

الجمهورية العربية السورية  
وزارة التربية  
المركز الوطني لتطوير المناهج التربوية

# Emmar

English Series

10

Student's  
Book

2021 - 2022

حقوق الطّباعَة والتّوزيع محفوظة للمؤسّسة العامّة للطّباعَة  
حقوق التّأليف والنّشر محفوظة للمركز الوطني لتطوِير المناهج التّربويّة  
وزارة التّربية – الجُمهوريّة العربيّة السّوريّة

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## Welccome to Emar

*Emar* is a high level course that will help students raise their English and build confidence in speaking, listening, reading and writing. It is based on the widely accepted theory of language competence proposed by the Council of Europe: the “**Common European Framework of Reference**”, (CEFR) that is interested in teaching languages as a foreign language. The book is also based on the national standards of the Ministry of Education in the Syrian Arab Republic. The course combines the best in current methodology with special new features designed to bridge the gap between the classroom and the real world.

The standards that focus on the content are essential for preparing students to be productive citizens, while critical thinking, enquiry and reasoning are emphasized to ensure that students develop the ability to work creatively, think analytically and solve problems. To take students further, *Emar*, emphasizes new and advanced grammar and vocabulary, listening and reading texts on more challenging topics, academic writing activities, and thought-provoking discussions.

## Unit Features

**Preview** aims to introduce the lesson and helps the student to get involved in the topic of the study unit and links it to previous experiences.

**Reading** presents a variety of text types based on real-life situations, practices a range of reading skills, promotes discussions and critical thinking, and works as models for the learner’s own written work.

**Grammar** topics are explained simply and clearly and give students opportunity to practice.

**Vocabulary** includes phrasal verbs, prefixes and suffixes, idioms, prepositions and derivatives. It helps support all four language skills.

**Listening** activities develop skills such as listening for main ideas, making inferences, and note taking.

**Speaking** activities include discussions, surveys, quizzes, role plays, and more. These are pair or group-work activities that ask students to expand on what they have learned.

**Writing** builds academic writing skills step by step and gives clear explanations for each task.

**Pronunciation** introduces students to the basics in phonetics (vowel sounds).

**Everyday English** focuses on a variety of functions and situations of language. Each unit introduces students to a real life situation to practise a specific language function.

**Reviews and Progress Tests** after every four units include additional activities which show what students know and what needs more practice.

**Appendixes** at the back of the Workbook give students tips about writing skills. They also include a table of irregular verbs.

## Components:

Student’s Book

*Authors*

Workbook

Audio CD

Teacher’s Book

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## Module 1 Culture

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 1 Youth</b>	<p><b>Reading:</b> Tips for New School Year</p> <p><b>Writing:</b> An article for a school magazine</p> <p><b>Listening:</b> Listening for gist</p> <p><b>Speaking:</b> Discussing opinions</p>	<p><b>Vocabulary:</b> Adverbs and adverbial phrases, educational idioms</p> <p><b>Grammar:</b> Present Simple and Continuous</p> <p><b>Pronunciation:</b> Vowel sounds / i: /, / i/</p>	Having a conversation
<b>Unit 2 Lifestyles</b>	<p><b>Reading:</b> What are Stereotypes?</p> <p><b>Writing:</b> A description of a person you know</p> <p><b>Listening:</b> Listening for specific information</p> <p><b>Speaking:</b> Agreeing and disagreeing</p>	<p><b>Vocabulary:</b> Same and different idioms</p> <p><b>Grammar:</b> Order of adjectives</p> <p><b>Pronunciation:</b> Vowel sounds /e/, /ɜ:/</p>	Giving opinions

## Module 2 Science and Technology

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 3 Media</b>	<p><b>Reading:</b> The Internet</p> <p><b>Writing:</b> an article about the dangers of the Internet</p> <p><b>Listening:</b> Listening for gist</p> <p><b>Speaking:</b> Giving advice</p>	<p><b>Vocabulary:</b> Words and expressions about social networking</p> <p><b>Grammar:</b> Past Simple and Past Continuous</p> <p><b>Pronunciation:</b> Vowel sounds /ɑ:/, /æ/</p>	Agreeing and disagreeing
<b>Unit 4 Inventions</b>	<p><b>Reading:</b> Smartphones</p> <p><b>Writing:</b> An article of an invention that your life would be different if it did not exist</p> <p><b>Listening:</b> Listening for giving details</p> <p><b>Speaking:</b> Asking for and giving information</p>	<p><b>Vocabulary:</b> Idioms related to technology terms</p> <p><b>Grammar:</b> Comparison of adjectives</p> <p><b>Pronunciation:</b> Vowel sounds /ɒ/, /ɔ:/</p>	Shopping language

## Module 3 Sport and Health

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 5 Sport</b>	<b>Reading:</b> El Clasico <b>Writing:</b> A paragraph about your favourite team <b>Listening:</b> Listening for specific information <b>Speaking:</b> Sharing information	<b>Vocabulary:</b> Phrasal verbs <b>Grammar:</b> Present Perfect Simple and Continuous <b>Pronunciation:</b> Vowel sounds / <b>ʊ</b> / , / <b>u:</b> /	Expressing preferences
<b>Unit 6 Health</b>	<b>Reading:</b> Being Fit and Healthy <b>Writing:</b> An article about your favourite fitness activity <b>Listening:</b> Listening for gist <b>Speaking:</b> Comparing two fitness activities	<b>Vocabulary:</b> Medical and health idioms <b>Grammar:</b> Countable and uncountable nouns <b>Pronunciation:</b> vowel sounds / <b>ʌ</b> / , / <b>ə</b> /	Making an appointment with a doctor

## Module 4 A World Tour

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 7 Wonders</b>	<b>Reading:</b> Seven Wonders of Syria <b>Writing:</b> A brochure for a guided tour in your country <b>Listening:</b> Listening for gist <b>Speaking:</b> Giving opinions and sharing ideas	<b>Vocabulary:</b> Idioms about countries <b>Grammar:</b> Past Perfect Simple and Continuous <b>Pronunciation:</b> Diphthongs / <b>eɪ</b> / , / <b>aɪ</b> /	Describing people, places and things
<b>Unit 8 World Facts</b>	<b>Reading:</b> Moscow <b>Writing:</b> A description of a city <b>Listening:</b> Listening for details <b>Speaking:</b> Describing places	<b>Vocabulary:</b> Prepositions of place <b>Grammar:</b> Adverbs of manner <b>Pronunciation:</b> Diphthongs / <b>aɪ</b> / , / <b>ɔɪ</b> /	Filler words

## Module 5 The Universe

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 9</b> <b>Environment</b>	<b>Reading:</b> Kinds of Pollution <b>Writing:</b> An article about how to prevent pollution <b>Listening:</b> Listening for gist <b>Speaking:</b> Asking for and giving information	<b>Vocabulary:</b> Idioms about nature <b>Grammar:</b> Future forms <b>Pronunciation:</b> Diphthongs /ɪə/, /ʊə/	Asking for and giving clarification
<b>Unit 10</b> <b>Nature</b>	<b>Reading:</b> Animals <b>Writing:</b> A composition about endangered animals in your country <b>Listening:</b> Listening for gist <b>Speaking:</b> Discussing information	<b>Vocabulary:</b> Nature idioms <b>Grammar:</b> Passive voice <b>Pronunciation:</b> Diphthongs /ɪə/, /eə/	Making suggestions

## Module 6 Social Life

Topics	Skills	Sub-Skills	Everyday English
<b>Unit 11</b> <b>Happiness</b>	<b>Reading:</b> Rules to Happiness <b>Writing:</b> A composition about an achievement you have made <b>Listening:</b> Listening for details <b>Speaking:</b> Expressing opinions	<b>Vocabulary:</b> Idioms related to happiness and sadness <b>Grammar:</b> Zero conditional sentences <b>Pronunciation:</b> Diphthongs /əʊ/, /aʊ/	Thanking and responding
<b>Unit 12</b> <b>The World of Fun</b>	<b>Reading:</b> Festivals Around the World <b>Writing:</b> A description of an exciting event <b>Listening:</b> Listening for details <b>Speaking:</b> Expressing life situations	<b>Vocabulary:</b> -ed, -ing adjectives <b>Grammar:</b> Time and conditional clauses <b>Pronunciation:</b> Revision of sounds	Making arrangements

# Module 1



## Unit 1 Youth

## Culture



## Unit 2 Lifestyle

# Unit 1



## Youth

**Listening:** Listening for gist

**Speaking:** Discussing opinions

**Reading:** Tips for New School Year

**Writing:** Difficulties with a subject at school

**Grammar:** Present Simple and Present Continuous

**Pronunciation:** /i:/, /I/

**Vocabulary:** Adverbs and adverbial phrases

**Everyday English:** Having a conversation

### Preview



**a** In pairs or groups, discuss these questions.

- 1 How do you feel on your first day at school?
- 2 Have you bought all the stationery you need?
- 3 What is your plan for doing well at school?

**b** Look at the pictures and think about how we can create a pleasant study environment.



**c** Tell your partner what you suggest.



## Reading

**a** Match each word with its correct meaning. Compare your answers with your partner.

- |                |   |
|----------------|---|
| 1 relics       | a keen                                      |
| 2 adaptation   | b extremely                                 |
| 3 tremendously | c making oneself comfortable to a new thing |
| 4 eager        | d to give money, food, clothes to a charity |
| 5 potential    | e remains                                   |
| 6 anxious      | f worried                                   |
| 7 donate       | g extremely important and necessary         |
| 8 essential    | h power                                     |

**b** Before reading the article, think of some ways to solve the problem of the stress some students feel before the beginning of the new school year. Discuss your ideas with your partner.

### Tips for New School Year

When the summer holiday is over, most students start to think of the new school year. Some of them are eager to know their new teachers and meet their classmates to tell them about their summer holidays, while others are more worried about the new year. However, there are some tips for a smooth school year start that might help the students overcome the stress and organize their study environment.

First of all, students should reconnect with a healthy lifestyle. It requires them to get used to having regular and enough hours of sleep and eating healthy food. This, of course, needs several days of adaptation, so it is essential to start adapting with this new routine a few days before school. Also, they should buy study resources available for their grade. This will help them tremendously do their homework well. Having a good dictionary, an encyclopedia, educational software and other things are certainly very beneficial for any student.

Secondly, creating a pleasant study environment a few days before school starts is a must. A student should do a tidy-up of the desk and the shelves, sort and throw away the relics of the past year. Moreover, he can donate his old books, pens and school things if they are still usable. He should not forget to clean up his desk and make it a comfortable place to do homework. A workplace should be a quiet well-lit corner where it feels good.

Finally, it is very important for students to talk to their parents about their fears and worries about the new school year. If someone feels anxious, his parents will surely find a way to help him get over these fears and gain more confidence. Parents will certainly teach their children how to believe in their abilities, how to behave in different situations with their classmates and teachers, how to solve their problems and how to make progress. It is also essential that you develop self-confidence and believe in your abilities and in your own potential.

**c** Complete the following sentences with words from the text.

- 1 It is useful to create a pleasant study ..... a few days before school starts.
- 2 ..... your old school things and books if you don't need them.
- 3 Some students feel ..... before the beginning of the school year.
- 4 To get over your fears about school start, you should discuss them with your .....

**d** Answer the following questions.

- 1 Why are some students eager to meet their classmates at the beginning of the school year?
- 2 How long does a student usually need to start reconnecting with a healthy lifestyle?
- 3 What resources may help a student do homework accurately?
- 4 Who will surely find a way to help you gain confidence?

## Pronunciation

/i:/, /ɪ/

**a** **R1.1** Listen to the words and practise saying them.

/i:/

ee	see
ea	team
e	rewrite
ey	key
i	ski

/ɪ/

i	ship
e	pretty
u	busy
a	village
y	physics

**b** Classify the words according to the vowel sound.

*symphony - cheap - feet - dish - guilty - enough - previous - machine - manage - tea*

/i:/	/ɪ/

## Speaking

Discuss these questions in pairs or groups.

- 1 Do you feel excited about the new school year start? Justify your answers.
- 2 What is your new school like?
- 3 What are your expectations about your new school?

## Grammar

## Present Simple and Present Continuous

**a** Read the paragraph and answer the questions.

Tom is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed. He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving.



It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his patients. It is half past seven now, Tom is watching TV. He usually watches TV at 7.30 p.m. because his favorite programme starts at this time. Tom has his dinner at 8.30 every day and he is having dinner now.

- 1 What does Tom do?
- 2 What time does he usually get up?
- 3 How does he usually go to work?
- 4 Why is he driving to work today?
- 5 What time does he arrive at work every day?
- 6 When does he always have his lunch?
- 7 What is he doing at 12.00 today?
- 8 Why does he usually watch TV at 7.30?

### Simple Present

We use the *simple present* for facts, habits or routine.

Adverbs of frequency (always, usually, often, sometimes, rarely, hardly, seldom, never) are usually used with the present simple.

### Present Continuous

We use the *present continuous* for actions that are happening at the present moment or around now. Words or phrases like (right) now, at the moment, at present, today, this week..., etc.) are usually used with the present continuous.

**b** Put the verbs in brackets in *simple present* or *present continuous*.

- 1 The Nile (*flow*)..... into the Mediterranean.
- 2 We (*prepare*) ..... for our next summer holiday.
- 3 It (*rain*) ..... heavily outside right now.
- 4 Her life is so busy. She hardly (*find*) ..... time to meet her friends.
- 5 She usually ..... (*read*) the newspaper in the morning.
- 6 ..... (*you / want*) a cup of coffee?
- 7 I ..... (*not / like*) noodles.
- 8 The baby ..... (*cry*). Take care of him!
- 9 Nada rarely ..... (*listen*) to music in the evening.
- 10 ..... (*they surf*) the net nowadays?

## Everyday English *Having a Conversation*

**Note:** To have a conversation, we use the following expressions.

Asking someone to repeat what they said	When you want to start a new subject	Gap fillers
sorry? / pardon? Could you repeat...? I didn't quite catch...	So... Anyway...	um.../ well/ actually... yes, but.../ I know but...

**a** **RI.2** Read and listen to the following dialogue. Practice it in pairs.

**Salma:** Hello **Nizar**, so which school do you go to?

**Nizar:** **Well**, I go to Ibn Khaldoun secondary school.

**Salma:** Where is it located?

**Nizar:** In the city centre of Damascus.

**Salma:** What are the teachers like?

**Nizar:** **Actually**, all the teachers are helpful and friendly.

**Salma:** Do you enjoy your time there?

**Nizar:** **Um**, I have a heavy workload but I enjoy the relaxing atmosphere with my friends.

**Salma:** **Could you repeat** what you have just said?

**Nizar:** Sure. I mean we have a very relaxing atmosphere at school.

**Salma:** Do you recommend that school to others?

**Nizar:** Yes, of course. I'm proud to recommend my school to anyone who is searching for a good place to learn.



**b** Have a conversation with your partner about your school using the expressions in the table above.



## Listening

**RI.3** Listen to the following dialogue between Richard and Joe and decide whether the following statements are *True* or *False*.

- 1 Richard is relaxed at the new school start.
- 2 They have maths every day.
- 3 There's a lot of preparation for launching the maths program.
- 4 Methods are different from before.
- 5 The last maths series has been for two years.

## Vocabulary *Adverbs and Adverbial Phrases*

**a** Read the following story. Who is it about?

**Exam Nerves** It was **nearly** 3 a.m and Sally could **hardly** keep her eyes open because she is such a **bookworm**. She had been working **hard** since lunchtime, but the exam was coming **near**. Would she be able to finish in time? At eight the next morning, she was in the classroom. «OK», she said. «You can start now». She was sure she would pass with **flying colours**.



**b** Look at the words in red. What's the difference between... ?  
1 hard and hardly.      2 near and nearly.

**c** Match the underlined idioms in the text above in exercise (a) with their meanings.

- to pass (a test) easily and with a high score
- someone who reads a lot

## Writing

### Tips

#### Writing a topic sentence:

When you write a paragraph, you need your main idea to be clear. One way to make sure your main idea is clear is to start your paragraph with a topic sentence.

The topic sentence introduces the topic or subject of the paragraph. It also gives the controlling idea, which is what you want to say about the topic.

Social networking sites are popular because people are social.

topic

controlling idea

**a** Read the magazine extract below and answer these questions.

## MAGAZINE

You're beginning an exciting journey, but a very demanding one. A little planning before school begins can gain a lot of benefits throughout the school year. Get yourself ready and enjoy setting goals for yourself, so you can overcome your weaknesses and reach your full potential. Your study goals must be realistic and achievable. For example, start with small steps to reach higher aims. If you are extremely anxious about performance, deal with your negative beliefs, especially school failure ones. Challenge your negative thoughts. Good performance will be achieved only when you beat your fears and discover your own personal worth.

- 1 What is the paragraph about?
- 2 Underline the topic sentence.
- 3 Mention the pieces of advice in the paragraph.
- 4 What is the function of the last sentence in the paragraph? What is it called?

**b** You have some difficulties with a subject at school. Write a paragraph for your school magazine suggesting practical ways to solve this problem. Your paragraph should include:

- the subject
- the difficulties
- suitable steps you should follow

**c** Check spelling, grammar and punctuation.



# Unit 2



# Lifestyle

**Listening:** Listening for specific information

**Speaking:** Agreeing or disagreeing

**Reading:** What are Stereotypes?

**Writing:** Write about a person you know

**Grammar:** Order of adjectives

**Pronunciation:** /e/ , /ɜ:/

**Vocabulary:** Concept words

**Everyday English:** Giving opinions

## Preview

**a** Here are some words that will be useful in this unit. Tick  the words you know. Work with a partner to figure out the meaning of any words that you don't know.



Bridging Differences

belief	<input type="checkbox"/>	impression	<input type="checkbox"/>	classify	<input type="checkbox"/>
gender	<input type="checkbox"/>	stereotype	<input type="checkbox"/>	proverb	<input type="checkbox"/>
cliche	<input type="checkbox"/>	assumption	<input type="checkbox"/>		



**b** Look at the pictures and discuss the questions.



Which gender is a better driver?



Is it good to judge people or things based on their appearance?



Glasses make you look smarter. Do you agree?



**b** Read the text and answer the following questions.

- 1 What are stereotypes?
- 2 When was the first modern English use of stereotypes?
- 3 How are stereotypes used positively? Give examples.
- 4 What does the term cliché refer to?
- 5 Think about a cliché you have in mind.

**c** Read the sentences, then number the paragraph in the text where each sentence could go.

- All Italians are good at making pizza.
- Read between the lines
- Women can't do a job as good as men.

**d** What about Syrian stereotypes? With a partner talk about negative or positive stereotypes in your country. Discuss in pairs.

**Student A:** In Syria, if you don't offer coffee to your guests, you aren't generous.

**Student B:** In Syria, parents are commonly referred to as the mother (Um) or father (Abu) of their child by their community.

**Student A:** In Syria, .....

**Syrian stereotypes**

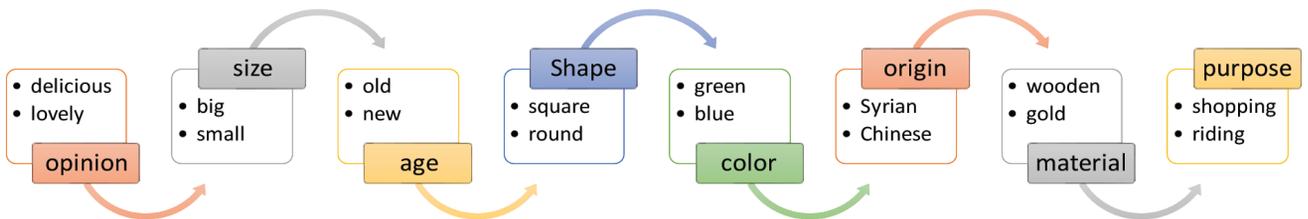


## Grammar

### Order of Adjectives

**a** Classify the adjectives in the example below as shown in the chart:

My grandfather lived in a nice, large, old, wooden cottage in the mountains.



**b** Check if the following adjectives are in the correct order.

- 1 a tall ugly middle-aged man
- 2 short spiky grey hair
- 3 very dark brown eyes
- 4 an old-fashioned cowboy film
- 5 a large rectangular Russian chair
- 6 a pleasant old aunt

**C** Put the adjectives in brackets in the correct order.

- 1 a beautiful table (*wooden / round*) a beautiful round wooden table
- 2 a big house (*beautiful*)
- 3 a new sweater (*green / nice*)
- 4 a metal box (*black / small*)
- 5 long hair (*blond / curly*)
- 6 an old painting (*interesting / French*)

## Pronunciation /e/, /ɜ:/

**a** **R2.1** Listen to the words and practise saying them.

/e/	
e	men
a	many
ie	friend
ai	said
ea	death

/ɜ:/	
ir	girl
er	her
ur	hurt
or	word
ear	heard

### Note

If **e** is followed by **r**, the vowel sound is not /e/, but /ɜ:(r)/.  
e.g. *serve*

**b** **R2.2** Listen and circle the word you hear.

- 1 Did you see the *bed / bird*?
- 2 It's on the *worst / west* coast.

### Follow up:

- 1 Record yourself saying the words in exercise a, choosing one of the two words.
- 2 Listen to your recording. Can you distinguish between the sounds?

**c** Write these numbers out in full. Which of the two vowel sounds do they contain? Write / e / or / ɜ: /

**Example:** 1st first /ɜ:/

1 7.....

2 3rd .....

3 10th .....

**a** **R2.3** Listen and practice the following dialogue with your partner.

A: Have you heard of colour stereotypes?

B: Yeah, **I think** when we say blue for boys and pink for girls.

A: That's right. **I feel that** blue is the symbol of masculinity.

B: Does blue have different meanings in other cultures?

A: Of course, it does. **As far as I know**, blue is considered a feminine colour in China.

B: What about pink?

A: **I'm pretty sure that** in Japan, pink relates more to men than women!

B: That's amazing. **To be honest**, colours don't have genders.



**b** Choose one of the topics below to make a similar dialogue with your partner using the expressions and phrases in bold.

- eating habits
- food
- friendship
- fashion
- smoking

Vocabulary

Concept Words: same / different idioms



Now try to use *same / different* idioms in sentences about the topic of this unit (stereotypes, bridging differences, etc...).

e.g. I think we're all of one mind that bridging differences across cultures is our top priority.

## Listening

**a** Look at the photos and read the captions. Then discuss the questions.



**A taxi driver in Aleppo, Syria**



**A lobster fisher in Rockport, Maine**

- 1 Do you think any of the activities shown should be for men or women only? Explain.
- 2 Think about what different social expectations required of men and women in your country. Make a T- chart in your notebook like the one below.

Men	Women
	are expected to take care of the children

**b** **R2.4** Listen to an extract about Lucia, Pablo and Serjo in Spain, then answer the questions.

- 1 Who is 50?
- 2 Who works full time?
- 3 Who has two jobs?
- 4 Who is retired?
- 5 Who carries out duties at home?



**c** **R2.4** Listen again and decide whether these statements are *True* or *False*.

- 1 Lucia works too far from her husband.
- 2 Lucia has a lot of free time at home.
- 3 Pablo's wife hangs the washed clothes on the washing-line.
- 4 Pablo waters the garden.
- 5 Serjo is skilled in cooking.

**d** In pairs, discuss the interesting facts you heard about Spanish stereotypes.

## Speaking

- a** Do you agree or disagree with each of the statements about men and women below. Give a reason in one sentence. Begin your sentence with either "I agree because..." or 'I disagree because...'.

- Raising children and housekeeping should be done by both men and women.
- Men speak in sentences. Women speak in paragraphs.
- Women worry more about their appearance than men.
- Women are less interested in sport than men.

He  
or?  
She?



- b** Discuss your ideas with your classmates.

## Writing

### Tips

When you write a paragraph about a person, start by writing the person's name, nationality, job and year of birth. Then describe his/her physical characteristics. After that write about his/her personality and abilities. Finally, add any other information you think is important.

- a** Write your own description of a person you know (classmate, celebrity, etc....) Read your description aloud without mentioning the name of the person. See if your classmates can guess who you are describing.

- b** Discuss whether *he/she* is a stereotypical person in their society or not.



# Module 2

## Unit 3 Media



# Science and Technology



## Unit 4 Invention

# Unit 3



## Media

**Listening:** Listening for gist

**Speaking:** Giving advice

**Reading:** The Internet

**Writing:** An article about the dangers of the Internet

**Grammar:** Describing past actions and events

**Pronunciation:** Vowel sounds /ɑ:/ , /æ/

**Vocabulary:** Social networking

**Everyday English:** Agreeing and disagreeing

### Preview

- a Look at the picture and name at least four software applications.
- b Tell your partner about the purpose of using each app.
- c What do you use the Internet for?



### Listening

- a You are going to hear someone's talk about the Internet. Before you listen, give your own opinion about the Internet and mention some of its advantages and disadvantages.
- b **R3.1** Now listen and compare your answers.





**C** **R3.2** Listen again and fill in the gaps.

I think the Internet is the greatest <sup>1</sup>..... ever. Think how it changed the world. So much information is out there. it has changed my life. I can chat with friends, <sup>2</sup>..... music, buy books and <sup>3</sup>..... I need for my homework. It took days or <sup>4</sup>..... any of these things before the Internet. I spend hours every day online. I think I <sup>5</sup>..... too long. I'm sure <sup>6</sup>..... computer screen all day isn't good for my eyes. I think it's also <sup>7</sup>..... I need to exercise a little more. The only thing I don't like about the Internet is that it can be <sup>8</sup>..... I don't really like <sup>9</sup>.....personal information online, especially on <sup>10</sup>.....sites like Facebook.

**d** Tell your partner about an old invention and how it changed people's lives.

**e** **R3.3** Listen to the following dialogue between Katie and Todd, then choose the correct answer.

- 1 Katie went to Italy with her (*friends, family*).
- 2 The hotel they stayed at was on the (*beach, mountain*).
- 3 When they found the wallet, they called the (*police department, reception*).
- 4 The owner of the wallet bought them something to (*drink, eat*).
- 5 During dinner, Yuri told Katie and her family about his (*job, town*).

**Grammar** Past Simple and Past Continuous

**a** **R3.4** Listen to this story and answer these questions.

- 1 Why did the speaker go to the shop?
- 2 What happened at home while he was at the shop?

**b** There are many people at the zoo the day the “three-year-old boy” fell into the Gorilla’s enclosure. A newspaper reporter is asking one of the visitors, a young girl called Jane, about the incident. Help Jane and the interviewer complete the dialogue.

**Interviewer:** Who ..... (*be*) with you at the zoo that day?  
**Jane:** I ..... (*spend*) the day with my mother and younger brother.  
**Interviewer:** Where ..... you (*stand*)?  
**Jane:** I ..... (*stand*) very near the three - year old.  
**Interviewer:** ..... you ..... (*see*) how he fell?  
**Jane:** No. I ..... (*do*) I ..... (*want*) to see what the gorillas were doing.

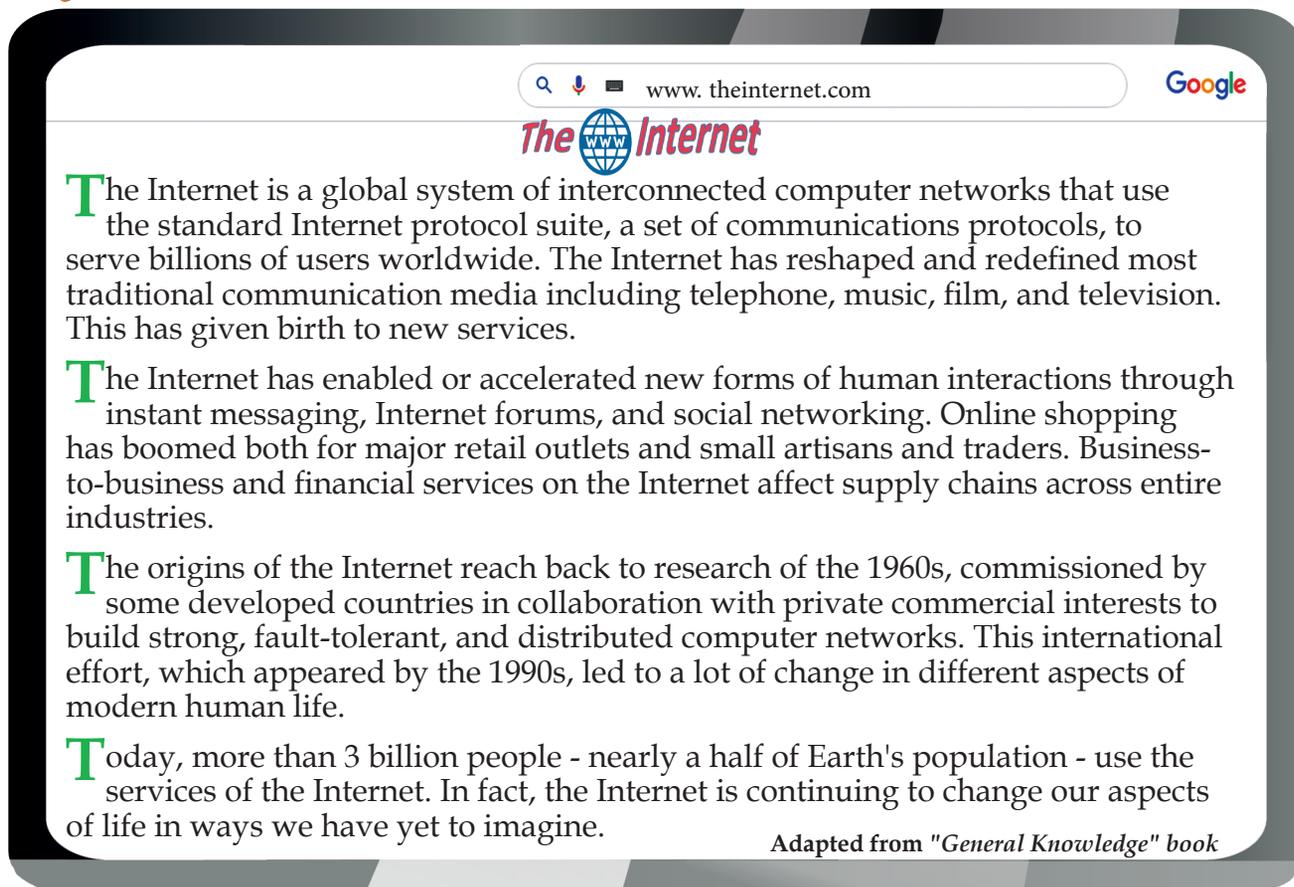


## Reading

**a** In groups, discuss the following questions.

- 1 When did you start to use the Internet?
- 2 How long have you been using the Internet?
- 3 What is your favourite website? What do you use it for

**b** Read the following text and do the tasks below.



The screenshot shows a web browser window with the address bar containing 'www.theinternet.com' and the Google logo. The page title is 'The Internet' with a globe icon. The main text describes the Internet as a global system of interconnected computer networks that use the standard Internet protocol suite to serve billions of users worldwide. It mentions that the Internet has reshaped and redefined most traditional communication media including telephone, music, film, and television. It also states that the Internet has enabled or accelerated new forms of human interactions through instant messaging, Internet forums, and social networking. Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries. The origins of the Internet reach back to research of the 1960s, commissioned by some developed countries in collaboration with private commercial interests to build strong, fault-tolerant, and distributed computer networks. This international effort, which appeared by the 1990s, led to a lot of change in different aspects of modern human life. Today, more than 3 billion people - nearly a half of Earth's population - use the services of the Internet. In fact, the Internet is continuing to change our aspects of life in ways we have yet to imagine. The text is adapted from 'General Knowledge' book.

**c** Answer the questions.

- 1 What is the Internet?
- 2 How has the Internet affected business?
- 3 How old is the Internet?
- 4 What do you think about the future of the Internet?

**d** Decide whether the following statements are *True* or *False*, then correct them.

- 1 The Internet couldn't replace traditional media.
- 2 The Internet has had a minimal impact on commerce.
- 3 Some private commercial companies contributed to developing the Internet.
- 4 Less than a third of the Earth's population are Internet users.

**e** Match the words in the table below with their definitions.

- |                         |  |
|-------------------------|--|
| 1 fault-tolerant        | a a set of formal rules describing how to exchange data across the network |
| 2 accelerate            | b to increase  |
| 3 artisan               | c working even when there is something wrong                               |
| 4 protocol              | d to speed up  |
| 5 in collaboration with | e a worker in a skilled trade (involving making things by hand)            |
| 6 boom                  | f selling of goods to consumers in small quantities                        |
| 7 forum                 | g working with other people to achieve something                           |
| 8 retail                | h a place where people exchange ideas or discuss public issues             |

## Pronunciation /ɑ:/, /æ/

**a** **R3.5** Listen and practice.

**/ɑ:/**

ar	scarf
au	aunt
a	calm
ea	heart

**/æ/**

a	cash
	hat

**b** **R3.6** Listen and circle the word you hear.

- 1 I watched a *match* / *march*.
- 2 Come here *Sham* / *Sharl*!

### Follow up:

- 1 Record yourself saying the words in exercise a.
- 2 Listen to your recording. Can you distinguish between the sounds?

**a** **R3.7** Read and listen to the following conversation. Practise it in pairs.

**Ali** : Hello Ziad, how are you?

**Ziad**: Fine, and you?

**Ali** : I'm great. I've heard that you have opened a Facebook account recently!

**Ziad**: That's right. The Internet has made the world a global village.

**Ali** : **I totally agree**, but why did you choose Facebook?

**Ziad**: As you know, Facebook is the most popular social networking site that helps us to connect with our relatives and friends living in different parts in the world.

**Ali** : **You're right!** But be cautious about communicating with unknown people.

**Ziad**: Well, **I see things differently**. Having virtual friends is something useful.

**Ali** : **I'll go along with that** but some of them could be hackers. They can steal your personal information.

**Ziad**: **Absolutely!** I must be alert to this. Thanks for your advice.

**Note:**

We usually use these expressions to express agreement or disagreement about some points when talking with others.

agreeing	disagreeing
Absolutely / Sure	Yes, but
Exactly	I'm not so sure
Yes/yeah	But don't you think
I agree	That's not true
Right/ that's right/ you're right	No way!
I suppose so	I can't accept that
I totally agree	I see things differently
I'll go along with	I'm afraid I don't agree/ disagree

**b** Choose one of the statements below to make a similar dialogue. Make sure you use the expressions in the table above to help you.

- Should parents watch their kids while using the Internet?
- Watching news on TV is better than reading a newspaper.
- Reading e-books is more interesting than reading a book.
- Some websites are not reliable.

## Speaking

DID YOU KNOW?

- The ratio of cyber crime is increasing because the Internet is everywhere.
- Most teenagers use the Internet for cyber bullying.
- Bullies put their victim's photos on the Internet.
- To prevent cyber crime, Internet users should protect their computer by software such as "Firewall".



- a** Agree or disagree with each of the statements above. Give a reason in one sentence. Begin your sentence with either 'I agree because...' or 'I disagree because...'.  
**b** Now give your advice to reduce such crimes.

## Vocabulary Social Networking

Complete the mini-dialogues with the words and expressions below.

device    delete    up-to-date    out-of-date    downloaded  
 go online    do a search    user-friendly    store information    apps

- A:** What's this little .....?  
**B:** It's a memory stick for the computer. I use it to .....
- A:** I'm afraid that the information in this book about Finland is .....  
**B:** That's OK. Let's ..... and ..... to look up the latest information.
- A:** Oh, no! I ..... the wrong ..... I don't want these games.  
**B:** No problem. It's easy to ..... them.
- A:** I really want a new mp 4 player. I got mine three years ago. It's not .....  
**B:** But it still works very well. Anyway, I think the older ones are more ..... than the newer models.

## Writing

Computers and other types of technology have changed our lives in different ways. Today, we constantly have a wealth of information at our fingertips.

However, there are some risks when using the Internet.

In no more than 80 words, write an article about "Dangers of the Internet on young people". Include this information about the topic above:

- It is easy to access the Internet.
- Bad effects (addiction/a waste of time/health, ...).
- Suggestions to reduce its bad effects.





### Smartphones Double-edged Sword

With the help of the smartphones we can easily and comfortably talk with anyone across the globe by just moving our fingers. Smartphones are available in various shapes, sizes and with different technical features to be used for different purposes. Like all devices, the smartphone also has its **pros and cons**.

#### *Advantages of Smartphones*

**Keeping us Connected:** Now we can be connected to our friends or relatives at any time we want. We can **video chat** with whomever we want and keep updated about the whole world through the smartphones.

**Entertainment for All:** With the improvement of mobile technology, the whole entertainment world is nowadays in one room. Whenever we **are fed up with** routine work or during the breaks, we can listen to music or **watch films**.

**Managing Office Work:** These days smartphones serve many types of official work like setting agendas, sending and receiving documents, **giving presentations**, filling in job applications and others. Businessmen can transfer or receive their money **instantly**, access their account details easily and learn about their transactions.

#### *Disadvantages of Smartphones*

**Wasting Time:** People have become addicted to smartphones when surfing the net, and playing games, which are a real waste of time. The smarter the mobile phones are, the **dumber** the people become.

**Making us Unsociable:** The wide usage of smartphones has led to less face-to-face meeting and more talking. Now people do not meet physically as they chat or comment on social media.

**Wasting Money:** Today people are spending a lot of money, which could rather be spent on more useful things like education or other useful things in their real life.

To sum up, smartphones could be a double-edged sword depending on how they are used. As they have become a part of our life, we should use them properly and carefully for our better **hassle-free** life, otherwise they will encourage people to opt out of the real world.

**a** Read the text again. Look at the words in **red** and match them to the pictures.



a. .... b. .... c. ....

**b** Read the text again and match the words in **blue** with their meanings.

- 1 more stupid .....
- 2 advantages and disadvantages .....
- 3 annoyed or bored .....
- 4 at once .....
- 5 without troubles .....

**c** Answer the following questions about the text above.

- 1 What are the positive effects of smartphones on our lives?
- 2 What do you do when you feel bored?
- 3 Mention two uses of smartphones at work.
- 4 How do smartphones affect people's social lives negatively?
- 5 How can we avoid the negative effect of using smartphones?

**Pronunciation** /ɒ/, /ɔ:/

**a** **R4.1** Listen and practice.

**/ɒ/**

fox  
shot  
spot

**/ɔ:/**

forks  
short  
sport

**b** Circle the word that contains each vowel sound.

- 1 /ɒ/ floor, doctor, thought
- 2 /ɔ:/ top, caught, soft

**a** Answer the following questions.

**1** In pairs, which one of you is ...?

taller, shorter, fitter, more interested in sport, less careful about healthy food, older, younger, more /less familiar with technology, darker/fairer

**2** In groups, which one of you is...?

the fastest runner, the best at French, the most or the least active, the most or the least outgoing

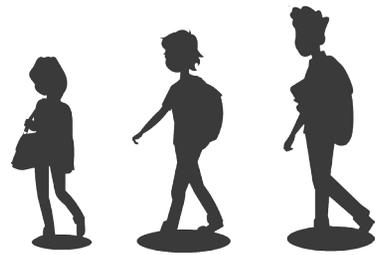
**Comparative Adjectives**

**adj+er + than**

(tall) - taller than

**more / less + adj+ than**

(active) - more active



tall      taller than      the tallest

**Superlative Adjectives**

**the adj + est**

tall - the tallest

**the most / least + adj**

active - the most active



active      more active than      the most active

**3** What is the difference between the adjectives in (1) and the adjectives in (2) above?

**b** Think of more differences among you.

**c** Put the adjectives between brackets in the comparative or superlative form.

- 1 Nowadays, life is (*hard*) ..... than before.
- 2 In comparison with the present time, food was (*cheap*) ..... in the past.
- 3 Smartphones are (*attractive*) ..... than landline phones.
- 4 I think Ronaldo is (*good*) ..... footballer in the world.

**Equal Comparison**

**as + adj + as**

Tom is **as tall as** his brother now.  
(They are exactly the same).

**Unequal Comparison**

**not + as + adj + as**

He **isn't as tall as** his father.  
(They are different).

## Vocabulary

## Comparison Idioms

- **as cool as a cucumber** = not to show any emotion  
"He told me he was nervous in the meeting, but he looked as cool as a cucumber!"
- **as regular as clockwork** = to be very regular in your habits  
"There's John again, walking his dog. He's as regular as clockwork."



## Everyday English

## Shopping language

**a** **R4.2** Read and listen to the following dialogue. Practise it in pairs.

Shopkeeper: Can I help you?  
George: I'd like to buy a tablet, please.  
Shopkeeper: What specifications do you prefer?  
George: A tablet with an excellent camera.  
Shopkeeper: May I know about your budget for the tablet?  
George: About SYP 200,000.  
Shopkeeper: A Samsung tablet will **match your needs**.  
George: Why this in particular?!  
Shopkeeper: Samsung tablet has the best camera in the world nowadays.  
George: What is its resolution?  
Shopkeeper: The rear one is 13 MP while the front one is 16 MP.  
George: Oh, that's great. **How much** is it?  
Shopkeeper: It is SYP 300,000.  
George: Oh! It **costs an arm and a leg**.  
Shopkeeper: But **it's good value for money**.  
George: I see but **I can't afford it**. How much discount will you offer?  
Shopkeeper: 25%.  
George: All right, **it's a deal**.



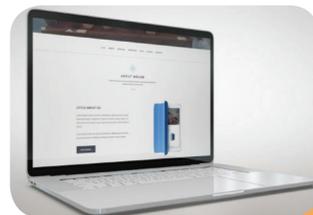
**b** In pairs, choose one of the gadgets below to make a bargain. Make sure you use the expressions and phrases in bold to make a similar dialogue.



SYP. 60,000



SYP. 800,000



SYP. 1,500,000



SYP. 300,000



## Listening



- a** In pairs, think of a modern invention that has special features. Tell your partner about it.
- b** **R4.3** Listen to an extract about an inventor and decide whether the following statements are *True* or *False*.
- The extract is about Bill Gates. ....
  - This inventor was not famous in his early beginnings. ....
  - He left Apple because of disagreement with the other directors. ....
  - His inventions are the most important technologies in the ancient history. ....
- c** **R4.4** Listen again and choose the correct ending.
- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1 Steve was both                  | <b>a</b> the period had creativity. |
| 2 His way to success              | <b>b</b> were major products.       |
| 3 When he was away from Apple,    | <b>c</b> an inventor and innovator. |
| 4 iPod, Macbook, iPad, and iPhone | <b>d</b> was full of difficulties.  |



## Speaking

- a** Agree or disagree with the following saying. Tell the class.
- The world was a dull place before technology.*
- b** In pairs, tell your partner about your favourite gadget by answering the following questions.
- What is it?
  - When did you get it?
  - How often do you use it?
  - Why is it so important to you?
- c** Ask your partner about the same or another gadget for further information.



## Writing

- a** Read the following article and fill in the spaces with the suitable information from the box below.

*(Introduction - Conclusion - Wi-Fi uses - Key Facts)*



**A** .....

- The technique, Wi-Fi, is an acronym for Wireless Fidelity, meaning you can access or connect to a network using radio waves, without needing to use wires.

**B** .....

- Wi-Fi doesn't cause health problems. However, there is a common thought amongst people that Wi-Fi signals are dangerous. In fact, Wi-Fi signals are a lot safer than mobile phones.
- In the year 2030, 80% of all Internet traffic will be via Wi-Fi and mobile connected devices.
- Wi-Fi is more important to hotel guests than car parking and breakfast.
- It involves a router connected to the Internet by a cable and an adapter to pick up a signal from the router.
- Wi-Fi is a simple, cost-effective way to connect to the Internet, without the need to physically connect wires. Although security is a huge challenge for Wi-Fi networks, many security techniques are used to improve it.

**C** .....

- Using Wi-Fi, at school, makes students share documents, edit presentations in real time, store project files in the cloud, and improve their teamwork skills. Wi-Fi in education even allows students to co-operate with their classmates.

**D** .....

Finally, we can say that Wi-Fi saves people's time and makes access to the Internet much easier.

- b** Write an article of an invention that your life would be different if it did not exist. Include this information:

- What does the invention do?
- When was it invented?
- Who invented it?
- What other inventions led up to this invention?
- The importance of this invention.

# Review 1

## 1 Put the verbs in brackets in the correct form.

- 1 When my brother ..... (*arrive*), everyone was eating.
- 2 Her father ..... (*wear*) his winter coat today.
- 3 His sister ..... (*go*) to work by train every day.
- 4 I ..... (*call*) Linda at ten last night.
- 5 It ..... (*rain*) today. I won't go out.
- 6 When I heard the knock on the door, I ..... (*open*) it.
- 7 Listen! Zain ..... (*sing*) in the kitchen.
- 8 He ..... (*go*) to the library when he suddenly met his old friend.
- 9 My father always ..... (*want*) to be a doctor when he was young.
- 10 That old sweater ..... (*look*) new.
- 11 The boss ..... (*need*) more time to work on the project right now.
- 12 While I ..... (*watch*) TV, I heard a strange noise.

## 2 Read this story and use the verbs in brackets in the Past Simple or Past Continuous.

I (*go*)<sup>1</sup> ..... to the station with my brother two days ago. While I (*drive*)<sup>2</sup> ....., my brother (*tell*)<sup>3</sup> ..... me to slow down. When I (*arrive*)<sup>4</sup> ..... there, there (*be*)<sup>5</sup> ..... a lot of people queuing. I (*wait*)<sup>6</sup> ..... for an hour before I could get in. The moment I was near the petrol pump, the attendant (*ask*)<sup>7</sup> ..... for the petrol card. After I (*show*)<sup>8</sup> ..... him the card, he told me to wait until it got 12 o'clock. While I (*wait*)<sup>9</sup> ....., a car (*catch*)<sup>10</sup> ..... fire. The workers (*feel*)<sup>11</sup> ..... panic and (*start*)<sup>12</sup> ..... to run away right and left. An elderly man rushed and (*fetch*)<sup>13</sup> ..... the extinguisher to put out the fire. The owner of the car was lucky because he (*not lose*)<sup>14</sup> ..... his car.

## 3 Use comparative or superlative adjectives.

- 1 This exercise is ..... (*easy*) the previous one.
- 2 Antonio is ..... (*intelligent*) student in our class.
- 3 This educational program is ..... (*interesting*) surfing the net.
- 4 Our building is ..... (*old*) in the town.
- 5 Grapefruit is ..... (*good*) juice I have ever drunk.
- 6 Friends are ..... (*important*) money.
- 7 Parrots are ..... (*noisy*) birds in the jungle.
- 8 Smoking is ..... (*bad*) habit among the young.

4

Which option uses the correct order of adjectives?

- 1 She gave him a ..... vase.
  - a small Egyptian black
  - b black Egyptian small
  - c small black Egyptian
- 2 I used to drive..... car.
  - a a blue old Chinese
  - b an old Chinese blue
  - c an old blue Chinese
- 3 He sat behind a ..... desk.
  - a big wooden brown
  - b big brown wooden
  - c wooden big brown
- 4 We bought a ..... kitchen table.
  - a new plastic round
  - b round new plastic
  - c new round plastic
- 5 They have moved into a ..... house.
  - a beautiful modern big
  - b big modern beautiful
  - c beautiful big modern
- 6 I love that ..... car.
  - a really old big green antique
  - b really green big old antique
  - c really big old green antique

5

Complete the following dialogue.

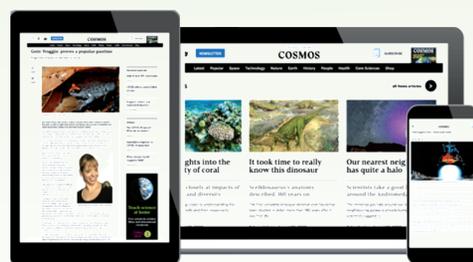
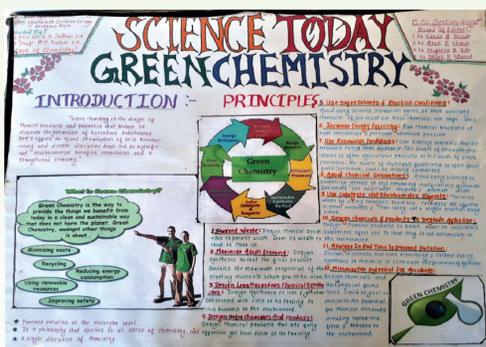
- 1 Tareq: .....?  
Zeina: I have been using the Internet for five years.
- 2 Tareq: .....?  
Zeina: I surf the Internet to get new information about new inventions.
- 3 Tareq: .....?  
Zeina: I've got information about how robots can be used as bodyguards.
- 4 Tareq: What are other uses of robots?  
Zeina: .....



Write down your own notes and then follow the steps below to create your own magazine.

## STEPS TO MAKE A WALL MAGAZINE

- 1 **Create** a theme or focus.
- 2 **Decide** how you will build your magazine. The method you choose for putting your magazine together can determine how you gather and incorporate content.
- 3 **Establish** a deadline. When do you plan to have the magazine finished? Ask yourself if you're setting reasonable expectations, and if you can properly have the magazine finished and in the hands of your readers by the deadline.
- 4 **Write** articles, columns and stories.
- 5 **Gather** images. Even if your focus will be written content, magazines are a visual medium. Great images will keep your readers interested and add another dimension to your articles.
- 6 **Design** a cover. The cover of your magazine should give readers a tantalizing taste of everything that's inside, without giving away too much. *(Optional)*
- 7 **Choose** a final form for your magazine. How your magazine looks will define its brand almost as much as the content itself.
- 8 **Decide** how to order your content. How you organize your content inside the magazine tells how the reader will go through it.
- 9 **Produce** the layout of your magazine. Once you know where you're going to put your content, it's time to lay it out. Exactly how you choose to do this will depend on what software you decide to use (or not). *(online magazine)*
- 10 **Publish** your magazine. You can do this the old-fashioned way by having it printed, or you can publish it online.



# Module 3

## Unit 5 Sport



## Sport and Health

## Unit 6 Health



# Unit 5



# Sport

**Listening:** Listening for specific information

**Speaking:** Sharing information

**Reading:** El Clasico

**Writing:** A paragraph about one's favourite team

**Grammar:** Present Perfect Simple and Continuous

**Pronunciation:** Vowel sounds /ʊ/ , /u:/

**Vocabulary:** Phrasal verbs

**Everyday English:** Expressing preferences

## Preview

- 1 What is your favourite sport club?
- 2 How many competitions has it won up till now?
- 3 How long have you been a follower or a fan of this club?



## Reading



- a** Look at the photos above and name the clubs.
- b** Read the text about the most influential clubs in the world, then do the tasks below.

## EL CLASICO

VS



El Clásico is a superior game to all the fans of the Spanish League. The ever-liked teams in the world Barcelona and Real Madrid have been dominating it since 1929. What El Clásico means to fans is the support you show towards your team more than ever, due to the fact that there is no middle ground. El Clásico has gained a world-wide **appeal** that no other rivalry can offer. Millions of fans around the world consider it as a global event. The utmost factors to control the competition are the fear of the first goal, the fear of the **ridicule** you will receive by the fans of the other team, and the fear that your team will lose.

Real Madrid established itself as a striking force in both Spanish and European football during the 1950s, winning five **consecutive** European Cups and reaching the final seven times. Real Madrid won its first League title in the 1931-32 season. Real won the League again the following year, becoming the first team to have won the championship twice. On the other hand, the second most valuable sports team in the world, worth \$3.56 billion, and the second richest football club in Spain is Barcelona. It is one of the most widely supported teams locally and internationally, followed by the second highest social media, just behind Real Madrid. The club has had many **prominent** people among its supporters all over the world. The common debate for all **eager** fans is about how the upcoming season will come to an end, either with the winning of Real Madrid or its fierce **rival**, Barcelona.

Adapted from "www.laliga.com"



**c** Match the words in red with their meanings.

- 1 a person who competes with another in sport, business, ...etc. ....
- 2 following one another in a series, without interrupting .....
- 3 the quality that makes people like something .....
- 4 unkind comments that make fun of somebody .....
- 5 very keen or excited about something .....
- 6 distinguished above others .....

**d** Choose the correct answer a, b, or c.

- 1 The fear in the Spanish League is considered a ..... factor.  
a minimal      b major      c limited
- 2 The first admired team in the world is .....  
a Barcelona      b Liverpool      c Real Madrid.
- 3 El Clásico is considered a/an ..... occasion.  
a local      b international      c national
- 4 The fans of Barcelona are ..... people.  
a only Spanish      b European      c world-wide
- 5 The rivalry between Real Madrid and Barcelona is usually ..... event.  
a an exciting      b a boring      c an ordinary



**e** Decide whether the following statements are *True* or *False*.

- 1 People all over the world are full of emotions about El Clásico.
- 2 The first appearance of the Real as a striking team was in the 1930s.
- 3 Real Madrid lost the Spanish league title in 1931-1932.
- 4 Barcelona is one of the most important clubs in the world.
- 5 The media is considered to be the main tool to support the Spanish clubs.

**Speaking**

- a** In pairs, tell your partner about your favourite club in your country.
- b** Why do you support it?
- c** Ask your partner about his/her favourite club.

**Vocabulary**

**Phrasal Verbs**

Match the phrasal verbs in these sentences with the correct meanings a-e below. Check your answers in a dictionary.

- 1 Before the match, the player began **warming up**.
- 2 If you want to **cool down** after a run, you should walk five to ten minutes.

- 3 There are benefits of **joining in** clubs to master your favourite sport.
  - 4 As a sportsman, you should **give up** smoking.
  - 5 Too much pressure to win makes children **drop out of** sports.
- a quit or stop doing something
  - b get you muscles / body ready for exercise
  - c take part in a sporting event
  - d leave a competition
  - e prepare yourself for a physical activity by doing some gentle exercises

## Grammar

### Present Perfect Simple and Continuous

**a** Underline the tense in each sentence and name it. How is it formed?

e.g. I have already done it.

PPS, (have + past participle)

Hani has been studying hard recently.

PPC, (has+ been + present participle)

- 1 Has Omar finished his project yet? .....
- 2 How long have you been working here? .....
- 3 Ali has won two gold medals so far. ....
- 4 I feel so tired. I've been painting this wall all morning. ....
- 5 Bob has been playing golf since lunchtime. ....

**b** Read these pairs of sentences. What's the difference in meaning between them.

- 1 a The workers have been building a house for some time. *unfinished action*
- b They've built more than half of it now. *finished action*
- 2 a Those young men have run nearly two miles. ....
- b They have been running for ten minutes. ....
- 3 a Since tea time, Deema has been doing sums in her exercise book. ....
- b She has done fifty. ....
- 4 a You have been drinking tea all day. ....
- b You have drunk at least ten cups. ....
- 5 a Simon has delivered about two hundred newspapers. ....
- b He's been delivering them since early this morning. ....

## Pronunciation

/ʊ/, /u:/

/ʊ/

good  
foot  
pull

/u:/

food  
you  
shoe

**a** **R5.1** Listen and practise saying the words in the boxes above.

**b** Circle the word that contains each vowel sound.

- 1 /ʊ/ put wolf could tool
- 2 /u:/ move flood group rude



## Writing

**a** Read the following paragraph and complete the table below.

In 1987, Syria hosted the Mediterranean Games in Lattakia, on the Syrian Coast. The Syrian National Team included many prominent players such as Walid Abo Alsl, Nizar Mahrous, the well-known goalkeeper Malek Shakouhi and many others. In the semi-final, the Syrian team played against Greece and won the match. All players showed a strong will and were eager to win in order to raise their country's flag. In the final, the Syrian team was able to beat France and gained the gold medal, which was a historical achievement. Really, it was one of the most momentous sport events in Syria.



Occasion	Location	Players	Goalkeeper	Teams	Semi-final loser	Final winner

**b** Use the paragraph above to write a similar one about an achievement of your favourite team or player.

**c** Check spelling, grammar and punctuation.



# Unit 6



# Health

**Listening:** Listening for gist

**Speaking:** Comparing two fitness activities

**Reading:** Being Fit and Healthy

**Writing:** An article about your favourite fitness activity

**Grammar:** Countable and uncountable nouns

**Pronunciation:** Vowel sounds /ʌ/ , /ə/

**Vocabulary:** Medical and health idioms

**Everyday English:** Making an appointment with a doctor

## Preview

- 1 Do you have a gym in your town or village? Do you go there? If not, do you do any exercise at home?
- 2 What do you think people should do to get rid of overweight?
- 3 What is your morning routine?
- 4 Match each fitness activity from the box with the pictures below:

*yoga - jogging - swimming - cycling - lifting weights - sprinting*



## Reading

**a** What do you think people can do to keep fit and healthy?



### Being Fit and Healthy

Do you know that you can look good and fit but have no energy? You can be often in a **fatigued** state even if you think you do enough for yourself. This, unfortunately, can disturb the quality of life. Many people believe that being fit or healthy is the same. In reality, they can be separate states of physical being.

Normally people always try to make excuses in order not to go to gyms or other fitness **facilities**. They, therefore, start feeling unfit and unhealthy at some point simply because they **resign** themselves to working out for hours a day and eating nothing but chicken and steamed broccoli for every meal. The real key to lifelong fitness is to become more active; go for a bike ride, take a scenic hike, set up a game of bocce for the whole family to enjoy - the list is endless.

Health nutrition is also an essential part to be healthy and to look fit as well. Vegetables are packed with important nutrients that keep the body healthy and their fibre content also helps fill you up. However, eating good carbs and fats with proteins is necessary to sustain the body **stable** and efficient.

To be in great condition, fit people need to well perform two physical athletic activities, aerobics (endurance activity) and anaerobics (power activity). The aerobic activity uses the oxygen you have and it can be found in moderate exercises such as running, cycling, walking, swimming .....etc. By activating the aerobic system, you burn fat as your primary fuel which makes you wake up full of energy the next morning. The anaerobic system, on the other hand, uses glycogen as an essential fuel which unfortunately can cause the body to store fat and feel depleted of energy, especially if you don't eat enough. You can find such an activity by doing power-lifting, playing tennis, sprinting .... etc.

Ultimately, if you enjoy fitness at the expense of health, you will not enjoy your spectacular **physique** long enough. Fitness and health should be a top priority today.

**b** Read the text and decide whether the following statements are *True* or *False*.

- 1 Instead of visiting gyms, people can do various activities to keep fit and healthy. ....
- 2 Aerobic activities use glycogen as a primary fuel. ....
- 3 According to the text, fitness and health are one state of physical being. ....
- 4 Sprinting and power lifting are two examples of anaerobic activities. ....

**c** Match the underlined words with their definitions.

- 1 the size and shape of a person's body .....
- 2 having a healthy mental and emotional state .....
- 3 accept something unpleasant that can't be changed .....
- 4 very tired, both physically and mentally .....
- 5 buildings used for a particular purpose or activity .....

**d** Answer these questions.

- 1 Why don't people visit sport facilities more often?
- 2 How are vegetables important?
- 3 How are carbs and fats useful to our bodies?
- 4 What is the advantage of activating the aerobic system?
- 5 What fuel does the anaerobic activity depend on?
- 6 Is being fit more important than being healthy? Why?

**Grammar**

**Countable and Uncountable Nouns**

**a** Read the following sentences and decide if the nouns in (bold) are *countable* or *uncountable*.

- 1 My father drinks two **glasses** of water every morning. (*countable*)
- 2 The **bread** my mother prepares for breakfast is very delicious.
- 3 We need some **glue** to fix this broken vase.
- 4 I travelled to Thailand and it was a really great **experience**.
- 5 I met some nice **people** when I was walking along the beach.
- 6 Some **policemen** are organizing road traffic to avoid any accidents.

Grammar Spot

Some nouns can be either *countable* or *uncountable*:  
*hair, paper, light, noise, room, time, work, experience.....*, etc.

Example:

- *Macbeth* is one of Shakespeare's **works**. (**countable**)
- I have no money. I need **work**. (**uncountable**)

*Some* is used in negative and question; when offering, suggesting or asking for something.

**b** Choose the correct word in brackets.

e.g. Sally isn't very popular. She has (*few, little*) friends.

- 1 The weather has been very dry recently. We've had (*few, little*) rain.
- 2 Do you mind if I ask you (*a few, a little*) questions?
- 3 We took so (*much, many*) photographs when we were on holiday.
- 4 Could I have (*some, any*) more salt, please?
- 5 I don't think we will have (*some, any*) time to speak to you today.
- 6 Listen carefully. I'm going to give you (*a little, a few*) advice.
- 7 Caroline needs (*much, few*) money to travel round the world.

## Pronunciation

/ʌ/, /ə/

**a** **R6.1** Listen and practise. Classify these words according to their pronunciation as below.

cup about common much standard mud love ago blood worker

/ʌ/: cup .....

/ə/: about .....

**b** **R6.2** Listen and cross the odd word out.

- |   |        |          |         |         |
|---|--------|----------|---------|---------|
| 1 | agree  | instruct | money   | but     |
| 2 | tunnel | muscle   | young   | yoga    |
| 3 | come   | banana   | contain | builder |



## Listening

**a** Have you ever been to a gym? How can it help to build up a strong body?

**b** **R6.3** Listen to Jack talking about his new exercise program, then choose the correct word or phrase (a), (b) or (c):

- 1 What does Jack usually do on Mondays?
 

a He runs.	b He does aerobics.	c He plays tennis.
------------	---------------------	--------------------
- 2 On Saturdays, Jack goes hiking to .....
 

a visit a friend	b burn off weight	c relax for a while
------------------	-------------------	---------------------
- 3 Before he goes out to exercise, Jack .....
 

a eats breakfast	b stretches	c does push-ups
------------------	-------------	-----------------
- 4 Jack lifts weight to .....
 

a improve his endurance	b increase his flexibility	c strengthen his muscles
-------------------------	----------------------------	--------------------------
- 5 On Sundays, Jack .....
 

a goes swimming	b takes a rest at home	c goes for a walk
-----------------	------------------------	-------------------

**c** **R6.3** Listen again and check.





**R6.4** Listen and complete the following conversation between a patient and her medical specialist.

Woman: I've just been feeling really <sup>1</sup>..... lately.  
I'm shouting at my <sup>2</sup>....., and I start crying at the smallest things.  
I'm so <sup>3</sup>..... all the time.  
Can you give something to make me more <sup>4</sup>.....?

Doctor: Well, I'm not the kind of doctor who will prescribe <sup>5</sup>..... for something that just requires a change in lifestyle. What do you do for pleasure these days?

Woman: I don't <sup>6</sup>..... I watch some TV in the <sup>7</sup>.....

Doctor: Do you get much <sup>8</sup>.....?

Woman: No. But I watch my <sup>9</sup>..... I don't overeat.

Doctor: That's not the point. Exercise isn't just about <sup>10</sup>..... weight. It's about relaxation, getting some fresh air and being involved in activities.



- Too much sitting and sleeping can increase your chances of an early death.
- A lack of exercise now causes as many deaths as smoking.
- Reading can lower levels of unhealthy stress hormones.
- Staying in touch with family and friends is good for your health, memory and longevity.

## Everyday English

### *Making an appointment with a doctor*



**R6.5** Listen and read the following dialogue. Practise it in pairs.

**Receptionist:** Health Clinic. How **can** I help you?

**Lisa:** Hello. My name is Lisa Jonson. **I'd like to make an appointment** to see Dr. Karam, hopefully sometime next week.

**Receptionist:** And what is it you want to see him about?

**Lisa:** I need a **complete physical check-up** for a new job I'm about to take.

**Receptionist:** Do you have a form that **has to** be filled out?

**Lisa:** Yes, I do – and it looks like I'll need a pretty thorough check-up.

**Receptionist:** **Can you email it to me?** That way I'll know how much time to take for your appointment.

**Lisa:** Sure. **Can you give me your email?**

**Receptionist:** It's [healthclinic@gmail.com](mailto:healthclinic@gmail.com)

**Lisa:** Good. I'll send it to you right away. **Will you call me back** when you get it?

**Receptionist:** Right.

## Note:

**Will** indicates a prediction for the future. e.g. We **will** get fat if we eat too much candy.  
**Can, could and may** indicate permission and request. e.g. **May** I open the window?  
**Have to** indicates obligation or necessity. e.g. Lee **has to** be at work by seven o'clock.

**b** In pairs, express the following using modal verbs or their alternatives.

- 1 (You are a student.) Ask your teacher for permission to leave the classroom.
- 2 (You are a teacher.) Tell your students that they are not allowed to leave the classroom.
- 3 Ask your friend if it is important for him/her to work today.
- 4 (You are the boss.) Tell your employee that she is obligated to work tomorrow.
- 5 Ask your brother to pick you up at the airport.

## Speaking

**a** Look at these two pictures. Compare and contrast. Discuss with a partner.



Average marathon runner's body



Average sprinter's body

- Give a brief description of the two photos (*What are they about?*).
- Say what the pictures have in common.
- Say in what way the pictures are different.
- Say which of the activities presented in the pictures you'd prefer and explain why.

**b** What do you do to be in good shape and feel good? Work in pairs or small groups. Decide which pair or group has the most active lifestyle.

## Vocabulary

### Medical and Health Idioms

Check the meanings of the idioms in the box below then replace the words and phrases in *italics* in the sentences with the suitable idiom.

alive and kicking   as fit as a fiddle   as pale as death   black-and-blue

- 1 My aunt is ninety years old and she is very *well and healthy*.
- 2 My arm was *bruised* after falling down the stairs.
- 3 My grandfather is seventy years old but he is *healthy and physically fit*.
- 4 The woman in the hospital waiting room was *extremely pale*.



## Writing

- a** Write four questions about fitness and health in the table. Each student must write the questions on his / her own paper.

Questions	You	Answers	
		Student 1	Student 2
Q 1			
Q 2			
Q 3			
Q 4			

- b** When you have finished, interview two of your classmates. Write their answers.

- c** Write your draft paper including your findings about fitness and health. Show your partner your paper. Correct each other's work.

- d** Write a paragraph of no more than 80 words about your *favourite fitness activity*. The following prompts may help you:

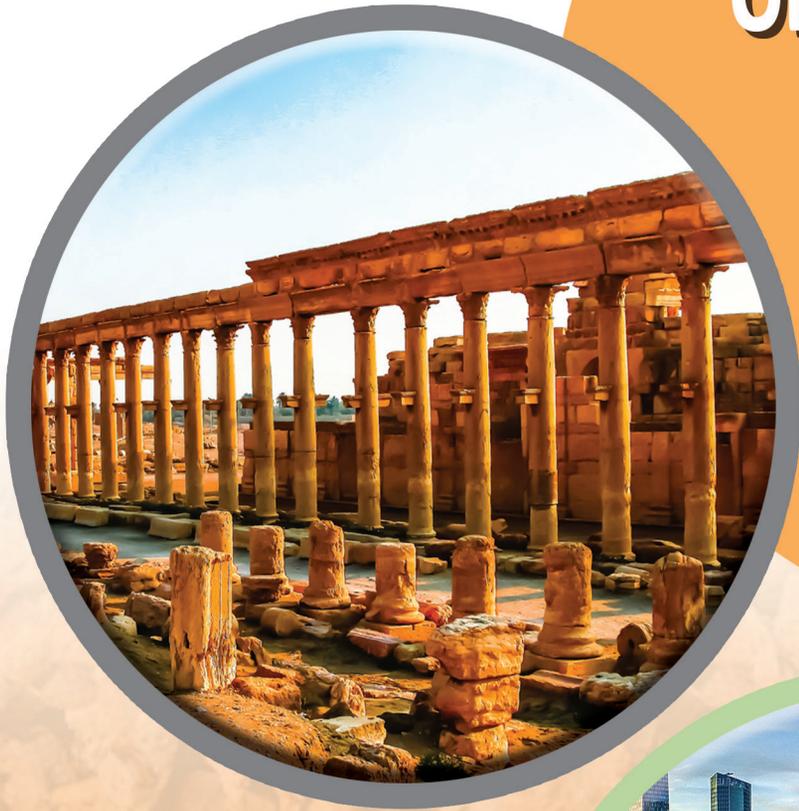
- When / where do you do it?
- How often do you practice it?
- How long does it take you to finish your exercise?
- Who(m) do you exercise with?
- How does it help to improve your health?
- Describe your own feeling.



# Module 4

Unit 7

Wonders



A World  
Tour

Unit 8

World  
Facts



# Unit 7



## Wonders

**Listening:** Listening for gist

**Speaking:** Giving opinions and sharing ideas

**Reading:** Seven Wonders of Syria

**Writing:** A brochure about a guided tour

**Grammar:** Past Perfect and Past Perfect Continuous

**Pronunciation:** Diphthongs /eɪ/ , /aɪ/

**Vocabulary:** Idioms about countries

**Everyday English:** Describing people, places and things

## Preview

- 1 Where is the capital of your country? Is it on a river, on a coast, or in the center of the country?
- 2 What are the most popular tourist destinations in your country? What makes them popular?
- 3 How do people celebrate the Independence Day?



## Syria: Country Profile



**Capital:** Damascus

**Official language:** Arabic

**Main cities:** Aleppo, Homs, Lattakia, Deir Ezzor, Dara'a

**Currency:** Syrian Pound

**Independence Day:** April 17 (1946)

**Time difference:** When it is 12:00 a.m. GMT, it is 03:00 a.m. in summer and 02:00 a.m. in winter in Syria.

## Reading

# 7 Wonders of SYRIA

Syria has a rich heritage and is home to the oldest civilizations and living cities in the world where some of the Biblical stories took place. Not only Damascus but other cities also have great historical value and cultural importance. The seven wonders of Syria below can be among all the other magnificent sites.

### The Omayyad Mosque

It is one of the **incredible** monuments, certainly worth a visit. It is at the center of the Old City of Damascus, at the end of Souq Al-Hamidiyeh. This beautiful piece of art was constructed by the Omayyad Caliph Al-Walid Ibn Abdulmalek in 705 A.D. when Damascus was the capital of the Arab Islamic State. Also, it was an architectural model for hundreds of mosques throughout the Islamic world.



### Bosra

Bosra is an ancient city and a popular tourist destination in Syria. It is **renowned** all over the world as one of the oldest cities and the capital of the Roman province in the ancient times. Its well-preserved **amphitheatre** is the major attraction that has remained absolutely untouched and shows the genius of the Roman architecture in details. It is visited by many tourists from all over the world.



### Apamea

It is an interesting city in Syria and an example of the Roman culture, offering plenty of attractions. There are several historical monuments to enjoy in Apamea, such as the high walls and the main road **Cardo Maximus**, fascinating with its dimensions and the buildings on its both sides.



### Water Wheels (Norias)

They are the major tourist destinations in Hama, visited by tourists from all over the world. They were built during the ancient Byzantine times in order to move water to **aqueducts**, but only 17 of the wheels are **preserved** today. People go there to learn about the life in Roman times and the genius of architecture.





### Krak des Chevaliers

Krak des Chevaliers (Al-Hisn Fort) is a famous castle in Syria and an absolute must for history lovers. It is a medieval castle. The fact that Krak des Chevaliers is preserved in such a good condition makes it an attraction for all tourists travelling in Syria. The size of the castle is quite impressive and it is also protected by a stone wall.



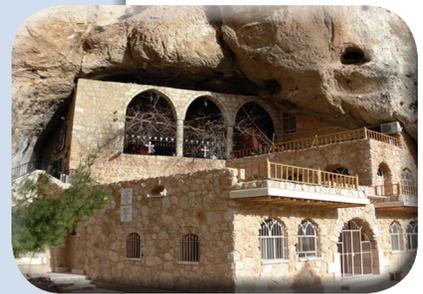
### Ugarit

The ruins of Ugarit are believed to be the most prominent part of Syria. It is also of great scientific interest for historians and archaeologists because of the city that once existed there. This city is 6000 years old and is surrounded by a wall for protection.



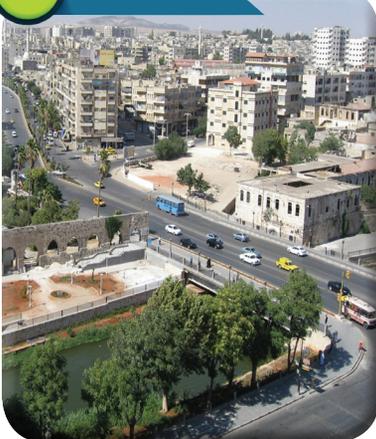
### Maaloula

The charming little village, Maaloula, is located towards the northern part of Damascus. It is one of the famous tourist attractions of Syria because it is renowned for its blue-painted houses at the edges of the Qallamoun Mountains. Maaloula is one of the places in the world where Aramaic, the original language of the Bible, is still spoken. This highlights the village's importance as an early Christian stronghold.



**a** Read the text again. Match the wonders connected with these cities.

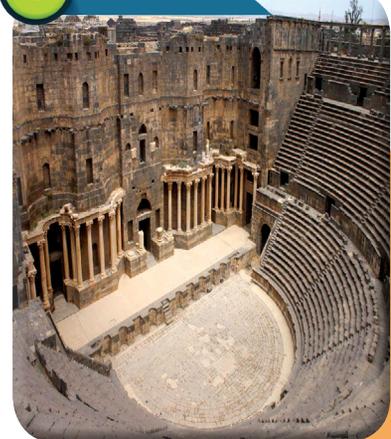
**A** Hama



**B** Damascus



**C** Bosra



- b** Read the text again and match the words in blue with their meanings.
- 1 unbelievable .....
  - 2 stadium or theatre .....
  - 3 famous .....
  - 4 canal or waterway .....
  - 5 castle or citadel .....
  - 6 a person who studies the past by excavation and analysis of its material remains .....
  - 7 kept intact .....

- c** Answer the following questions about the text above:
- 1 In which era was the Omayyad Mosque built?
  - 2 How important is Bosra's amphitheatre?
  - 3 What are the main features of Apamea?
  - 4 Where does Maaloula's historical importance come from?

- d** Decide whether these statements are *True* or *False*.
- 1 Water wheels in Hama were built to attract tourists from around the world. ....
  - 2 Krak des Chevaliers is protected by water canals around it. ....
  - 3 Ugarit city was fortified with a wall. ....
  - 4 Aramaic, the original language of the Bible, is extinct in Maaloula. ....

**Grammar**

**Past Perfect Simple and Past Perfect Continuous**

Past Perfect Simple	Past Perfect Continuous
<p><i>Look at this paragraph from a story.</i></p> <p>When Alex left for the office that morning, he wasn't feeling fully awake. He had been tired the evening before, and he hadn't slept very well. He had only travelled about a mile when he realized he'd forgotten his wallet. Had he left it in the office the day before, or had he left it at home?</p> <p><b>Form:</b> S + had + PP            He <i>had travelled</i> about a mile.            He <i>hadn't slept</i> very well the night before.            Where <i>had</i> Alex left his wallet?</p>	<p><i>Look at this paragraph.</i></p> <p>Mr. Dennis Fowler died last Friday evening in Highfield Hospital at the age of 58. Mr. Fowler suffered from heart attack at his home three weeks ago after he had been cooking a meal for some guests. According to friends, he had been working very hard at his mobile telephone business, which had been losing money</p> <p><b>Form:</b> S + had + been + v-ing            He <i>had been working</i> very hard.            We <i>hadn't been waiting</i> long.            Was the grass wet? <i>Had it been raining</i>?</p>

### Compare the Past Perfect Continuous & Past Perfect Simple:

We use the continuous for an action over a period and the simple for a complete action:

#### Over A PERIOD (had been doing)

I'd been washing the car. My hands were wet.

John had been reading most of the afternoon.

#### COMPLETE (had done)

I'd washed the car. It looked nice and clean.

John had read five chapters by tea time.

### **a** Fill in the following sentences by using *Past Perfect Simple* or *Continuous Tense*. (In some cases, both tenses are possible)

- 1 I was tired because I ..... (*type*) for a long time.
- 2 Her boss was very angry with her because she ..... (*come*) to work very late.
- 3 I didn't know about the earthquake because I ..... (*not / watch*) television.
- 4 She was too fat because she ..... (*not / keep*) her doctor's advice.
- 5 I took my car to the garage because the brakes ..... (*not / work*).
- 6 She had to go to the dentist because she ..... (*not / clean*) her teeth.
- 7 He got bad marks because he ..... (*not / revise*) very well.
- 8 He ..... (*study*) English for more than two weeks when I visited him.

### **b** Say what happened first.

- 1 Ten people had eaten the chicken. They all fell ill.
- 2 When the headmaster came in, everyone had prepared a plan for his project.
- 3 We didn't stop until we'd finished the work.
- 4 By the time we arrived, the party had started.

### **c** Join the two sentences using the words in brackets. Use correct tenses (*Past Simple* or *Past Perfect*).

I got to the station. The train left. (*when*)

*When I got to the station, the train had left.*

- 1 Joe saved enough money. He bought a motor-bike. (*after*)
- 2 Max put all the dishes away. He dried them. (*when*)
- 3 Our boss was happy. We finished our project earlier. (*because*)

## Pronunciation

/eɪ/, /aɪ/

**a** **R7.1** Listen and check. Practise saying the words in each box.

/eɪ/		
a	save	name
ai	railway	Spain
ay	day	say
ea	break	steak
ey	they	grey

/aɪ/		
i	like	nice
y	shy	cycle
igh	night	sight
uy	buy	
eye	eyes	
eigh	height	

**b** Which is the pronunciation of ... ?

nice
/neɪs/
/naɪs/

hate
/hæt/
/heɪt/

die
/deɪ/
/daɪ/

make
/meɪk/
/maɪk/

## Everyday English

### Describing People, Places, and Things

**a** **R7.2** Listen and read the following dialogue. Practise it in pairs.

**Eric:** So, Michael, what's your new roommate **like**?

**Michael:** Well, if you have all day, I'll describe him for you. He's quite the character.

**Eric:** I don't have all day, dude – but basically – do you get along with him?

**Michael:** Actually, yeah – but that's only because we hardly ever see each other. The guy sleeps all day. Sometimes he gets up just to go to his classes, and then he comes back to the room and goes back to bed. Then he gets up at midnight and studies all night.

**Eric:** Really? You don't eat together, then?

**Michael:** The truth is, I don't even know when he eats or where.

**Eric:** At least he doesn't leave a mess in the kitchen.

**Michael:** No! The guy is incredibly neat. He actually leaves the bathroom clean every day, and he doesn't seem to have dirty clothes. He's **like** a ghost.

**Eric:** Man, I think you have the perfect roommate!



### Note:

- **Like** asks for a description of a person, place, or thing.

What's his daughter <b>like</b> ? Is she nice?	Yes, she's very nice.
What's your new house <b>like</b> ?	It's big, with four bedrooms and three baths.

- **Look like**, **smell like**, and **sound like** express similarity of appearance, smell, and sound. e.g. Mary looks (just/exactly) like her mother.

**b** Circle the best answer for each question.

- 1 What are you like?  
a. I don't like playing football. b. I'm a little shy. c. I like chocolate. d. It's crazy.
- 2 What do you like?  
a. I'm like my sister. b. I'm always busy. c. I like red dresses. d. I'm jealous.
- 3 Who do you look like?  
a. I look like my sister. b. It sounds great. c. I like my brother. d. I sing like my father.
- 4 What is your sister like?  
a. I like my sister. b. She likes to ski. c. She's noisy. d. She likes me.



## Listening

**a** In pairs, think of the best qualities of Syria. Tell your partner about them.

**b** **R7.3** Listen to an extract from an interview between a Syrian tourist and a TV programme presenter, then answer the questions below.

- 1 How did the Syrian tourist describe his country?
- 2 Why are most restaurants in Syria outdoors?
- 3 What kind of activities are Syrians interested in?
- 4 Where are most festivals held?
- 5 What characterizes the foods in Syria?

**c** **R7.3** Listen again and check your answers.



## Speaking

Read the following statement and discuss the questions below in groups.

*Patriotism comes from your heart.  
It should be taught to you by your parents.*

- 1 In what ways do you express your love to your homeland?
- 2 What beauties are there in your country?
- 3 What would you miss the most if you lived abroad?
- 4 How can you participate in building your country?



## Vocabulary

## Idioms about Countries

Match the idiom under each picture with its meaning.

- 1 Wherever you go, your own home is the place where you get all the comfort.
- 2 To divide a bill in a restaurant between all the people who are together.
- 3 When you're visiting a different country, you should behave like the people who live there.



When in Rome, do as Romans do



To go Dutch



East or west home's best

## Writing

- a** Read the text below and put the suitable punctuation marks in the boxes and conjunctions in the spaces.

Most people enjoy going out for their holidays ..... having the opportunity to know interesting cities ..... beaches before doing this  You have to choose your destination  It is important to speak foreign languages  In this way you can make new friends. There are many ways to travel  ..... don't forget to reserve a seat in advance  Another thing to take into account is to have some information about the hotel you have chosen to spend your holidays

- b** Write a brochure for a guided tour in your country, Syria. Include this information and details: (price - duration & accommodation - starts in / ends in - means of transport - meals included in the price or not).



# Unit 8



## World Facts

**Listening:** Listening for details

**Speaking:** Describing places

**Reading:** Moscow

**Writing:** A description of a city

**Grammar:** Adverbs of manner

**Pronunciation:** Diphthongs /aɪ/ , /ɔɪ/

**Vocabulary:** Prepositions of place

**Everyday English:** Filler Words

### Preview

- 1 Look at the pictures of these cities. Can you guess their names?
- 2 What is the common feature of these cities?
- 3 Which city attracts you? Why?



## Reading

- a** As you read the text below, match the headings with the paragraphs. There is an extra heading .

*Moscow Airports - Demography - Modern Moscow - Moscow History - Art and Literature*



.....  
Moscow is the capital and largest city of Russia. It is the fourth largest city in the world, and is the first in size among all European cities. Moscow's population is estimated at 11.5 million. It is located in the far western part of the country.

.....  
Moscow has a long history and is named after the river that runs through it, the Moskva. It was first mentioned in the **chronicles** of 1147. Moscow has played a **vital** role in the Russian history. It became the capital of Muscovy (the Grand Principality of Moscow) in the late 13<sup>th</sup> century; hence, the people of Moscow are known as Muscovites.

.....  
Whether you are just dipping your toes into the art world or you know everything about arts, Moscow is a must-visit for every self-proclaimed or certified art and expert historian. The city has numerous historical and contemporary museums and art galleries and they are essential in the list when you visit Moscow. Among the **plethora** of galleries and museums is the State Tretyakov Gallery holding the world's foremost collection of Russian fine art. Another is the Pushkin State Museum of Fine Arts which shows art works from the ancient times to this day such as the paintings of Rembrandt, Botticelli, Van Gogh, and Picasso.

.....  
Moscow is **regularly** named one of the most expensive cities in the world. Although you'll find a historic center here, alongside palaces, churches, and monuments, Moscow is a fully modern city with skyscrapers and a network of public transportation.



**b** Match the underlined words to their definitions.

- 1 a very large number of something, usually more than you need .....
- 2 extremely important and necessary .....
- 3 written records of a series of events .....
- 4 at the same time each day, week, month, etc. ....

**c** Decide whether these statements are *True* or *False*.

- 1 Moscow is the largest European city. ....
- 2 Moscow has been the capital for more than a thousand years. ....
- 3 A native or a citizen of Moscow is called a Muscovite. ....
- 4 The State Tretyakov Gallery houses a number of international fine art works. ....
- 5 You can find modern paintings in the Pushkin State Museum of Fine Arts. ....

**Pronunciation**

/aɪ/, /ɔɪ/

A **diphthong** is a combination of two vowel sounds in a single syllable.

**a** **R8.1** Listen and put these words in two lists according to their pronunciation.

*boy - try - fry - toy - die - annoy - enjoy - cry - ploy - tie - soil - eye - foil - sky*

**/aɪ/:** *sky* .....

**/ɔɪ/:** *boy* .....

**b** **R8.2** Listen, read and write the diphthong you hear /aɪ/, /ɔɪ/.

toy	/ɔɪ/	dry	
find	/aɪ/	cry	
lie		oil	
voice		noise	
avoid		die	
nice		ride	
boil		annoy	

## Grammar

### Adverbs of Manner

**a** Decide whether the underlined words are adjectives or adverbs.

- 1 This is a good tale.
- 2 You should do your homework carefully.
- 3 Lubna is a quiet girl.
- 4 I thought the movie ended abruptly.
- 5 John is a slow driver.

Most adverbs of manner are formed by adding **-ly** to the corresponding adjectives

slow → slowly  
quick → quickly  
true → truly

**b** Complete these sentences using an adverb of manner.

- 1 Simon is a careful driver. He drives very carefully.
- 2 Tortoises are slow animals. They move .....
- 3 A cautious person usually speaks .....
- 4 Cristiano is a good player. He plays .....
- 5 Linda did an easy exam. She passed it .....
- 6 We had heavy rain yesterday. It rained .....

## Everyday English *Filler Words*

**a** **R8.3** Listen and read the following dialogue. Practise it in pairs.

**Khristina:** I just bought a ticket to London. I'm eager to see the city.

**Galina:** Wow! That's great!! Travelling is so much fun. When are you leaving?

**Khristina:** **Umm**, On Sunday night. I'm taking the **red eye**. It's cheaper.

**Galina:** **Actually**, I wish I could go with you! London is a magical city. You'll have lots of fun.

**Khristina:** **You know**, I'm going to visit my aunt who lives there. I'll stay for two weeks.

**Galina:** **Well**, that sounds like a great vacation. I'm looking forward to a week at the beach. I just want to relax.

**Red Eye:** a plane journey during the night

**b** Match the filler words in bold with their uses.

- 1 To make a statement less harsh .....
- 2 To make your statement weaker or stronger .....
- 3 To give yourself time to think .....
- 4 To include the listener in the conversation .....

**c** In pairs, make a short dialogue using the filler words in bold above.



## Listening



**a** Answer the following questions.

- 1 Have you ever been abroad?
- 2 Where did you go?

**b** **R8.4** Listen and choose the correct word or phrase (a), (b) or (c):

- 1 The text is about .....  
**a** Saint Peter Port      **b** Saint Paul de Loanda      **c** Saint Petersburg
- 2 The city is located on forty two .....  
**a** islands      **b** Iceland      **c** Ireland
- 3 The total area of St. Petersburg is .....  
**a** 1600 square kilometers      **b** 1500 square kilometers      **c** 1400 square kilometers
- 4 St. Petersburg is famous for its .....  
**a** river      **b** changeable weather      **c** islands
- 5 The city dates back to .....  
**a** 16th century      **b** 17th century      **c** 18th century
- 6 The population of St Petersburg is over .....  
**a** 5.3 million inhabitants      **b** 3.5 million inhabitants      **c** 50.3 million inhabitants
- 7 In modern times, Saint Petersburg is considered .....  
**a** the Western Capital      **b** the Southern Capital      **c** the Northern Capital



## Speaking

**a** Look at these pictures about cities. Choose one of them and tell your class about it.



**b** You are going to spend a day out in your city. Decide where to go, when to go, what to do and what plans you need to make. Tell your class about your day.

## Vocabulary

### Prepositions of Place

Fill in the gaps with suitable prepositions.

*on at into behind across between in over*

- 1 She looks ..... herself in the mirror.
- 2 I met her ..... the entrance.
- 3 Cambridge is ..... the River Cam.
- 4 The town lies halfway ..... Rome and Florence.
- 5 I hung my coat ..... the door.
- 6 She held the umbrella ..... both of us.
- 7 She walked ..... the field.
- 8 Shall we go..... the garden?

## Writing

- 1 Write your description of Damascus.
- 2 Write a draft of your description of Damascus using the notes you have made.
- 3 Exchange your description with your partner.
- 4 Write your suggestions or improvements on your partner's paper.



# Review 2

- 1** Put the verbs in brackets in the Present Perfect Simple or Present Perfect Continuous. (sometimes both are possible).

## A COVID-19 Patient Diary

I <sup>1</sup> ..... (be) in the quarantine department for three days now. My temperature <sup>2</sup> ..... (get) higher and it is at 39° C now. I <sup>3</sup> ..... (cough) badly. I <sup>4</sup> ..... (not get) better yet. I <sup>5</sup> ..... (just take) my daily medicine. Nurses <sup>6</sup> ..... (take care) of me all the day. The doctor <sup>7</sup> ..... (already check) my pulse, temperature and blood pressure. I <sup>8</sup> ..... (know) that I must be optimistic about my recovery because my wife and children <sup>9</sup> ..... (wait) for me at home. I urge you to wash your hands every now and then, and to cover your mouth and nose when you cough or sneeze.

- 2** Complete the following sentences using Past Perfect Simple or Past Perfect Continuous.

- 1 I knew that you ..... (revise) for the exam all the last night.
- 2 He was lucky to find a new job after he ..... (retire).
- 3 The team ..... (train) for two weeks before the final match yesterday.
- 4 Sally went to bed after she ..... (brush) her teeth.
- 5 By the time the rain stopped, we ..... (arrive) at the station.

- 3** Complete each question with *How many* or *How much*.

- 1 ..... players are there in a volleyball team?
- 2 ..... do you love your football team?
- 3 ..... spoonfuls of sugar do you want in your tea?
- 4 ..... oil should I put in the salad?
- 5 ..... slices of bread are there in the fridge?
- 6 ..... bread do we need?

- 4** Complete each sentence using quantity words. (more than one choice is possible)

- 1 This soup is creamy. It has ..... of cream in it.
- 2 Big cities have got ..... cars and automobiles.
- 3 You can see ..... ruins from many different civilizations all over Syria.
- 4 He must have been thirsty. He drank .....
- 5 My car has a big gas tank. It holds ..... gas.
- 6 Firas al-Khateeb scored ..... goals with the Syrian National Team.

**5** Complete the following sentences using adverbs of manner of the adjectives in brackets.

- 1 The hungry boy ate the cake ..... (*greedy*).
- 2 Students usually work ..... (*hard*), revising for the exam.
- 3 Without listening to English, we can't speak it ..... (*fluent*).
- 4 My teacher ..... (*quick*) agreed to help me.
- 5 Cars can't run ..... (*fast*) in the city centre.
- 6 Exercising ..... (*good*) helps you to keep fit.

**6** Choose the correct answer **a, b, c** or **d** to complete the following sentences.

- 1 Can you hear what he is .....?  
**a** saying                      **b** speaking                      **c** telling                      **d** talking
- 2 She hasn't come .....  
**a** still                      **b** already                      **c** yet                      **d** till
- 3 I ..... TV yesterday evening.  
**a** saw                      **b** looked                      **c** viewed                      **d** watched
- 4 We live ..... the city centre.  
**a** near                      **b** next                      **c** up                      **d** from
- 5 She looks ..... a famous film star.  
**a** as                      **b** like                      **c** similar                      **d** same
- 6 I only ..... one mistake in last night's test.  
**a** made                      **b** done                      **c** did                      **d** make
- 7 The teacher asked her students to do their .....  
**a** housework                      **b** homework                      **c** home duty                      **d** house job
- 8 The police officer told the children to tell the .....  
**a** true                      **b** facts                      **c** information                      **d** truth
- 9 The brothers will ..... school at the end of this year.  
**a** end                      **b** ending                      **c** finish                      **d** finishes
- 10 I may ..... go to Paris next week because there is a big exhibition there.  
**a** have                      **b** have to                      **c** had                      **d** had to

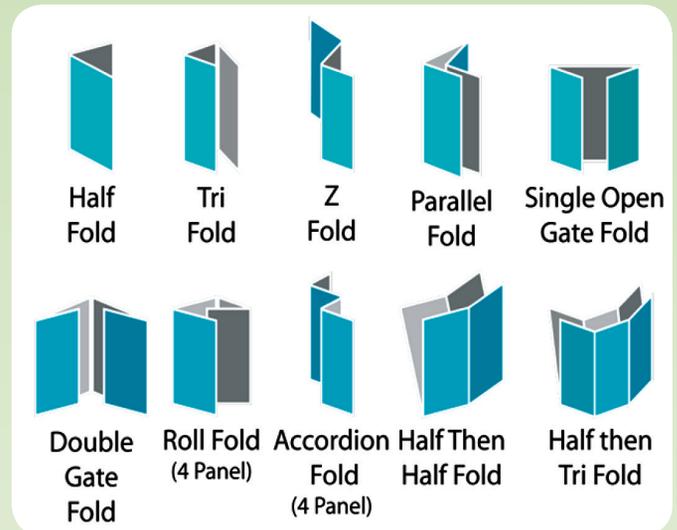
# Project 2

You are going to design a brochure about an archaeological site in Syria which will help the tourists to visit.

**1** Decide on what type of travel brochure you would like to create. To be made out of paper OR an electronic version.

Choose the type of travel brochure you will be creating.

- Half -Fold Brochures
- Tri-Fold Brochures.
- Parallel -Fold Brochures.
- Accordion-Fold Brochures .
- Z -Fold Brochure



*You will need your own materials, such as: colored pencils, markers, glue, scissors, etc.*

**2** Decide which site you are going to write about.

**3** Find information, take notes, and write down ideas in your notebook. Look at real travel brochures or samples.

**4** Create your travel brochure.



- If using paper, try with different ways to fold your brochure.
- If using PowerPoint or another computer application, be sure to discuss your creative process with your teacher.
- Remember to add your own creative touch!
- Try using photos, drawings, and other visuals or graphics to make your travel brochure stand out.

*When you complete your project, decide which brochure is the best.*

# Module 5



Unit 9

**Environment**

**The  
Universe**



Unit 10

**Nature**

## Unit 9

# Environment

**Listening:** Listening for gist

**Speaking:** Asking for and giving information-

**Reading:** Different Kinds of Pollution

**Writing:** An article to a school magazine about pollution

**Grammar:** Future forms

**Pronunciation:** Diphthongs /ɪə/ , /ʊə/

**Vocabulary:** Nature idioms

**Everyday English:** Asking for and giving clarifications

### Preview

Look at these pictures and answer the questions below:



- 1 Can we drink the water which is in picture 1? Why?
- 2 Will the soil in picture 2 be used for farming? Why?
- 3 Is the air in picture 3 healthy? Why (not)?
- 4 What kind of pollution is there in each picture?

### Reading

**a** You are going to read an article about pollution. Before you read, match words 1-7 with their meanings a-g.

1 pollutant

2 invisible

3 hazardous

4 contaminated

5 pesticide

6 initiative

7 trash

**a** polluted

**b** a substance that makes air, water or soil dangerously dirty

**c** a chemical substance used to kill insect and small animals

**d** dangerous, especially to people's health

**e** something that you throw away, such as empty bottles and used paper

**f** an important new plan or process to achieve a particular aim

**g** can't be seen

**b** Read the article and write the kind of pollution as a heading for each paragraph.

*Soil Pollution      Air Pollution      Water Pollution*

### Different Kinds of Pollution

Pollution is the introduction of harmful materials into the environment. These polluting materials can be natural, such as volcanic ash. They can also be created by human activity, such as trash or waste produced by factories. Pollutants damage the quality of air, water, and land.



**A** .....

Sometimes, air pollution is visible. A person can see dark smoke pour from the exhaust pipes of large trucks or factories, for example. However, air pollution is invisible. Polluted air can be dangerous, even if the pollutants are invisible. It can make people’s eyes burn and make them have difficulty breathing. It can also increase the risk of lung cancer.

**B** .....

Some polluted water looks muddy, smells bad, and has garbage floating in it. Some polluted water looks clean, but is filled with harmful chemicals you can’t see or smell. Polluted water is unsafe for drinking and swimming. Some people who drink polluted water are exposed to hazardous chemicals that may make them sick years later.

**C** .....

Many of the same pollutants that foul the water also harm the land. Mining sometimes leaves the soil contaminated with dangerous chemicals.

Pesticides and fertilizers from agricultural fields are blown by the wind. They can harm plants, animals, and sometimes people. Some fruits and vegetables absorb the pesticides that help them grow. When people consume the fruits and vegetables, the pesticides enter their bodies. Some pesticides can cause cancer and other diseases.

In conclusion, every kind of pollution leaves a huge impact on our environment, human lives and animals. We must join hands to take various initiatives to stop this pollution.

**c** Read the text again and answer these questions.

- 1 Identify two types of pollutions with examples.
- 2 Why is air pollution dangerous?
- 3 What is the result of swimming in polluted water?
- 4 How are pesticides harmful?
- 5 What are some measures that should be taken to reduce the impact of pollution?

**d** Find adjectives from the article that have the opposite meaning to these words.

**useful**  
.....

**safe**  
.....

**visible**  
.....

**tiny**  
.....

## Grammar

### Future Forms

**a** Read the following sentences and underline the future verb.

- 1 There will be a lot of desert areas in the future.
- 2 We are going to have dinner together tomorrow.
- 3 I'm meeting Jim at the airport.
- 4 The plane arrives at 18:00 tomorrow.

**b** Match the sentences in exercise (a) with what the people are talking about (a-d).

- 1 what they intend to do. ....
- 2 what they have already arranged to do. ....
- 3 what they expect to happen. ....
- 4 an event which is on a definite timetable. ....

**c** Complete these sentences using clauses.

e.g. I will go to bed after I study English.....

- 1 Before I go to sleep, .....
- 2 As soon as the war is over, .....
- 3 We will be able to leave for the airport after.....
- 4 The pollution will decrease when .....
- 5 I will wait here for you until .....

**d** Read these sentences and indicate the meaning of the verbs in *italics* by writing in the future, now, or habitually in the blanks.

- 1 I *am attending* three classes of English next week. ...in the future.....
- 2 I *am attending* three classes of English this week. ....
- 3 Students usually *attend* three classes of English every week. ....
- 4 My sister's birthday *is* next week. I *am giving* her a present. ....
- 5 When I *graduate*, I'm going to return home. ....
- 6 When students *graduate*, they *receive* a diploma. ....

- We use *will / be going to* to express future time.
- The *present continuous* is used to express future time.
- The *simple present* is used to express future time.
- A time clause begins with words such as: *when, before, after, until, as soon as*, and includes a *subject* and a *verb*.

## Pronunciation

/ɪə /, /ʊə /

**a** **R9.1** Listen and practise how these words are pronounced.

/ɪə /

career  
weird  
appear  
fierce  
here  
seriously

/ʊə /

tour  
sure  
euro  
furious

**b** **R9.2** Listen and put these words in the table according to the appropriate vowel sounds.

- 1 pure      7 fierce
- 2 near      8 sure
- 3 cure      9 poor
- 4 career   10 severe
- 5 hear     11 weird
- 6 casual   12 assure

	/ɪə/	/ʊə/
1		
2		
3		
4		
5		
6		

### Everyday English *Asking for and Giving Clarification*

**a** **R9.3** Listen and read the following dialogue. Practise it in pairs.

**Sally:** Look at all those dead fish! **What do you think happened?**

**Rami:** Well, they are dead because the river is polluted.

**Sally:** I'm not sure I got your point. **What do you mean?**

**Rami:** **Let me put it in another way.** There are some factories outside town and they are pumping chemicals into the river.

**Sally:** Oh, I see. How can they do that? Isn't it against the law?

**Rami:** Yes, it is. But a lot of companies ignore those laws.

**Sally:** That's so terrible! What can we do about that?

**Rami:** One way to change this is to talk to the companies' managers. **I mean** we should persuade them to stop this action.

**Sally:** **Could you be more explicit?**

**Rami:** I think the society and media could help.

**Sally:** What if it doesn't work?

**Rami:** Well, if it doesn't work, we will write a report in newspapers to stop them.

**Sally:** Yes! Companies will be in **hot water** because they hate bad publicity.

**Rami:** You're right. But things would be better if new laws were made to reduce pollution.



**to be in hot water: is to be in a difficult situation**

**b** With your partner, use expressions and phrases as much as you can from the table below to make a similar dialogue trying to clarify some points or asking for clarification about one of the following problems.

Global warming - Wildfires - Endangered species of plants and animals - Smoking

How to ask for clarification	Clarifying one's point or idea
What do you mean by .....?	Let me explain that ....
Do you mean .....?	Let me put it in another way ...
Could you say that again, please?	Sorry, let me explain .....
Could you be more explicit?	To say/ put it differently .....
I wonder if you could say that in a different way.	



## Listening

**a** Before you listen, match the words in (A) with their meanings in (B).

A	B
1 accumulate	a anything that is living, such as animals, fish, or insect but not plant
2 microbeads	b relating to the sea
3 impact	c manufactured solid plastic particles of less than one millimeter
4 marine	d increase in numbers
5 creature	e effect

**b** **R9.4** Listen to the conversation and decide whether these statements are *True* or *False*.

- 1 Plastic has decreased a lot recently. ....
- 2 Plastic pollution only affects the environment around us. ....
- 3 Some animals are dead as a result of eating some plastic. ....
- 4 Eating fish may be the cause of some human diseases. ....

**c** Discuss these questions.

- 1 Is there any kind of pollution in your town or city?
- 2 If so, what is the council doing to solve this problem?

## Speaking

Work in pairs or groups. Look at these pictures about plastic pollution and answer the following questions.

- 1 Who is responsible for plastic pollution?
- 2 How can plastic pollution affect our environment?
- 3 In your own opinion, how can we stop plastic pollution?



## Vocabulary

### Nature Idioms



**drop in the ocean** = very small amount compared to the amount needed



**down-to-earth** = practical and direct in a sensible honest way



**a fish out of water** = one who doesn't feel comfortable in a new environment



**the salt of the earth** = a simple honest person

Complete these sentences using one of the idioms.

- 1 She is a ..... teacher. All her students like her.
- 2 I love working for Jay. He's .....
- 3 Zain felt like a ..... because he didn't know anyone in his new school.
- 4 Banning single-use plastic is just a ..... We need to ban all plastic use.

## Writing

**a** Complete the following article about saving water.

Earth is the only known planet in this universe where life is possible only ..... of the availability of water ..... oxygen. Water is the most important necessity of life for all ..... living beings on earth. Without water , no one can exist even for a day. We also know that ..... there is much less percentage of clean water available on the earth. So, we should not waste clean water and save ..... for future generations.

We should change our bad habits into positive ones and raise awareness among people ..... the importance of clean water. We should promote reducing the consumption of clean water to maintain the continuity ..... life on earth.



**b** Write an article for a school magazine suggesting practical ways which we could all use to prevent pollution. (Follow the same style as the previous article).

These connecting words may help you:

one way, another way, first, second, finally



# Unit 10



## Nature

**Listening:** Listening for gist

**Speaking:** Discussing information

**Reading:** Animals

**Writing:** A composition about how to protect endangered animals

**Grammar:** Passive Voice

**Pronunciation:** Diphthongs /ɪə/ , /eə/

**Vocabulary:** Animal idioms

**Everyday English:** Making suggestions

### Preview

- 1 What are mammals? Tell your partner!
- 2 What reptiles are common in your area?
- 3 Classify the following creatures according to the table below.

*horse, eagle, snake, fly, scorpion, dove, whale, mosquito, cat, ant, parrot, turtle*

<i>mammals</i>	<i>birds</i>	<i>reptiles</i>	<i>insects</i>
whale	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



## Reading

- a** Look at the photos in the previous page. Guess what these animals eat.
- b** Read the text about different kinds of animals and check your answers to (a).

# ANIMALS

Both plants and animals need a constant supply of energy in order for their bodily function to work well. However, the difference between them is that plants are able to produce their own food through **photosynthesis**, whereas animals get that **constant** supply by eating certain types of food in order to survive.

**H**erbivores, to start with, are those animals that depend mainly on plants as food. They consume leaves, grains and seeds. Sometimes they also **consume** the stems of plants to get water especially in very hot climates.

Herbivores like rabbits, elephants and giraffes have flat canines, and short incisors, to help them **grind** plant leaves, seeds and grains.

**C**arnivores refer to animals that consume only the meat or flesh of other animals. Most of carnivores live in groups. Carnivores have sharp incisors and **canines**, which help them to tear their prey's flesh.

Carnivores include many common animals like lions, wolves, foxes, cats and many others.

**O**mnivores include animals like bears and rats. They eat both plants and meat. There are many species of omnivores including a tiny fly that feed on rotten fruit and animal carcasses, as well as a giant bear that eats fish and berries. In general, omnivores have a variety of teeth that help them to grind the food.

Herbivores, carnivores and omnivores are classified according to the type of food they depend on to survive. These three kinds of animals may be mammals, birds, reptiles or even **insects**.

- c** Read the text again. Look at the words in **green** and match them to the pictures.

1 .....



2 .....



3 .....



4 .....



**d** Match the words in **red** in the text with their meanings.

- 1 small creatures that have six legs and a pair of wings .....
- 2 occurring continuously over a period of time .....
- 3 to eat or drink something .....
- 4 a pointed tooth in a mammal, often greatly enlarged in carnivores .....
- 5 Any process by which plants convert light energy into chemical energy .....
- 6 To reduce to smaller pieces by crushing .....

**e** Answer the following questions about the text above.

1 What is the main difference between plants and animals?

.....

2 What do herbivores consume?

.....

3 Name three herbivores.

.....

4 What do carnivores use to tear the prey's flesh?

.....

5 Do you think the mouse is a carnivore or a herbivore? Why?

.....

## Pronunciation

### Diphthongs /ɪə/, /eə/

/ɪə/

hear  
career  
here

/eə/

hair  
wear  
rare

**a** **R10.1** Listen and check. Practice saying them.

**b** Circle the word that contains each diphthong.

1 /ɪə/ cheat near eat

2 /eə/ meat feet air

**c** Guess the names of the animals in the picture. Which of these names contain the diphthongs /ɪə/, /eə/?



**a** Give the past participle of these verbs.

Regular Verbs		Irregular Verbs	
watch		find	
wash		keep	
discover		give	
help		take	
hunt		write	

**b** Look at the following sentences and underline the verb (*be*).

- 1 Animals are usually found anywhere in the world.
- 2 Nowadays, some kinds of animals are being kept at homes as pets.
- 3 For many years, elephants have been hunted for their tusks.
- 4 In the past, herbivores were kept inside homes and caves.
- 5 While they were being kept as pets, dogs were also useful for hunting.
- 6 Milk had been taken from the sheep before it was killed for meat.
- 7 New kinds of animals will be discovered in the future.

**c** Fill in the gaps using *is, was, are being, were being, have been, had been, will be*.

- 1 Grass is eaten by herbivores.
- 2 In the future, animals and plants ..... studied more closely.
- 3 The sheep ..... fed by the farmer at the moment.
- 4 The house ..... cleaned before the family went out.
- 5 In recent years, many protected areas ..... established for animals.
- 6 A little boy ..... bitten by a dog yesterday.
- 7 While the flowers ..... watered, a car ran into a nearby tree.

**d** Change the following sentences into passive voice.

e.g. Monkeys eat mangoes.

*Mangoes are eaten by monkeys.*

- 1 My sister is washing the dishes.
- 2 I have used my computer for three years.
- 3 The cat broke two glasses last week.
- 4 While I was doing the homework, the phone rang.
- 5 They had eaten pizza before I came.
- 6 They will open a new zoo next month.



**a** **R10.2** Listen and read the following dialogue. Practise it in pairs.

Michael: What are you **in the mood for**?  
 Janet: I'd like to go out at the weekend.  
 Michael: What about **going to** the cinema?  
 Janet: Well, I'd **rather** see something natural.  
 Michael: **How about** spending a day in a forest campsite?  
 Janet: Mm, I'd **love to** but I don't have the necessary equipment for camping.  
 Michael: **Why don't** we go to the zoo?  
 Janet: What a good idea!  
 Michael: Ok. See you then.



**in the mood for:** feeling a desire for something

**b** Use suitable expressions from the table below to make a good response for each situation.

Making suggestion	Accepting suggestion	Refusing suggestion
What about going to ....?	OK. Let's do that.	Well, I'd rather ....
How about going to .....	Yes, I'd like/love to.	I don't feel I like it.
Why don't we go ....?	What a good idea!	I'm not sure about that idea.
Couldn't we .....	Brilliant!	I don't think I can.
Shall we .....	Why not?	I'd love to, but ....
Let's go to .....		

- 1 It's raining a lot.
- 2 I don't know what to eat.
- 3 Why don't we enroll in a new course to improve our language?
- 4 I feel bored.
- 5 My school marks are very low.
- 6 Shall we stop here for a break?

**Listening**

**a** In pairs, think of a sea creature that has special characteristics. Tell your partner.

**b** **R10.3** Listen to the extract and decide whether the following are True or False.



- 1 The extract is about a sea creature. ....
- 2 This creature feeds on squids and small fish. ....
- 3 This creature is not fast. ....
- 4 This creature enjoys communication with humans. ....
- 5 It is considered as a mammal. ....

**C** **R10.3** Listen again and match.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 Dolphins enjoy...         | a tropical oceans.              |
| 2 Dolphins are...           | b a complex system of whistles. |
| 3 They live in...           | c playing with human beings.    |
| 4 Dolphins prefer living    | d intelligent creatures.        |
| 5 Dolphins communicate with | e in social groups.             |

**Speaking**

- a** In pairs, tell your partner some strange information about an animal you know.
- b** Ask your partner about the same or another animal for further information.



The Peregrine falcon is the fastest bird – and in fact the fastest animal on Earth – when in a dive. As it executes this dive, the Peregrine falcon soars to a great height, then dives steeply at speeds of over 200 miles (320 km) per hour.



**Vocabulary** **Animal Idioms**



- It's raining cats and dogs.** = it is raining heavily
- A little bird told me.** = somebody secretly told me



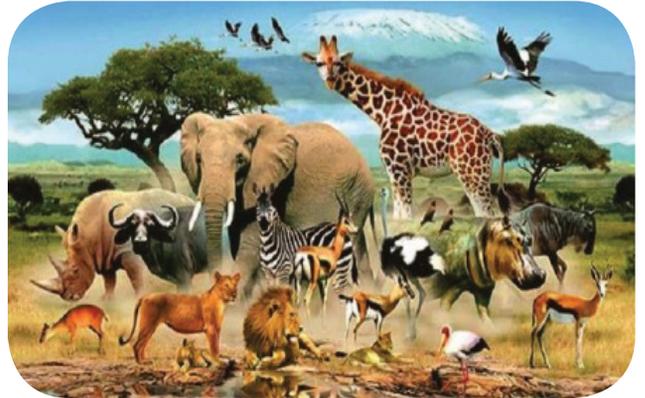
- a** Fill in the gaps with a suitable word from the box.

*shells    mammals    blood    dogs    bird*

- Bats and whales are considered .....
- Reptiles lay eggs with soft ..... and they have cold .....
- We could not go out yesterday because it was raining cats and .....
- A little ..... told me that you are looking for a new flat.

**b** Choose the correct answer for the following questions.

- 1 Which of these is an insect?  
*rabbit / fly / bear / monkey*
- 2 Which of these is an omnivore?  
*cat / lion / fox / gazelle*
- 3 Which of these is a carnivore?  
*wolf / elephant / giraffe / rabbit*
- 4 Which of these is not an animal?  
*turtle / fish / bug / tiger*



## Writing

**a** Read the following text and fill in the boxes with the appropriate punctuation.

→ (Go to Appendix II in the activity book).

In recent years  many kinds of animals have been endangered because of two main reasons  First  these animals' habitats have been destroyed by loggers who want to sell wood  Second  people hunt these animals for many purposes  Grey wolf  for example  is hunted for its unique fur  Animals like pandas  orangutans and white tigers are in real danger of becoming extinct  So people have to make some efforts to protect endangered species

**b** Write a composition giving recommendations about how to protect endangered animals in your country.

**c** Check spelling, punctaution and grammar.



# Module 6

Unit 11

Happiness



Social  
Life

Unit 12  
The World  
of Fun



# Unit 11



# Happiness

**Listening:** Listening for details

**Speaking:** Expressing opinions

**Reading:** Rules to Happiness

**Writing:** A composition about an achievement you have made

**Grammar:** Zero conditionals

**Pronunciation:** Diphthongs /əʊ/ , /aʊ/

**Vocabulary:** Feeling idioms

**Everyday English:** Thanking and responding

## Preview

- 1 What day, moment or event was the happiest in your life?
- 2 Look at each picture below and guess why the people are happy.
- 3 Discuss your answers with your partner.



Be  
Happy  
Now





**a** Read the text and answer the following questions:

- 1 What issues of interest to scientists are mentioned to understand happiness?  
.....
- 2 Why do our ideas about happiness change?  
.....
- 3 How should we behave to keep happy?  
.....
- 4 In your opinion, what are the top three rules to happiness?  
.....

## Rules to Happiness

Many scientists have spent a lot of time studying what makes us happy and what doesn't. Does money, marriage, a big house, friends, a successful career or your children make you happy? Actually, if we reach a goal or obtain something we desire, it makes us happy, but most of the time it is short-lived.

Happiness is relative and depends on a lot of factors. In fact, as we grow older, our **perception** of happiness changes. Throughout our life, if there are stops for self-reflection, life becomes better as we can **ponder** on how we can change ourselves: maybe spending more time with the family, or taking a trip, or **venturing** on a new career makes life happier.

One resolution is always to try to rise above the little things and focus on the big things. Disappointments and sorrow must not pull us down but rather consider them as challenges, which can **lift** our spirits. We should look not at our flaws but rather at our **potentials**. We must learn from yesterday, live for today and make good for tomorrow.

We must “write in our heart that every day is the best day in the year” and that “with the new day comes strength and new thoughts.” Happiness is not the absence of problems, but the ability to deal with these little **discomforts** in life.

To sum up, the five rules to happiness are: free your heart of hatred; free your mind of worries; live simply; give more and expect less and live in the grace of God. Furthermore, remember that happiness is a journey not a destination.

**b** Match these words to their definitions.

- |              |   |
|--------------|---|
| 1 perception | a having a natural ability or quality that could develop to make people or things very good |
| 2 ponder     | b feeling of slight pain or being physically uncomfortable                                  |
| 3 venturing  | c the way you think about something and your idea of what it is like                        |
| 4 lift       | d spend time thinking carefully and seriously about something                               |
| 5 discomfort | e taking risks  |
| 6 potential  | f to make someone feel more cheerful and hopeful  |

**c** Complete these sentences using words from the article.

- 1 Focusing on the big things and ..... above the little things makes us happy.
- 2 Considering disappointments and sorrow as a ..... is better than making them pull us down.
- 3 The ..... of problems doesn't mean happiness.

**Pronunciation**

Diphthongs /əʊ/ , /aʊ/

**a** **R11.1** Listen and practise saying /əʊ/ in these words.

**/əʊ/**

go /gəʊ/  
open /əʊpən/  
most /məʊst/

**b** **R11.2** Listen and practise saying /aʊ/ in these words.

**/aʊ/**

cow /kaʊ/  
loud /laʊd/  
found /faʊnd/

**c** **R11.3** Listen and circle the correct sound.

know	/əʊ/ , /aʊ/	blouse	/əʊ/ , /aʊ/	hold	/əʊ/ , /aʊ/
mouse	/əʊ/ , /aʊ/	only	/əʊ/ , /aʊ/	doubt	/əʊ/ , /aʊ/

**Grammar**

**Zero Conditional**

**a** Match the sentences (1-3) with their uses below a, b or c.

- 1 If I have enough time, I watch TV every evening.
- 2 If you eat too much, you gain weight.
- 3 If you heat water, it boils.

- a something which is always true
- b a routine or a habit
- c a sequence of events



**Zero Conditional**

**Structure:**

If+Present Simple, → Present Simple

**Usage:** To talk about things that are always true, like a scientific fact.  
e.g. If you freeze water, it turns into ice.

- b** ▶ What form of tenses is used in the three sentences above?
- c** ▶ Find out zero conditional sentences in the text.
- d** ▶ With a partner, make more sentences using zero conditionals.

**Everyday English** *Thanking and Responding*

**a** ▶ **R11.4** Listen to the following dialogue. Practice it in pairs.

**Presenter:** Robina, I appreciate having the opportunity to speak with you today.  
**Singer:** My pleasure, Tom. It's nice to have this talk with you on TV.  
**Presenter:** You're leading a happy life. One has to ask: "What's there behind it?"  
**Singer:** Every few weeks one hears my voice on a new song, and my image is everywhere.  
**Presenter:** Is being famous enough to be happy?  
**Singer:** Not exactly.  
**Presenter:** What's your earliest memory of a happy event?  
**Singer:** My first national award.  
**Presenter:** What's your idea of perfect happiness?  
**Singer:** Having good time with my family.  
**Presenter:** What about money?  
**Singer:** It's necessary but it shouldn't be an aim by itself.  
**Presenter:** Well said. I'd like to thank you for this nice meeting, Robina.  
**Singer:** Anytime.



Ways to say thank you	Making a response
I appreciate having the opportunity to .... Many thanks. Thanks a bunch. I'm so grateful. I'd like to thank you for ....	You're welcome. No problem. No worries. Don't mention it. Anytime.

**b** ▶ In pairs, make a short dialogue about one of the situations below using the expressions and phrases in the table.

- 1 Winning a prize
- 2 Having a birthday present from a friend
- 3 Helping a neighbour



## Listening

**R11.5** You are going to listen to a talk about different factors of happiness. Decide whether these sentences are *True* or *False* according to the speaker.

- 1 Being alone is more fun than being around other people. ....
- 2 The social gain created by volunteering leads to interaction, engagement and trust. ....
- 3 Volunteering encourages emotional connection through social interaction. ....
- 4 Volunteering can decrease self-confidence. ....
- 5 Changing one's life involves changing others' lives first. ....



## Speaking

**a**

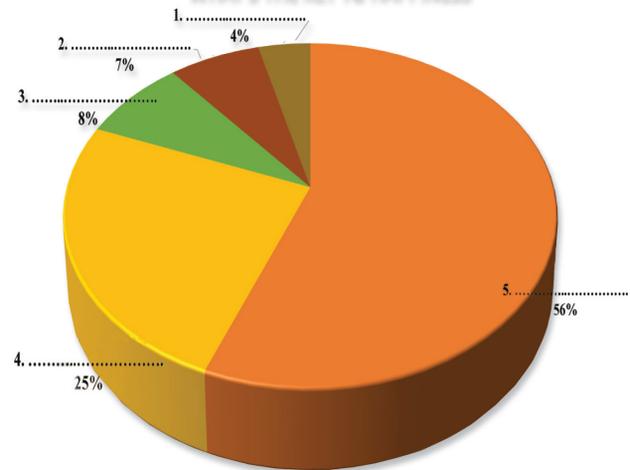
Rearrange the activities or situations according to the percentage of happiness they give to you.

- 1 love
- 2 mental attitude
- 3 creative activity
- 4 money
- 5 achievements

**b**

Compare your answers with a partner. Explain why these things make you happy. Give more suggestions.

WHAT'S THE KEY TO HAPPINESS



## Vocabulary

### Idioms relating to HAPPINESS / SADNESS



on cloud nine  
heartbroken  
sour grapes

face like a wet weekend  
down in the dumps  
not the end of the world

jump for joy  
over the moon

**a**

Read the following sentences and match the underlined idiom to the suitable definition below.

- 1 When the boss announced my promotion, I was on cloud nine.
- 2 Cheer up. You've had a face like a wet weekend all day!
- 3 John jumped for joy when he got a new job.
- 4 He's been down in the dumps ever since he lost his job.
- 5 If you don't finish this task by the end of this week, it's not the end of the world.
- 6 She was heartbroken when her husband died.
- 7 We were all over the moon when we heard the good news.
- 8 She didn't think I deserved to win, but I think it's just sour grapes.

- a look sad and miserable.
- b nothing serious, it's no big deal
- c feeling intense and overwhelming sadness.
- d you are absolutely delighted.
- e happy because something wonderful has happened.
- f unhappy due to jealousy
- g express happiness through excited movements and gestures.
- h to be depressed or miserable and in low spirits.



### Inspiring Happiness Quotes

- "Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared." (Buddha)
- "Happiness is the art of never holding in your mind the memory of any unpleasant thing that has passed." (Buddha)
- "To be happy, we must not be too concerned with others." (Albert Gamus)

## Writing

**a** You are going to write about your own experience. Decide what achievement you have made.

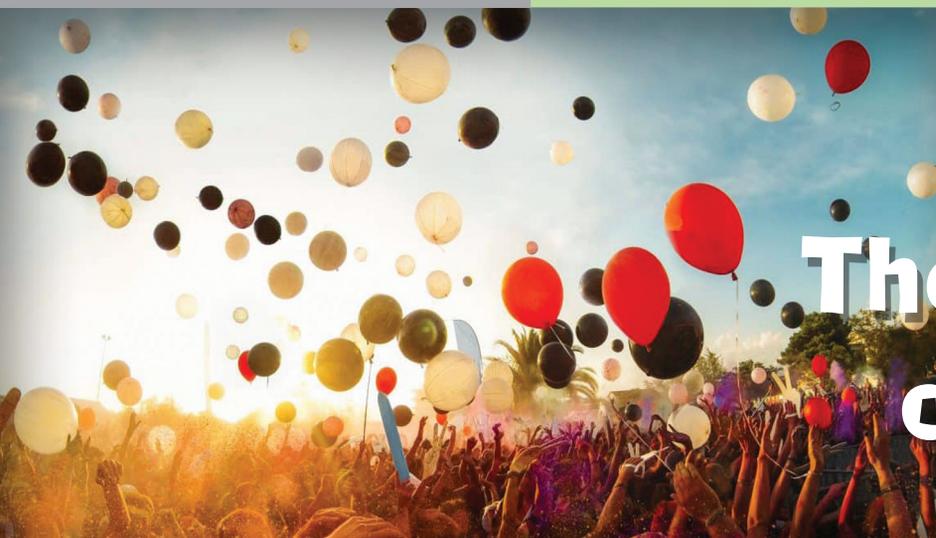
- graduation
- winning a prize
- voluntary work
- travelling
- helping others to solve a problem
- supporting your family

**b** In no more than 80 words, write a paragraph to explain your experience.

**c** With a partner, exchange your paragraph and check spelling, grammar and punctuation.



## Unit 12



# The World of Fun

**Listening:** Listening for details

**Speaking:** Expressing life situations

**Reading:** Festivals around the World

**Writing:** A description of an event

**Grammar:** First conditionals and Time clauses

**Pronunciation:** Revision of sounds

**Vocabulary:** -ed/ -ing adjectives

**Everyday English:** Making arrangements

### Preview

Look at the pictures in the text and discuss the following questions:

- 1 What kind of activities are these people doing?
- 2 Why do people usually create new activities?
- 3 Do you prefer individual or group activities? Why?

### Reading

**a** Before you read the article, match words and phrases in A with their meanings in B.

#### A

- 1 for the sake of
- 2 oddities
- 3 festival
  
- 4 promote
- 5 cosmetics
- 6 massive

#### B

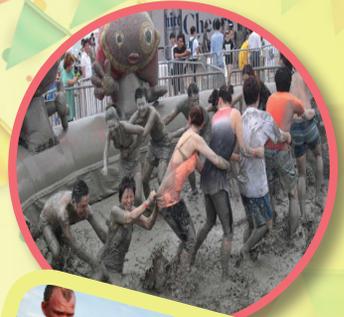
- a to help something to develop or increase
- b in order to, so that
- c agents used to beautify the face and body (as in creams, lipsticks, etc).
- d unusual happenings, unique things
- e enormous, huge
- f celebration, carnival

## Festivals around the World

There are many oddities all over the world. People often create new things for the sake of fun or something else. There are many peoples who have created strange festivals that are annually held. Millions of people, all over the world, gather to watch these celebrations, **which** constitute a major tourist attraction.

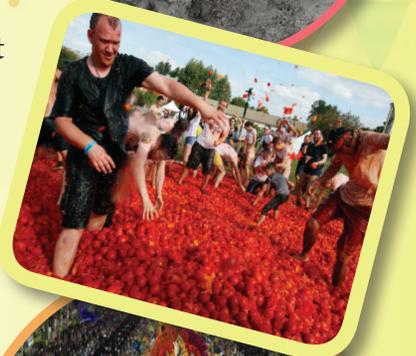
### Mud Festival Boryeong

This festival is held in South Korea in summer, and is the most popular one in the country. It receives over two million visitors. The main goal of this event, which lasts for two weeks, is to promote a specific type of mud that was used in cosmetics industry.



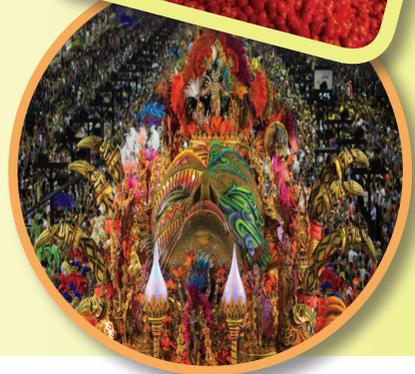
### La Tomatina

In this festival, which attracts a large number of tourists, about 100 tons of tomatoes are wasted. The participants throw each other with tomatoes. It is originally a massive fighting method just for fun, and takes place on the last Wednesday of August as part of a whole week celebration in the Valencian town of Bunol, in the East of Spain. It began in 1945.



### Rio de Janeiro Festival

It is the largest and most famous festival in the world. It annually attracts countless numbers of tourists from all over the world. Every day in the carnival, there are two million people in the colorful streets of the city. These people perform special dances in elaborate costumes that usually tell a story. It takes place in February and March and its beginning dates back to the 18<sup>th</sup> century.



**b** Read the text and complete the table below.

Festival's Name	Place	Time	Activities
Mud Festival Boryeong			
La Tomatina			
Rio de Janeiro Festival			

**c** Correct the following statements about the text.

- All festivals are held twice a year.
- The Mud Festival receives less than a million visitors.
- La Tomatina is originally held as a kind of sport.
- Rio de Janeiro Festival takes place in Autumn.
- Only few people attend Rio de Janeiro Festival.

**a** Complete the sentences with phrases from the box below.

- 1 I'm going to visit Spain .....
- 2 ..... I'll tell him the news.
- 3 ..... we're going to walk on the Great Wall.
- 4 ..... she won't help you.
- 5 What will you do .....
- 6 I hope to see you .....
- 7 I'll wait by the telephone .....
- 8 ..... he'll travel around the world.

- a until you ring.  
 b as soon as I get enough money.  
 c while I am in Paris  
 d If Lara doesn't have time,  
 e If I see Ali,  
 f When we're in China,  
 g Before my grandfather gets too old,  
 h if you don't pass your exams?

**b** Underline the words in the box above that introduce the clauses, e.g. until.

**c** What tense is used with all the verbs in the box? Does it refer to present or future?

**d** What is the difference between these two sentences? Write (sure/ possible).

- If I pass the driving test, I'll buy a modern car.
- When I have more money, I'll move to a bigger house.

**e** Complete the following sentences with *if*, *until*, *when* or *before*. Each word is used twice.

- 1 You should brush your teeth ..... you go to bed.
- 2 ..... I have more time, I may help you.
- 3 Stay here ..... I get back
- 4 ..... I go shopping, my sister always comes with me.
- 5 I must be home ..... it gets dark.
- 6 We'll go to a restaurant ..... I finish this work.
- 7 ..... I win the competition, I'll get a lot of money.
- 8 He'll have driving lessons ..... he passes the test.



## Listening

**a** Before you listen, discuss these questions with your classmates.

- 1 What do you do in your free time?
- 2 Which activities do you consider to be beneficial / useful?

**b** **R12.1** Listen to the following extract and fill in the spaces with the missing words or phrases.

The list of familiar <sup>1</sup>..... is almost <sup>2</sup>..... It includes most of the activities that humans <sup>3</sup>....., which are reading, playing or <sup>4</sup>..... to music, watching movies or television, pursuing hobbies, sports and <sup>5</sup>..... Not all recreational activities are purposeful, <sup>6</sup>....., or socially acceptable, such as gambling, <sup>7</sup>..... alcohol or <sup>8</sup>..... activities.

**c** In pairs, give some more examples of good and bad habits some people have.

## Pronunciation Revision of Sounds

**a** **R12.2** Listen to the words in the box below. Notice how we say the red letters.

father bird floor table thin ten fly people dear outside  
 poor book umbrella smart there post food Japan her computer  
 employ play single slow number mood choice score bear owl  
 here cry nineteen practice put camera box friend tour hot

əʊ	u:	ɔɪ	aɪ	eɪ	i:	ʊ	ʌ	ɒ	æ
e	ɪ	ə	ɜ:	ɔ:	ʊə	ɑ:	eə	ɪə	aʊ

**b****R12.3** Listen and underline the words which have the sounds in slashes.

1 Today is the thirty-first of March.	<u>/ɜ:/</u>	6 She's bought five books.	<u>/ɔ:/</u>
2 He's an English teacher.	<u>/ɪ/</u>	7 The boy went to bed.	<u>/ɔɪ/</u>
3 My dog is two years old.	<u>/ɒ/</u>	8 The owl is flying high.	<u>/aʊ/</u>
4 Nada has eight dolls.	<u>/eɪ/</u>	9 My house is over there.	<u>/eə/</u>
5 My camera is from China.	<u>/æ/</u>	10 We must help the poor.	<u>/ə/</u>

## Speaking

**a**

Read the following extract, then discuss the questions below.

Laughter is a clear expression of entertainment, fun, and other feelings. It is a normal human reaction to funny situations. It is an expression of sympathy and mutual understanding between human beings. It is one of the means of human communication throughout history. When a person laughs, seventeen muscles in the face and eighty muscles in the entire body move, and the speed of breathing increases.

- 1 When do you laugh?
- 2 How does laughing affect people's health?
- 3 Tell your partner about a situation that made you laugh.
- 4 As a class, choose different real situations that make you laugh.
- 5 Do you like people who laugh aloud (giggle)?

**b**

What would you do in each situation?



1. You've passed your exams. Your parents want to reward you. They offer a big sum of money.



2. You see a car accident in the street. There is nobody else about.



3. Your classmate starts telling a joke you know, or you've heard before.



4. You are in the street. You see an old woman carrying heavy bags.

## Vocabulary

## -ed / -ing Adjectives

**a** How do people in the photos feel? Use adjectives from the box.

exhausted    bored    terrified    excited    worried



**b** Write two sentences about each word in the box, using the ed-adjective in the first sentence and the ing-adjective in the other.

interest    bore    worry  
confuse    disappoint    surprise

### 1 -ed adjectives describe how people feel

*I'm very **interested** in classical music.  
They were **bored** at the end of the film.  
She's **excited** about passing all her exams.*

### 2 -ing adjectives describe a person, a thing or a situation that causes the feeling.

*The story is **interesting**.  
My job is **boring**.  
London is an **exciting** city.*





**a**

**R12.4** Listen and read the following dialogue. Practise it in pairs.

**Carla:** What's your **plan** for the New Year's Eve?

**Tom:** We're **going to** celebrate in Damascus.

**Carla:** That will be great. I've always wanted to celebrate the New Year there.

**Tom:** Are you **free next Monday** afternoon to prepare for the occasion?

**Carla:** What time would you like to **meet**?

**Tom:** I'll be free at 2 o'clock.

**Carla:** Fantastic! I'll call you an hour earlier.

**Tom:** Could you please **let me know** if your family are coming?

**Carla:** For sure.

**Tom:** Ok, then. I'll tell mum to make some preparations.

**Carla:** Sounds great! I'm eager to celebrate in Bab Touma Square.

**Tom:** See you then.

**b**

Use the expressions and phrases in bold to make a similar dialogue arranging for a friend's birthday party.

## Writing

### Tips

A narrative is a story or a description of an event or achievement. The following are important elements in a narrative.

- When you write a narrative, include a description of the setting. It should be clear when and where the event occurs.
- Show a clear sequence using time order words such as before, after, when, as soon as.
- Include sensory details that describe what your characters see, hear, smell, and taste.

**a** Read the story. Then circle the words that help to show the sequence of events. Underline the words that show sensory details.

At the beginning of the folktale, Aladdin was only a poor boy dressed in old clothes. When he went into a cave, he found a shiny lamp glowing in the dark. He gently picked it up and rubbed it. Suddenly, a large magical genie appeared. The genie was huge and spoke in a deep voice. The genie explained that Aladdin could have three wishes. After Aladdin left the cave, his life became an exciting adventure. Later, because of his wishes, Aladdin became rich and powerful. Finally, he was able to marry a princess and live in a beautiful palace.

**b** In no more than 80 words, write a description about an exciting event you have witnessed. The following prompts may help you:

- occasion / time / place
- people who were with you
- what happened

# Review 3

## 1 Fill in the blanks with the correct FUTURE forms.

- 1 A: What ..... you ..... (*do*) when you grow up?  
B: I ..... (*establish*) my own work.
- 2 I got the plane tickets. I ..... (*fly*) next week.
- 3 A: Have you got any plans for the holiday?  
B: Yes, we ..... (*go*) to Spain.
- 4 Don't play with those knives, you ..... hurt yourself.
- 5 A: Whose is that dress?  
B: It's mine. I ..... (*wear*) it on my sister's birthday.
- 6 A: Why did you call Jane?  
B: I ..... (*visit*) her at the weekend.
- 7 If your passport isn't valid any more, you ..... (*not / be able to*) go to Italy.
- 8 I don't know the meaning of this word, so I ..... (*look*) it up in the dictionary.

## 2 Rewrite the following passage in the PASSIVE.

Our school is organizing a writing competition. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. They have to do all the writing themselves. The school will give the first winner an outstanding prize.

## 3 Change into PASSIVE (if possible).

- 1 Mike created a nice magazine. ....
- 2 The waiter will bring the food. ....
- 3 The Queen has arrived at the palace. ....
- 4 My mother always buys delicious sweets. ....
- 5 Bob is going to the zoo next week. ....
- 6 Larry is going to send a letter to Tom. ....

## 4 Choose the correct word.

- 1 I was *disappointing* / *disappointed* with the match. I had expected it to be better.
- 2 Are you *interesting* / *interested* in English?
- 3 The film was quite *exciting* / *excited*. I enjoyed it.
- 4 It's sometimes *embarrassing* / *embarrassed* when you have to ask people for money.
- 5 I was really *shocking* / *shocked* when I was fired.

**5** Complete the following sentences.

- 1 When it gets colder, .....
- 2 If the team are ready, .....
- 3 They promise to accompany us if .....
- 4 Before the teacher starts explaining the lesson, .....
- 5 If Janet gains those nice toys, .....
- 6 When we meet our nearest and dearest, .....

**6** Put in the correct prepositions. Use one word only.

- 1 It can be dangerous when children play football ..... the street.
- 2 I usually listen ..... folk music because I'm interested ..... it.
- 3 You mustn't smoke ..... a bus.
- 4 Mary's father died ..... the age of 81.
- 5 I like getting up ..... dawn.
- 6 The building was ..... fire, so people were fleeing in horror.
- 7 I always come early ..... the school.

**7** Choose the correct answer.

- 1 The police officer ..... the suspected twice so far this week.  
 a questioned      b has questioned      c questions      d will question
- 2 He ..... from his job because of his bad behavior.  
 a fired      b will fire      c was fired      d is fired
- 3 By the time the concert started, the guests .....  
 a have arrived      b arrive      c are arriving      d had arrived
- 4 I ..... to South America next month.  
 a have travelled      b had travelled      c am travelling      d travel
- 5 If we revise well for the exam, we ..... it.  
 a fail      b will fail      c won't fail      d didn't fail
- 6 I won't say any word ..... I hear the complete story.  
 a until      b although      c though      d because

**8** Complete the following dialogue.

- 1 What's your favourite hobby? .....
- 2 How often do you practise it? .....
- 3 Do you share it with others? .....
- 4 What activities does it require? .....
- 5 ..... Yes, I advise all people to practise it.

# Project 3

Read the extract below, then answer the questions.



Nowadays, water shortage has become a serious problem all over the world. In Syria, for example, 70 percent of the Syrian population is without regular access to safe drinking water because of water cuts and destruction of basic infrastructure.

- 1 Why is saving water everyone's responsibility?
- 2 What should you do if my neighbours are wasting water?
- 3 Should outdoor drinking fountains be turned off ?
- 4 What kind of changes would you like to see happen in your community?

**You are going to make an eye-catching poster to help your country save water. In groups, follow the steps below to create your poster.**



## DETERMINE YOUR POSTER FORMAT

- Your first step should always be deciding on a format.
- Do you need a large poster to catch the eyes of passers-by? Or a small one ?
- Or maybe you only need an online poster.
- Once you have a format chosen, you have a framework in which you get creative.



## BRAINSTORM THE CONTENT

**Now it's time to get the words down.**

- What does *conserving water* mean?
- What are some of the most serious conserving water problems?
- What ways should we follow to save water?
- How does saving water help the environment?
- If you're working in a large poster format, keep it simple and attractive.
- Be clear and concise, and be sure that you include all the relevant information that your readers need.
- Don't worry about dropping them into a template - you'll organize that along with the graphics so that everything looks clean and neat.



### PICK A SUITABLE TEMPLATE

- Remember that the template should suit the TOPIC and it just gives you the basic groundwork with ideas for layout and design.
- Remember that a poster for a children should be fun, bright and cheerful, whereas a poster for the young will be more elegant.
- Remember that whichever template you choose, every aspect can be changed to suit your needs. You can exchange the background, graphics, colors or move text boxes around to fit your text and images.



### USE COLOUR TO DRAW ATTENTION

- Once you've chosen a suitable template about environment, start experimenting with colour to make your poster really attractive.
- Colours carry a wealth of meaning, and if you prefer more images, using colour is a good way to convey your message easily.
- Choose your colour carefully, selecting colours that complement one another and fit the environmental poster and the purpose of your material.



### CHOOSE GRAPHICS AND TYPOGRAPHY

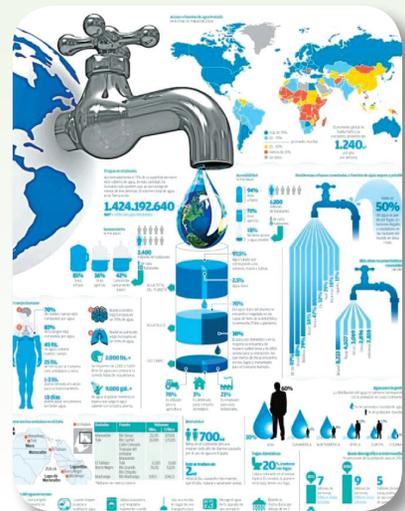
- Photographs, imagery and font are your next step to deal with.
- Your first step is to place your text. This is your bread and butter, because without it, no one will understand what your message is and keep the main message in a prominent place.



### DISPLY YOUR POSTER

- Display your poster on the classroom wall.
- Tell your class why you have chosen your template, images, colours and what message you want to convey.

*As a class, decide which poster is the best.*



# Phonetic Symbols

iː	ɪ	ʊ	uː	ɪə	eɪ	
see	his	put	too	ear	say	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
ten	ago	her	saw	pure	boy	so
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
hat	but	car	hot	air	buy	now

p	b	t	d	tʃ	dʒ	k	g
pen	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	no	sing	hat	look	red	want	yes

VOWELS

long sounds

short sounds

DIPHTHONGS

CONSONANTS

voiced consonants

unvoiced consonants