had for many years.
6 Ethiopia is a big country, but D.R. Congo is _____ . It is _____ country in Africa.

A10.6 Language focus: Using the present simple passive tense

1 **Work in groups to make a list of objects that you use or come across in daily life that require power to make them work, and state where the power comes from.**

Examples:

stove – kerosene *bus – diesel* *light – electricity*

2 **Now make sentences in the present simple passive tense, using the information you have collected. Write the sentences in your exercise book.**

Examples: *A stove is heated by kerosene.*
A bus is powered by diesel fuel.

A10.7 Speaking: Game – Thinking ahead

Work in groups and take it in turns with other members of the group to connect two ideas together using the expressions listed below for thinking ahead.

If …
If I ever …
When …
Whenever …
As soon as …
Unless …

Student A starts the conversation, for example: *If I study hard, I'll do well at school.*
Student B continues by connecting the second idea with another, for example: *Unless I do well at school, my father will be angry.*
The oral chain continues round the group. If a student cannot think of a sentence, they must drop out of the game. When all the prompts above have been used, try to think of your own. The game continues until one student is left or time is up.

A10.8 Reading: Harnessing the power of the Sun

With rising fuel costs, climate change concerns and a growing demand for electricity, renewable energy resources such as solar power are becoming an increasingly valuable part of the world's energy mix. Around the globe, businesses and homeowners are harnessing the power of the earth's most abundant natural resource – sunlight – to provide energy using solar power.
The Sun is 150 million kilometres away, and amazingly powerful. We've used the Sun for drying clothes and growing food for thousands of years, but only recently have we been able to use it for generating power. Just the tiny fraction of the Sun's energy that hits the Earth (around a hundredth of a millionth of a per cent) is enough to meet all our power needs many times over. In fact, every minute, enough energy arrives at the Earth to meet our demands for a whole year – if only we could harness it properly.
There are three main ways that we use the Sun's energy:

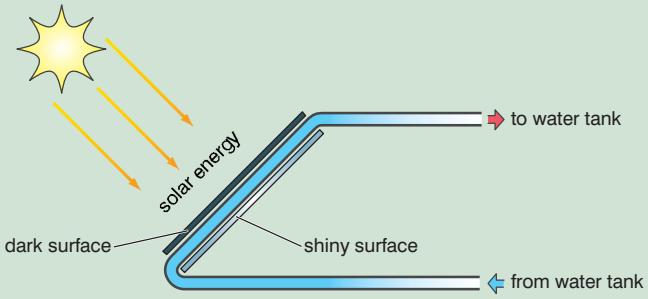
1 **Solar Cells** (really called "photovoltaic", "PV" or "photoelectric" cells) that convert light directly into electricity.

Solar cells provide the energy to run satellites that orbit the Earth. These give us satellite TV, telephones, navigation, weather forecasting, the Internet and all manner of other facilities.

2 Solar water heating, where heat from the Sun is used to heat water in glass panels on your roof. This means you don't need to use so much gas or electricity to heat your water at home.

Water is pumped through pipes in the panel. The pipes are painted black, so they get hotter when the Sun shines on them. The water is pumped in at the bottom so that convection helps the flow of hot water out of the top.

This helps out your central heating system, and cuts your fuel bills. However, with the basic type of panel shown in the diagram you must drain the water out to stop the panels freezing in the winter. Some manufacturers have systems that do this automatically.



3 Solar Furnaces use a huge array of mirrors to concentrate the Sun's energy into a small space and produce very high temperatures.

There's one at Odeillo, in France, used for scientific experiments. It can achieve temperatures up to 3,000 degrees Celsius.

Advantages of solar energy

- Solar energy is free – it needs no fuel and produces no waste or pollution.
- In sunny countries, solar power can be used where there is no easy way to get electricity to a remote place.
- Handy for low-power uses such as solar powered garden lights and battery chargers, or for helping your home energy bills.

Disadvantages of solar energy

- Doesn't work at night.
- Very expensive to build solar power stations, although the cost is coming down as technology improves. In the meantime, solar cells cost a great deal compared to the amount of electricity they'll produce in their lifetime.
- Can be unreliable unless you're in a very sunny climate. In the United Kingdom, for example, solar power isn't much use for high-power applications, as you need a large area of solar panels to get a decent amount of power. However, technology has now reached the point where it can make a big difference to your home fuel bills.

Remember: Solar power is renewable. The Sun will keep on shining anyway, so it makes sense to use it.

Adapted from www.solarsense-uk.com/thermomax.php

2 Copy the diagram of solar water heating into your book, then label your diagram. Work in pairs to ask and answer questions about how the Sun heats water for your house.

A10.9 Writing: A report on energy

1 **Read the following report on energy. Work in pairs to give each section a heading.**

Energy is defined as "the ability to do work". It is one of the most fundamental parts of our universe.

- We use energy to do work. Energy lights our cities. Energy powers our vehicles, trains, planes and rockets. Energy warms our homes, cooks our food, plays our music, gives us pictures on television. Energy powers machinery in factories and tractors on a farm.
- Energy from the Sun gives us light during the day. It dries our clothes when they're hanging outside on a clothes line. It helps plants grow. Energy stored in plants is eaten by animals, giving them energy. And predator animals eat their prey, which gives the predator animal energy.
- Everything we do is connected to energy in one form or another. When we eat, our bodies transform the energy stored in the food into energy to do work. When we run or walk, we "burn" food energy in our bodies. When we think or read or write, we are also doing work. Many times it's really hard work!
- Cars, planes, light bulbs, boats and machinery also transform energy into work. Work means moving something, lifting something, warming something, lighting something. All these are a few of the various types of work.

Energy is an important part of our daily lives.

2 **Work in small groups to write a report on energy in Ethiopia, giving suggestions and recommendations for the use and improvements of local energy supplies.**

A10.10 Language focus: Using *make* and *do*

Compare these pairs of sentences. Are they the same or different?

1
- *People do thousands of things with wood.*
- *People make thousands of things with wood.*

2
- *What are you doing?*
- *What are you making?*

In the first pair, both sentences seem to mean the same thing but the second pair seems to mean something different: *do* means an action or activity, but *make* means creating or manufacturing something.

There are many collocations where *make* or *do* are used, e.g.

- *make a mistake*
- *do your homework.*

It isn't always easy to decide which to use, so we have to learn them by heart.

1 **Put the words or phrases in the box in the correct list. Write the two lists in your exercise book.**

a journey	an exam	a complaint	your bed	progress	the shopping
your hair	an excuse	a profit	a decision	your best	a suggestion
an excuse	a phone call	the housework	arrangements	an effort	a noise

make	do
a journey	*an exam*

2 **Put one of these expressions into each of these sentences. Write them in your exercise book.**

1 Weizero Hayat has given us a lot of homework for tomorrow. It's going to take me about an hour to _____ .
2 Please don't _____, the baby has just gone to sleep.
3 My uncle's shop is very successful. It always _____.
4 When a shop sells you something which doesn't work, you should go back and _____.
5 Before we go out on Saturday we all help to _____.
6 I didn't do well at school last year, so this year I must _____.
7 Here is a comb, please _____ . It looks awful.
8 A representative from each class in the school is on the committee to _____ for sports day.

3 **Make up three true sentences about two interesting or surprising things about yourself. They should be about:**

a things you did yesterday
b things you can do
c things you can make

4 **Record examples of *get, make, do* and *have* in your vocabulary notebooks.**

Part B

Objectives

By the end of this part of Unit 10 you will be able to:

- talk about different kinds of energy sources
- discuss alternative sources of power
- read about potential and kinetic energy
- complete a passage about energy sources
- complete a vocabulary network for energy
- practise using *too* and *enough*
- write instructions on how to do something
- practise using the passive tense
- use the conditional tense with *will*
- learn some different collocations of *get*
- solve an energy word search.

B10.1 Speaking: Different kinds of energy sources

1 **Copy the following chart into your exercise book, then work in groups to brainstorm and complete it with information about the sources of different kinds of energy.**

Kind of energy	Source of energy
solar power	Sun

2 **Now make sentences to describe the different sources of energy, using relative clauses introduced by *which* or *that*. Write them in your exercise book.**

Example:

Solar power is a form of energy which comes from the Sun.

B10.2 Reading: Potential and kinetic energy

1 **Working in groups, read the introduction and the information about potential energy, OR the introduction and the information about kinetic energy. Then discuss in your group the answer to the questions following the section you have read. Write the answers in your exercise book.**

What is Energy?

Energy makes change possible. We use it to do things for us. It moves cars along the road and boats over the water. It bakes a cake in the oven and keeps ice frozen in the freezer. It plays our favourite songs on the radio and lights our homes. Energy is needed for our bodies to grow and it allows our minds to think.

Forms of Energy

Energy is found in different forms including light, heat, chemical, and motion. There are many forms of energy, but they can all be put into two categories: **potential** and **kinetic**.

POTENTIAL ENERGY

Potential energy is stored energy and the energy of position – gravitational energy. There are several forms of potential energy.

- *Chemical Energy* is energy stored in the bonds of atoms and molecules. Biomass, petroleum, natural gas, and coal are examples of stored chemical energy. Chemical energy is converted to thermal energy when we burn wood in a fireplace or burn petrol in a car's engine.
- *Mechanical Energy* is energy stored in objects by tension. Compressed springs and stretched rubber bands are examples of stored mechanical energy.
- *Nuclear Energy* is energy stored in the nucleus of an atom – the energy that holds the nucleus together. Very large amounts of energy can be released when the nuclei are combined or split apart. Nuclear power plants split the nuclei of uranium atoms in a process called fission. The Sun combines the nuclei of hydrogen atoms in a process called fusion.

- *Gravitational Energy* is energy stored in an object's height. The higher and heavier the object, the more gravitational energy is stored. When you ride a bicycle down a steep hill and pick up speed, the gravitational energy is being converted to motion energy. Hydropower is another example of gravitational energy, where the dam "piles" up water from a river into a reservoir.
- *Electrical Energy* is what is stored in a battery, and can be used to power a cell phone or start a car. Electrical energy is delivered by tiny charged particles called electrons, typically moving through a wire. Lightning is an example of electrical energy in nature, so powerful that it is not confined to a wire.

Adapted from http://www.eia.doe.gov/kids/energy

Answer the questions

1 What is meant by 'potential energy'?
2 What is meant by 'biomass'?
3 Give one example of mechanical energy.
4 Where is nuclear energy stored? How is the energy released?
5 Why is height an important element of gravitational energy?
6 Where is electrical energy stored? What do we use it for?

KINETIC ENERGY

Kinetic energy is motion – of waves, molecules, objects, substances, and objects.

- *Radiant Energy* is electromagnetic energy that travels in waves. Radiant energy includes visible light, x-rays, gamma rays and radio waves. Light is one type of radiant energy. Sunshine is radiant energy, which provides the fuel and warmth that make life on Earth possible.
- *Thermal Energy,* or heat, is the vibration and movement of the atoms and molecules within substances. As an object is heated up, its atoms and molecules move and collide faster.
- *Geothermal Energy* is the thermal energy in the Earth.
- *Motion Energy* is energy stored in the movement of objects. The faster they move, the more energy is stored. It takes energy to get an object moving and energy is released when an object slows down. Wind is an example of motion energy. A dramatic example of motion is a car crash, when the car comes to a total stop and releases all its motion energy at once in an uncontrolled instant.
- Sound is the movement of energy through substances in longitudinal waves. Sound is produced when a force causes an object or substance to vibrate – the energy is transferred through the substance in a wave. Typically, the energy in sound is far less than other forms of energy.

Adapted from http://www.eia.doe.gov/kids/energy

Answer the questions.

1 What is meant by kinetic energy?
2 How does radiant energy travel? Why is sunshine important radiant energy?
3 What is another name for thermal energy? How is it made?
4 What is the thermal energy in the Earth called?
5 Where is motion energy stored? Give two example of motion energy.
6 What kind of waves does sound energy produce?

2 **Share the information about the passage on energy you have learnt with other groups. Invite them to ask and answer questions about each form of energy in the texts.**

B10.3 Writing: Energy sources

Read both the texts in B10.2 again and complete the following passage about energy with words from the box.

Earth	atoms	power	gas	non-renewable
dam	energy	solar	fission	biomass
coal	electricity	reaction	dam	renewable

When we use electricity in our homes, the electrical _____ was probably generated by burning _____, by a nuclear _____, or by a hydroelectric plant at a _____. Therefore, coal, nuclear and hydro are called energy _____. Energy sources are divided into two groups _____ (an energy source that can be easily replenished) and _____ (an energy source that we are using up and cannot recreate). Renewable and non-renewable energy sources can be used to produce secondary energy sources including electricity and hydrogen.

Renewable energy sources include:

- _____ energy from the Sun, which can be turned into electricity and heat
- Wind
- Geothermal energy from heat inside the _____
- _____ from plants, which includes firewood from trees, ethanol from corn, and biodiesel from vegetable oil
- Hydropower from hydro-turbines at a _____ .

We get most of our _____ from non-renewable sources, which include the fossil fuels – oil, natural _____, and coal. They're called fossil fuels because they were formed over millions of years by the action of heat from the Earth's core and pressure from rock and soil on the remains (or "fossils") of dead plants and creatures. Another non-renewable energy source is the element uranium, whose _____ we split (through a process called nuclear _____) to create heat and ultimately electricity.

We use renewable and non-renewable energy sources to generate the power we need for our homes, businesses, schools, and factories. Electricity "energises" our computers, lights, refrigerators, washing machines, and air conditioners, to name only a few uses.

B10.4 Speaking: Alternative sources of power

1 **Look at this sentence:**

Instead of getting energy from electricity, a house could get power from solar panels.

Notice the pattern *instead of* + *-ing* in the sentence. Listen to your teacher who will give you some other examples of sentences using this pattern. Practise saying these sentences in pairs.

2 **Work in groups to discuss alternative means of powering things, using this pattern.**

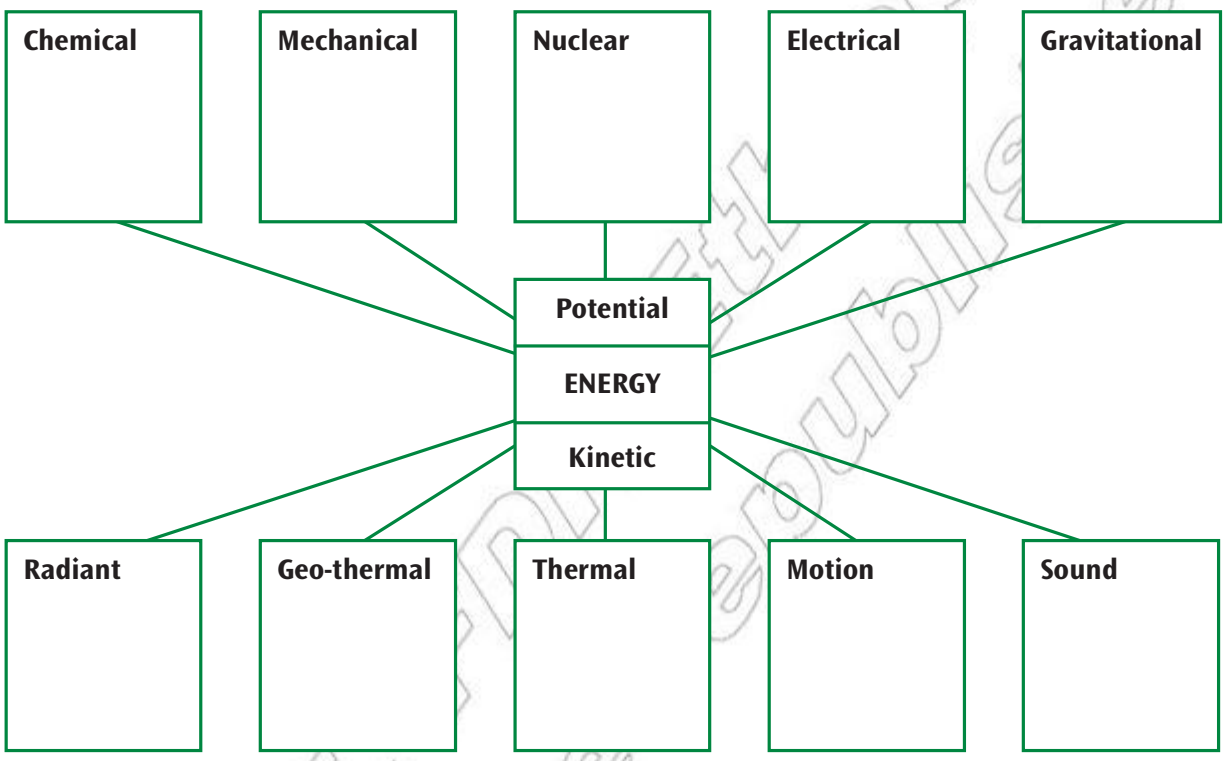
3 **In your group, discuss what kind of energy Ethiopia should invest in: hydro-electric power, nuclear energy, fossil fuels, etc using the information from the reading texts. Use the modal verbs *could, may, might* (see Unit 4 A4.3) to make your suggestions.**

Examples: *Ethiopia could invest in wind power technology.*
Solar power might be cheaper than oil.
Nuclear power may not be the answer to Ethiopia's energy problems.

B10.5 Increase your word power: A vocabulary network

1 **Work in pairs to research information on energy, using the reading texts, library, Internet etc. and take notes about the topic.**

2 **Copy the following vocabulary network into your exercise book. Complete each box with appropriate words about energy, either from this Unit or with words you have learned during your research.**



B10.6 Language focus: Prepositions with verbs / adjectives

- Prepositions are words which are usually followed by a noun or pronoun, and which express relationships, for example, of time or place.
- Prepositional verbs are made of verb + preposition. Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we must say "look after the baby". We cannot say "look the baby after":
- Phrasal-prepositional verbs are a small group of multi-word verbs made of verb + adverb + preposition. Examples: *get on with, put up with, look forward to, run out of*
- Because phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like prepositional verbs, phrasal-prepositional verbs cannot be separated. It is a good idea to write "something/somebody" in your vocabulary book when you learn a new phrasal-prepositional verb, like this:
  - **get on with** somebody
  - **put up with** sthg/sby
  - **run out of** something

  This reminds you that this verb needs a direct object (and where to put it).

1 **Work in pairs to decide if the following sentences are correct of incorrect.**

1 Why do we always **talk** the weather **about**?
2 My mother **switched** the radio off this morning.
3 I will **look** your letter **forward to**.
4 He was nice but we **turned down** him.
5 I don't **believe in** ghosts.
6 We will have to **wait** the bus **for** at the corner.
7 Why don't you **switch** the music **off** while you read?
8 Can you go to the store before we **run** milk **out of**?

B10.7 Language focus: Using *too* and *enough*

Too and ***enough*** are used with adjectives and indicate degree. ***Too*** means more than necessary, and it precedes the adjective. ***Enough*** means sufficient and usually follows the adjective.
He is *too old* to ride a bicycle.
Nuclear power stations are *too expensive* to build.
Nishan was *tall enough* to play in the basketball team. (NOT: enough tall)
They were *smart enough* to pass the test. (NOT: enough smart)
Enough can also be used with nouns. In such cases, *enough* usually precedes the word it modifies.
I have *enough money* for the CD player.
I don't have *enough* (money) for the computer.
There isn't *enough* wind in Ethiopia to power villages.

Choose the correct alternative to complete each sentence.

1 It was _____ so we didn't get it.
   a expensive enough
   b too expensive
   c enough expensive
2 It's _____ to read; I don't understand it at all.
   a enough difficult
   b too difficult
   c difficult enough
3 They didn't sell _____ to make it worthwhile.
   a tickets enough
   b enough tickets
   c too tickets
4 There were _____ people there.
   a too
   b too many
5 It's not _____ to sort things out.
   a enough late
   b late enough
   c too late
6 It's _____ to pass.
   a enough difficult
   b too difficult
   c difficult enough

7 I left because I'd had _____ their arguing.
- **a** enough
- **b** enough of
- **c** too

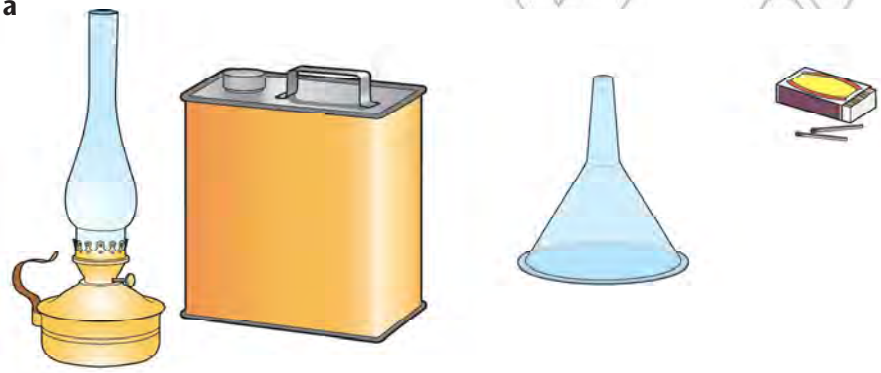
8 He ate _____ and felt ill.
- **a** enough much
- **b** much enough
- **c** too much

9 I'm shattered; I didn't _____ last night.
- **a** enough sleep
- **b** sleep enough
- **c** too sleep
- **d** too much sleep

10 It's _____ to walk – I'll take the bus.
- **a** enough far
- **b** far enough
- **c** too far
- **d** too much far

B10.8 Speaking: How to do something

a



b

1 **Look at the illustrations and work in pairs to explain how to:**
- **a** light a kerosene lamp
- **b** make a cup of coffee

Make notes of your discussions.

2 **Write detailed instructions on how to use a kerosene stove, or how to make coffee. Use sequencing words (including *first, then, next,* etc.), numbers, bullet points, imperatives, etc., in your instructions, then illustrate your instructions with labelled diagrams.**

B10.9 Language focus: Using the passive tense

The general rule for the formation of the passive tense is that you use the correct tense of the auxiliary verb *be* + *-ed* participle of the verb you want to make passive.

Complete the following sentences with an appropriate passive form of the verb.

Example:

In 1890 the lives of ordinary people were improved by the introduction of electricity.

1 Aamina is very happy because she _____ (just, choose) to be one of the prefects.
2 The prisoners were at liberty for many days, but last night they _____ (caught).
3 So many trees _____ (cut) down that the whole area looked like a savannah.
4 The village will be in festive mood, and no doubt some cows will _____ (slaughter).
5 If this book _____ (remove), I will hold you responsible.
6 There are many delays right now because the road _____ (turn) into a dual carriageway.
7 The assignments _____ (mark) a few days ago by the teacher.
8 Many people climb the hill, and the railway line can _____ (see) from the top of it.

B10.10 Language focus: Conditional tense with *will*

Conditional sentences describe something that depends on something else:
As soon as he arrives, I will start the dinner.
There are various kinds of conditionals:

1 Zero conditional sentences can express general truths that happen under certain circumstances.
It uses the pattern *If* + present simple + *will* or *can*.
Example: *If people can find nothing to eat, they hunt birds and small monkeys.*

2 The first conditional expresses a possible future situation.
It uses the pattern *If* + present simple + *will* or *can*.
Example: *If our guest arrives soon, I will start the dinner.*
Note: We can use *unless* instead of *if … not* in conditional sentences.
The two parts of a conditional sentence can go either first or second in a sentence.

Complete the sentences with the verb in brackets in the present simple, or *will*.

1 I (be) very angry if you (not come) to my party.
2 If you (feel) nervous about walking to the bus stop, I (go) with you.
3 Our teacher (punish) you if you (do) that again.

Rewrite these sentences in your exercise book using *unless*.

4 If I don't come to school tomorrow, I'll miss the test.
5 If you don't study, you won't pass your exam.
6 I'll bring you some mangoes from our tree tomorrow, if I don't forget.
7 If we don't work together, we'll never get the job done.

B10.11 Increase your word power: Collocations of *get*

1 **Look at the following dictionary definition of *get* from *Encarta*. Note the different meanings and collocations associated with *get* and make a note of the most useful examples.**

get [get] (*past* got [got], *past participle* got [got] *or* got·ten [gótt'n], *present participle* get·ting, *3rd person present singular* gets) CORE MEANING: a verb indicating that somebody obtains, receives, earns, or is given something. It is often used instead of more formal terms such as "obtain" or "acquire."

- *We're trying to ensure that our child gets a good education.*
- *Where will they get the money to buy the land?*

1 *intransitive verb* **become:** to become or begin to have a particular quality
- *When I get nervous, I get scared.*

2 *transitive verb* **cause something to be done:** to cause something to happen or be done
- *I must get the car cleaned.*

3 *transitive verb* **bring something:** to fetch or bring something
- *I'm going back to my apartment to get my watch.*
- *I'll get your coat for you.*

4 *transitive verb* **catch illness:** to be affected by an illness or medical condition
- *He got chicken pox last year.*

5 *intransitive verb* **be in particular state:** to enter or leave a particular state or condition
- *Get ready to leave in five minutes.*

6 *intransitive verb* **move somewhere:** to succeed in moving or arriving somewhere
- *It was already midnight when we got home.*

7 *aux v* **forms passives:** used instead of "be" as an auxiliary verb to form passives
- *If you play with matches you will get burned.*

8 *transitive verb* **prepare food:** to prepare a meal
- *I'll get dinner tonight.*

9 *transitive verb* **persuade somebody**: to persuade somebody to do something
- *Colleagues had tried to get her to take a vacation.*

10 *transitive verb* **use form of transportation:** to take a particular form of transportation
- *I don't want to drive – I'd rather get a plane.*

11 *transitive verb* **obtain result:** to obtain a result, e.g. by experiment or calculation
- *What's the answer? I get nine.*

12 *transitive verb* **receive signal:** to receive a broadcast signal such as a radio or television broadcast
- *I can't get Channel 5 with that antenna.*

13 *transitive verb* **have time:** to have the time or opportunity to do something
- *I'll fix it as soon as I get the time.*

14 *transitive verb* **have idea**: to have or receive an idea, impression, feeling, or benefit
- *You've got the wrong impression – I'm not like that at all.*
- *I get a lot of pleasure from his stories.*

15 *transitive verb* **manage to see something:** to succeed in seeing something
- *get a close-up look*

16 *transitive verb* **begin something:** to begin doing something (*informal*)
- *Let's get going – we have to be there by eight.*

17 *transitive verb* **manage something:** to manage or contrive something (*informal*)
- *How did she get to be so famous?*

18 *transitive verb* **understand something:** to hear or understand something, e.g. a joke or somebody's point (*informal*)
- *What's that? I didn't get what you said.*

Source: Encarta

2 **Complete the following sentences with a form of *get*.**

1 Every morning I _____ up at 6 o'clock.
2 After three years of living in the city he _____ used to the noise.
3 I am going to _____ ready for the party.
4 We _____ very cold last light.
5 We hope to _____ some tickets for the concert.

3 **Now work with a partner to make similar sentences using both *get* and *have*.**

B10.12 Fun with words: Word search

Find 14 words which are associated with energy. The words are arranged horizontally and vertically. Write them in your exercise book.

E	N	E	R	G	Y	C	H	Z
L	X	M	V	E	H	B	Y	G
E	S	U	N	O	E	W	D	E
C	A	L	P	T	A	S	R	N
T	L	I	G	H	T	O	O	E
R	V	B	U	E	S	U	P	R
I	G	M	W	R	A	N	O	A
C	A	T	O	M	P	D	W	T
I	S	O	L	A	R	B	E	O
T	N	U	C	L	E	A	R	R
Y	V	Q	C	O	A	L	I	G

Assessment

1 **Speaking**

Your teacher will ask you to give your opinions about an energy topic, and ask you to support your answer with facts.

2 **Reading**

Your teacher will read you a passage and ask you to find some specific information.