

الجمهورية العربية السورية
وزارة التربية
المركز الوطني لتطوير المناهج التربوية

Emar

English Series

12

Student's
Book

Literary Section

2021 - 2022

مصادر التّعلّم والأعلام الواردة في الكتاب متوفرة على القرص المدمج المرفق بالكتاب
حقوق الطّباعة والتّوزيع محفوظة للمؤسسة العامة للطّباعة
حقوق التّأليف والنّشر محفوظة للمركز الوطنيّ لتطوير المناهج التّربويّة
وزارة التّربية - الجُمهوريّة العربيّة السّوريّة

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Welcome 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 and phonology.

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 Learning for Life

Topics	Skills	Sub-Skills	Everyday English
Unit 1 Life Choices	Reading: Future Career Writing: A description of a dream job Listening: Listening for specific information Speaking: Talking about jobs	Vocabulary: Word family and phrasal verbs Grammar: Revision of tenses 1 Pronunciation: Homophones	Giving advice
Unit 2 Success	Reading: Stop Wishing Start Doing Writing: An article about a personal experience Listening: Listening for specific information Speaking: Discussing ideas and opinions	Vocabulary: Success idioms Grammar: Revision of tenses 2 Pronunciation: ed-pronunciation	Congratulating and expressing sympathy

Module 2 Genres of Literature 1

Topics	Skills	Sub-Skills	Everyday English
Unit 3 Poetry	Reading: History of Poetry Writing: A composition about the influence of poetry in people's lives Listening: Listening for specific information Speaking: Discussing opinions	Vocabulary: Figures of speech in poetry Grammar: Passive voice Pronunciation: Emphatic stress	Asking for information
Unit 4 Drama	Reading: History of Drama Writing: A review about a play Listening: Listening for specific information Speaking: Asking for and giving information	Vocabulary: Words in theatre and prepositions of movement Grammar: Causative Pronunciation: Elision	Hesitation and uncertainty

Module 3 Politics

Topics	Skills	Sub-Skills	Everyday English
Unit 5 Civil Rights	Reading: Civil Rights Writing: An article about rights and duties Listening: Listening for gist and general understanding Speaking: Discussing opinions	Vocabulary: Law idioms Grammar: Relative clauses Pronunciation: Voiced and voiceless consonants	Complaints and apologies
Unit 6 United Nations	Reading: History of the United Nations Writing: A magazine article about students' rights and duties at school Listening: Listening for general understanding Speaking: Giving opinions	Vocabulary: Prefixes Grammar: Future forms Pronunciation: Word stress with different syllables	Modesty

Module 4 Genres of Literature 2

Topics	Skills	Sub-Skills	Everyday English
Unit 7 Prose	Reading: Prose, a Genre of Literature Writing: A composition about the benefits of reading Listening: Listening for specific information Speaking: Asking for and giving information	Vocabulary: Phrasal verbs and prepositional phrases Grammar: Conditionals II, III Pronunciation: Silent letters	On the phone Terms
Unit 8 Essays	Reading: What is an Essay Writing: An essay about money and happiness Listening: Listening for specific information Speaking: Discussing opinions	Vocabulary: Body idioms Grammar: Expressing wishes Pronunciation: Syllable stress	Asking for help

Module 5 Culture

Topics	Skills	Sub-Skills	Everyday English
Unit 9 Citizenship	Reading: Citizenship Writing: An article about what makes a good citizen Listening: Listening for specific information Speaking: Expressing opinions	Vocabulary: Word family and adjectives followed by prepositions Grammar: Paired conjunctions Pronunciation: Homographs	Accepting and declining offers
Unit 10 Culture shock	Reading: Culture Shock Writing: Formal and informal emails Listening: Listening for specific information Speaking: Asking for and giving advice	Vocabulary: Idioms Grammar: Modals Pronunciation: Questions intonation	Expressing surprise

Module 6 Eternal Works

Topics	Skills	Sub-Skills	Everyday English
Unit 11 Epics	Reading: Epic of Gilgamesh Writing: A summary of an epic story Listening: Listening for comprehension Speaking: Asking for and giving information	Vocabulary: Literary terms Grammar: Reported speech Pronunciation: Strong and weak forms of auxiliary verbs	Being tactful
Unit 12 Masterpieces	Reading: Mona Liza Writing: A composition about the role of art in developing the world Listening: Listening for gist Speaking: Expressing ideas	Vocabulary: Verbs (literal and idiomatic) Grammar: Inversion Pronunciation: Sound linking	Asking for giving and refusing permission

Module 1

Unit 1 Life Choices



Learning for Life

Unit 2 Success



Unit 1



Life Choices

Listening: Listening for specific information

Speaking: Talking about jobs

Reading: Future Career

Writing: A description of a dream job

Grammar: Revision of tenses 1

Pronunciation: Homophones

Vocabulary: Word family and phrasal verbs

Everyday English: Giving advice

Preview

a Discuss these questions with your partner.

- 1 What was your dream job as a child?
- 2 What attracts you to this job?
- 3 Who inspired you to choose it?
- 4 What do you hope to accomplish through your future job?



What kind of job is right for you?

	Agree	Somewhat Agree	Disagree
1 I'd like to work in a company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I can't enjoy a job unless it is quite challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I prefer working with other people to working alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I'd be happier with a job that has regular hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 A position with power and status is attractive to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I wouldn't like a job with too much responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I want a job that allows me to contribute to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 My main motivation for working is to make money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I'd prefer to work part time instead of full time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I'd prefer to work full time instead of part time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b Complete the survey above by ticking (✓) the boxes that apply to you. Then discuss the following questions with a partner.

- 1 What kinds of jobs are most popular for graduates in your country at the moment?
- 2 What jobs in your country are considered to be good jobs? Why?

Reading



Not all people have the ability to explore their future and build it with more confidence and clarity. Most studies have highlighted the role of parents as active agents in the career development of their children. Parents want their children to opt for a career they know well about, but what their children want or ¹aspire to become can be completely different. Many parents said they had misguided their children into choosing a career of their choice. It is very important not to ²burden our children with unreal expectations. There are a few factors that are of great



importance in the career selection process. The child's ³aptitude is a mirror of his/her personality, strengths, and weaknesses. Hence, a designed aptitude test can reveal a lot of information regarding the child that can help in taking a well-informed career selection. It is very difficult to spend your life working in a field that you are not interested in. Courses leading towards a desired career should be found easily for the young to enable them to make right decisions about their future. Psychologists said that it was very easy for a child to get ⁴swayed by peer pressure into choosing a career that the majority was opting rather than the one which was best for him/her.

Although it should not be the most important, ⁵remuneration of a career holds value in one's life; nobody likes to earn little. A job's earnings should match the child's aspirations and provide a satisfying comfortable life. Modern societies need professionals in every field: utility workers, garbage collectors, farmers, nurses, doctors, engineers, teachers, professors and many others.

Furthermore, ⁶demotivation might have a negative impact on the child's mental health when rejecting all of his/her ideas. Parents can work together to gather information about a career and then help the child in deciding whether it is suitable or not. Most people have dreams of future jobs and there's no limit to what this could be, but we can't be absolutely certain about our career choices. Researchers told us that through self-reflection and guided activities, we would find our core values and a clearer path towards the right career.

a Read the text and answer the following questions.

- 1 How do most parents nowadays guide their children to choose their future career?
- 2 Do you think parents follow the right strategy? Why?
- 3 What factors should be taken into consideration to decide a future career?
- 4 What is the influence of peers on children?
- 5 How can demotivation affect the child's character?
- 6 What do researchers recommend to choose our future career?

b Look at the **highlighted** words. In pairs, choose the right meaning, a or b.

- | | |
|----------------------------------------------------------|--------------------------------------------------------|
| 1 a seek to attain a goal | b advance |
| 2 a reduce | b load |
| 3 a quality | b natural ability or skill |
| 4 a influenced | b lost |
| 5 a money paid for work or services | b an amount of money given to someone as a debt |
| 6 a making someone more eager or willing to do their job | b making someone less eager or willing to do their job |

c Complete the following sentences with words from the article.

- 1 Parents play a vital in the career development of their children.
- 2 Parents should study very well the of their children to decide their future career.
- 3 There should be leading to help children choose the best job for them in the future.
- 4 Nowadays, most people encourage their children to choose their future profession based on the that profession brings to them.

Vocabulary

Word Family and Phrasal Verbs

a Complete these sentences with the correct form of the words in brackets.

- 1 Individuals have dreams in their day-to-day existence. (*vary*)
- 2 Everyone endeavours a great deal to make dreams a (*real*)
- 3 Future plans and s have a great importance in a person's life. (*decide*)
- 4 Gaining your boss confidence is really a great (*accomplish*)
- 5 I went to a counselor for on my career. (*guide*)

b Underline the phrasal verbs in these sentences, then match each one with its meaning below.

- 1 The rich have to reach out to the poor.
- 2 She didn't really fit in with her workmates in her previous job.
- 3 I got into writing when I was a kid, and I just never stopped loving it.
- 4 We've been talking about this project for a while, and it's time to follow it through.
- 5 If you run into any trouble, just give me a call.
- 6 A big part of my job is keeping up with the latest research in medical technology.

- a be accepted by other people in a group
- b encounter problems or difficulties unexpectedly
- c start something and finish it in a satisfactory way
- d start to become interested in something
- e stay updated and informed about something
- f offer help and support to someone

Pronunciation

Homophones

What are homophones?

Homophones are words that have the same pronunciation but different meanings and spellings.

Choose the correct word between brackets.

- 1 Which (*way / weigh*) should we use to (*way / weigh*) the goods?
- 2 No one knows (*weather / whether*) the (*weather / whether*) will be fine tomorrow.
- 3 The cyclist (*road / rode*) his bike and set off quickly on the (*road / rode*).
- 4 The man is enjoying his time with his (*son / sun*) on the beach under the (*son / sun*).
- 5 I only (*eight / ate*) a sandwich at (*eight / ate*) before I went to bed.
- 6 The teacher asked the students to (*right / write*) down the (*right / write*) answer.
- 7 We usually (*by / buy*) our food from a shop (*by / buy*) the corner.
- 8 I wanted to sit (*here / hear*) to be able to (*here / hear*) the speech well.

Grammar

Revision of Tenses 1

a

Tom is on holiday in Egypt with his wife, Jane, and their children, John and Sally. He's emailing their eldest child, Simon, who is at home in England.

If the *Present Continuous* form is correct, put a tick ✓. If it's wrong, either change the spelling or change it to the *Present Simple* as necessary.

New message

To: Simon

Subject: Holiday

Hi,

How are you geting ..*getting*.. on, Simon? We're thinking ..*we think* it's great here. Everyone is having ✓ a good time. I'm siting ⁽¹⁾..... in the Nile Hotel. John is swimming ⁽²⁾..... in the pool. Sally is lying ⁽³⁾..... in the sun, and Jane is shopping! ⁽⁴⁾.....

We're liking ⁽⁵⁾..... Egypt. We're all relaxing. ⁽⁶⁾..... What are you doing? Are you working hard ⁽⁷⁾..... at the moment? I'm knowing ⁽⁸⁾..... your exams start tomorrow. Good luck! Is it raining ⁽⁹⁾..... in England? The sun is shining ⁽¹⁰⁾..... here, of course! I'm learning ⁽¹¹⁾..... a bit of Arabic, but not very much. I'm understanding ⁽¹²⁾..... some of the things that people say, but only if I repeat them many times. Hope to hear from you soon!

Send





Complete the dialogues from the information in the box. Use the *Present Perfect Simple* or the *Present Perfect Continuous*.

	Activity	Now
Jane	sweep the floors	She is sweating.
Gorge	cut the grass	He is tired.
Rachel	do the washing-up	She has soft hands.
Mike	peel the onions	He has red eyes.
Tom	defrost the fridge	He has cold hands.

- Jane, why are you sweating? Because I have been sweeping the floors.
 - Is the lawn finished? Yes, Gorge has cut the grass.
- 1 Rachel, why are your hands so soft?
Because I
 - 2 Are the onions ready for the pan?
Yes, Mike them.
 - 3 George, you look tired.
Yes, I
 - 4 Tom, your hands are very cold.
Yes, I
 - 5 Are the floors clean?
Yes, Jane them.
 - 6 Why are your eyes red, Mike?
Because I
 - 7 Are the plates clean?
Yes, Rachel
 - 8 Is the fridge all right now?
Yes, Tom



Complete the dialogues using the *Present Perfect Simple* or *Past Simple*.

- A I saw (see) Jack last night.
B Oh really. I ⁽¹⁾ (not / see) him for months. How is he?
- 1 A ⁽²⁾ (you/ ever/ win) a competition?
B Yes, I ⁽³⁾ (win) a writing competition in 2006.
- 2 A Is that a new tab?
B Yes, I ⁽⁴⁾ (just / buy) it.

A How long ⁽⁵⁾ (you / use) a computer?

B I've been using a computer for at least three years. Maybe longer.

3 A So, Jack is your best friend. ⁽⁶⁾ (you / meet) him when you were at university?

B Yes, we ⁽⁷⁾ (be) friends for more than ten years.

d

In pairs, read the dialogues again and underline two examples of the *Present Perfect* and two of the *Past Simple*. Then answer the questions.

Which form of the verb do we use for?

- 1 a completed action in the past
- 2 things which started in the past and are true now
- 3 recent actions when we don't say exactly when
- 4 recent actions when we say exactly when

Everyday English

Giving Advice

Giving advice	Accepting the advice completely	Hesitating
<ul style="list-style-type: none">• If I were you.....• You'd better....• You should....• Try to....• Instead of... you can...	<ul style="list-style-type: none">• That's true. I haven't thought about that before.• OK. I can do that.• Yes, you're right. I'll do that.• Of course! I should've thought about that.	<ul style="list-style-type: none">• Maybe you're right, but....• Well, you see....• I'm not sure. Maybe I could....• I'm not sure if this is the best thing to do now.

Now, work with a partner to create a conversation with these situations using the expressions above.

- 1 Your friend is a heavy smoker. Try to give him advice to quit smoking.
- 2 Your cousin is travelling to England to study there. But he doesn't speak English well. Give him some advice to improve his English.
- 3 Your sister has an important event to go to the next holiday and she can't miss her class / work.



Listening

a Answer the following questions in pairs.

- 1 If you had the chance to spend a year working or studying in another country, which country would you choose? Why?
- 2 What things would you like to do there?
- 3 What kind of problems do you think you might face?

b **RI.1** Now listen to an interview with Sofia and answer the questions.

- 1 Why did she choose Damascus?
- 2 Why did she want to take a year off?
- 3 Who is Salma?
- 4 Why does Sofia think Arabic is a difficult language?
- 5 How long has Sofia been teaching dancing?
- 6 How do her students feel about her?
- 7 What does she like most about living in Damascus?



c Compare your answers with a partner. Then listen again to check.



Speaking

a Discuss the following questions with a partner.

- 1 What do your parents do?
- 2 What are some jobs you think would be boring/fun/interesting/ dangerous?
- 3 What types of interviews have you heard of or have gone through? Which are common in your country?
- 4 What should /shouldn't you do during a job interview?



b In a game (Guess my job!) each student describes a job and his partner tries to guess what the job is. The student who guesses correctly is awarded points.

Writing

Life is a matter of choices, and every choice you make makes you.

John C. Maxwell

a Do you agree with this quote? Discuss with your partner.

b In no more than 100 words, write a composition in which you describe the job you want after graduation. What kind of challenges do you expect to face in your future career?

Include the following in your composition:

- Job requirements
- Your needs
- Expectations
- Beliefs and knowledge

c Check spelling, grammar and punctuation. Exchange compositions with a partner and share more thoughts and ideas.



Unit 2



Success

Listening: Listening for specific information

Speaking: Discussing ideas and opinions

Reading: Stop Wishing Start Doing

Writing: An article about a personal experience

Grammar: Revision of tenses 2

Pronunciation: ed-pronunciation

Vocabulary: Success idioms

Everyday English: Congratulating and expressing sympathy

Preview

a Choose the best answer *a* or *b* that represents the letters of the word 'SUCCESS'.



S a self-confidence b self-doubt

U a uncertainty b understanding

C a cowardice b courage

C a clarity of purpose b confusion

E a experience b expectancy

S a sullenness b smile

S a self-acceptance b self-rejection

b What does the word 'SUCCESS' mean to you?

c Think of dreams you had when you were a child. Did you achieve them? Why? Why not?

Reading

**"Opportunities don't happen.
You create them."**

Chris Grosser

**"The way to get
started is to quit
talking and begin
doing."**

Walt Disney

**"Try not to become a
man of success. Rather
become a man of value."**

Albert Einstein

**"Success is
walking from
failure to failure
with no loss of
enthusiasm."**

Winston Churchill

a

Before you read, answer the following questions.

- 1 Read the quotes above about success and discuss them with your partner. What does each one mean? Use your own words.
- 2 What do you think the secret of success is?

b

Read the text and put the phrases A-H in the correct place.

- A a successful person must be rich
- B brings you closer at jet speed
- C in which playing to win matters
- D ~~accomplish your goals~~
- E it would be preparation
- F through repetition or experience
- G to build up confidence and become successful
- H which is achievable



Success is no accident. It is hard work, **perseverance**, learning, studying, **sacrifice** and most of all, love of what you are doing or learning to do. Success, by definition, means to ¹ accomplish your goals.

Some people define success by measures such as wealth, position or status and one's capabilities. It is also believed by many people that ² _____, but in many cases, money cannot buy you success. In fact, there are some factors which help us be successful.

Start by setting your goals. Having a goal is an essential thing, but it should be a smart goal ³ _____. It requires to stretch your capabilities and to stay committed and remind yourself that it is not the end of the road. One step more, if there was only one secret to success, ⁴ _____. It will set you in the best position to execute the task with the least difficulty.

Timing is also a crucial ingredient to success. The only method of obtaining good timing is ⁵ _____. Furthermore, one needs confidence to be successful. He has to start with smaller tasks that have a higher chance of success to build up confidence. Parents should help their young children ⁶ _____ and happy in their life. They should discover at an early age the talents of their children and help them to grow their gift and take care of their needs and interests.

Actions are louder than words. When you take action, you **trigger** all kinds of things that will **inevitably** carry you to success. Every step taken by you in the direction of your dreams and goals ⁷ _____. Nothing happens until you take action. To be successful, you have to do what successful people do. All highly successful people are highly action-oriented people. It is said: "*Success is 10% inspiration and 90 % perspiration.*"

The golden rule to achieve success is to keep learning. These are three dangerous words: "*I know that.*" If you have read or heard about something, you do not know. If you are not rich and successful the way you want, then you do not know. ***Become a 'learn it all' rather than 'know it all'.***

Finally, it is significant to know that things do not just happen to your benefit by themselves; you must work hard to make them happen. Life is like a game ⁸ _____ more than playing not to lose.



- c** Read the text again, then match the **highlighted** words with their meanings.
- 1 certain to happen and cannot be avoided
 - 2 when you decide not to have something valuable in order to get something that is more important
 - 3 to initiate or activate something
 - 4 hard work
 - 5 determination to keep trying to achieve something in spite of difficulties
- d** In your words, explain what you understand from the quote in bold in the text.

Vocabulary Success Idioms

Replace the underlined phrases with the correct form of the suitable idiom in the box.

back the wrong horse - ace a test - join the ranks of - on a roll - to be dead in the water

- 1 His efforts didn't work at all; there is a little hope for his project to be successful in the future.
- 2 "If you get a high score on your math test, you can go to the party," said her parents.
- 3 I think we are making a lot of progress. Our team has won ten out of our twelve matches this season.
- 4 Don't support someone you know he always fails. I think he will lose the match.
- 5 Thousands of young people become part of the unemployed each summer when they leave school.

Pronunciation -ed Pronunciation

R2.1 Listen to the following past form verbs and how the last sound of the -ed is pronounced. Classify them according to each column.

helped believed finished ended missed wanted
educated ordered washed called needed realised

/t/	/d/	/ɪd/
.....
.....
.....
.....

a Look at the underlined verbs in these sentences. Answer the questions below.

- 1 A few weeks ago, a woman called to report a robbery at her house.
- 2 It happened at four in the afternoon when she was watching news on TV.
- 3 The burglar came in through the front door, picked up the woman's handbag, emptied it out and stole her purse.
- 4 Times were hard and the family had been struggling for some time.
- 5 When she came into the room, the burglar had already left.

- Which sentence provides a background scene about an action?
- Which sentence talk about a single completed action in the past?
- Which sentence describes a series of completed actions in the past?
- Which sentence shows that the second event the speaker mentioned actually happened first?
- Which sentence focuses on how long an activity continued?

b Suzan's husband is missing. A policeman is interviewing her about last Saturday afternoon. Complete the conversation using the *Past Simple* or the *Past Continuous* of the words in brackets.

Policeman: What time did you wake up (*you / wake up*)?

Suzan: At about ten o'clock.

Policeman: And what (*you / do*) after you woke up?

Suzan: I watched news on TV.

Policeman: Did anything happen while (*you / watch*) TV?

Suzan: Yes, the phone (*ring*).

Policeman: What (*you / do*) when your husband came home?

Suzan: I (*prepare*) lunch when he came.

Policeman: Did you and your husband stay at home on that day?

Suzan: No, we (*drink*) coffee. Then, I
(*put on*) my raincoat, and we (*go out*) at six o'clock.

Policeman: Why (*you / put*) your raincoat on?

Suzan: Because it (*rain*), of course.



Fill in the gaps with a verb from the box in *the Past Simple, Past Perfect Simple or Past Perfect Continuous*.

buy discuss develop not take make feel work

- 1 She as a waitress for three years when he met her.
- 2 He all the ingredients he needed from the supermarket and then went home to make her birthday cake.
- 3 Henry did very well in his exams, which was a shock because he an exam before.
- 4 Scientists announced the launch of the new drug last week. They it for five years.
- 5 By the time I got to the meeting they the important issues and they the big decisions without me. I annoyed that they hadn't waited for me.

Everyday English

Congratulating and Expressing Sympathy

Some expressions are used in both formal and informal situations to congratulate somebody on an achievement or to express sympathy.

<ul style="list-style-type: none"> • Congratulations! • We are proud of you. • You really deserve this honour. • Very well done! Keep it up. 	<ul style="list-style-type: none"> • I'm sorry about what happened. • You mustn't let this depress you. • I'm sure this won't happen again. • I've no doubt that you'll do much better next time.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Make an appropriate response for each situation using the expressions and phrases from the table.

- 1 Your school team has won the final in a football competition in your area.
- 2 You are in hospital visiting a friend who has broken his leg.
- 3 Your little brother has got low marks in the exam.
- 4 Your father has got a new promotion at work.



Listening

a You're going to hear Mr. Faisal talking on a programme about how to succeed at learning to do something new. Before you listen, match these phrasal verbs with their meanings.

- 1 I want to **take up** diving. It's an adventurous sport.
- 2 I'm going to **give up** learning Chinese because it's too difficult.
- 3 If I like this job, I'll **carry on** next year.

- a stop, abandon
- b continue
- c start something new



b **R2.2** Read these seven tips. Now listen to the programme. Tick (✓) the five things Mr. Faisal says.

- 1 Be realistic when you choose to do something.
- 2 You should always take up a new activity at the beginning of the year.
- 3 If you're not good at one sport, it doesn't mean you'll be bad at all sports.
- 4 Keep trying and don't give up an activity before you've given it a good chance.
- 5 Don't think you're going to be the best in the world when learning something new.
- 6 You should always take up a new activity with a close friend.
- 7 Learning something new enables you to meet new people.

c **R2.2** Listen again. Add two more tips to Mr. Faisal's talk.

d Do you think fears lead to failure and limit your success?

Speaking

Discuss these questions with a partner.

- 1 Were there any failures that made your life better? Mention them.
- 2 Do you think being optimistic is important for success? Why?
- 3 What does the writer mean in his saying below?



"There is only one thing that makes a dream impossible to achieve: the fear of failure."

Writing

“Only those who dare to fail greatly can ever achieve greatly”

Robert F. Kennedy

a Read the quote above. Discuss these questions with your partner.

- 1 Do you agree with the writer?
- 2 Can failure be a teacher?
- 3 How do you deal with failure?

b Write a composition of no more than 100 words about a personal experience in which you failed but then you could achieve your target. Include the following:

- Name the problem
- Steps you followed to help you
- Getting help from others if any
- Advice to people of your own age

c Check your composition for grammar, spelling, and punctuation mistakes.

FAIL
[F] **F**IRST
[A] **A**TTEMPT
[I] **I**N
[L] **L**EARNING

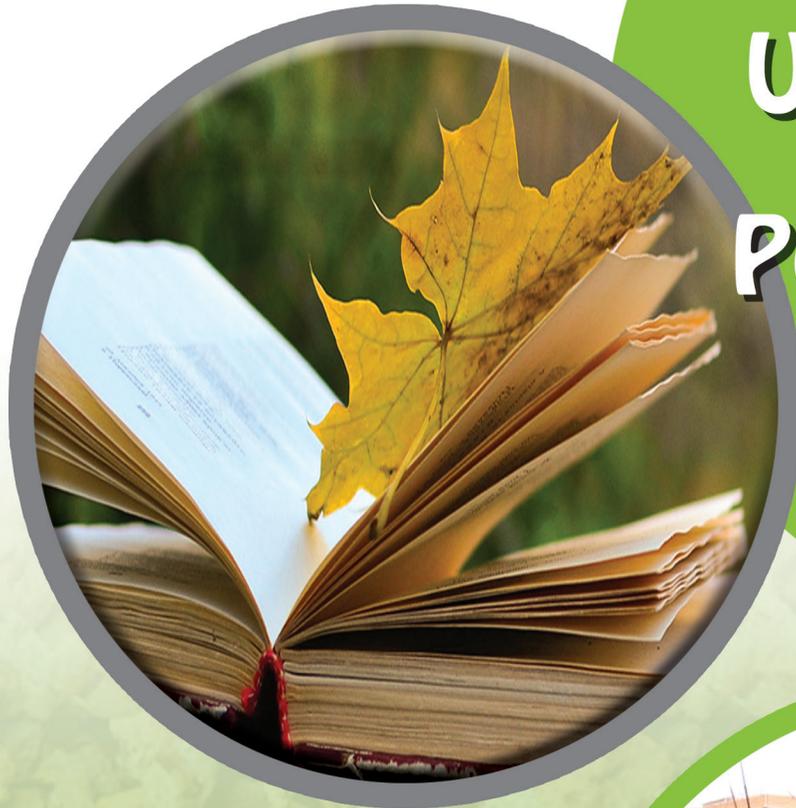
SUCCESS

FAIL

FAIL

FAIL

Module 2



Unit 3 Poetry

Genres of Literature 1



Unit 4 Drama

Unit 3



Poetry

Listening: Listening for specific information

Speaking: Discussing opinions

Reading: History of Poetry

Writing: A paragraph about the influence of poetry in people's lives

Grammar: Passive voice

Pronunciation: Emphatic stress

Vocabulary: Figures of speech in poetry

Everyday English: Asking for information

Preview

- 1 What is the relationship between literature and culture?
- 2 Give some examples of literature.
- 3 Have you ever read a poem in English? What difficulties did you face?
- 4 Why do you think people write poetry?
- 5 Who is your favourite poet?



History of Poetry

Poetry is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an emotional response. It has been known as music of ideas and employs **metre** and **rhyme**, but this is by no means necessary.

In fact, poetry has been around for thousands of years. However, we might think of the epic poem as the first instance of poetry, appearing as early as the 20th century B.C. The Epic of Gilgamesh is often cited as one of the earliest works of epic poetry, dating back to the 18th century B.C. Consisting of Sumerian poems, it is a text that was discovered through many different Babylonian tablet versions during archaeological **excavations**.

A list of the most notable works of epic poetry – at least in the Western world – would have to include the *Iliad* and the *Odyssey*, both works of Greek mythology that have been attributed to the poet Homer.

Throughout history, poetry has appeared in different forms. The **sonnet** form became best known as an English poetic form through the work of William Shakespeare in the 16th century. Where did the poetic form lead after the sonnet? Elizabethan poetry of the 1500s soon shifted into Restoration Poetry and a marked turn away from the sonnet.

Following the reign of Queen Elizabeth I, the English Restoration period, from 1660 to 1689, saw the rise of literary **elites**, such as John Dryden, perhaps one of the best-known names of English literary criticism, translation, drama, and poetry.

The form of the **mock**-heroic and the use of poetic form for **satire** did not end with Dryden. Alexander Pope, most famous for his work *The Rape of the Lock* (1712), carried on Dryden's tradition of using poetry for comedic ends.

Poetry was for centuries a mainstream art, and writers such as Spenser, Milton, Donne, Blake, Wordsworth, Tennyson and Browning created a world of beauty, of images and forms, as enduring as the painting of the **Renaissance** or the music of the classical age. Their work became part of the English consciousness.

The story of English poetry could be seen in terms of a tension between formal mastery and individual expression, a tension in which the Romantic Movement was crucial in focusing attention on the personal vision of the poet. Blake, Wordsworth, Shelley, Keats, Tennyson and Whitman were exploring their own selfhood and their

response to the world; they were no longer interested in perfecting existing models, or in being part of any school.

Yet by the 20th and 21st centuries, Modernism and the waves of change brought about by world war also influenced poetry, resulting in works by poets with distinct voices who came to enjoy global circulation. Poetry may no longer enjoy this position of centrality in our culture, but the music of ideas that these poets developed is still among the most precious **legacies** that we have received from the past. This history explores that legacy and shows how vital and challenging modern poetry can still be.

Adapted from "A Brief History of Poetry"

a Read the text, then match the **highlighted** words with their meanings.

- 1 a group of people who have a lot of power and influence because they have money, knowledge, or special skills
- 2 a poem with 14 lines which rhyme with each other in a fixed pattern
- 3 making fun of people
- 4 things inherited from a predecessor or the past
- 5 the activities of digging in the ground to look for old buildings or objects that have been buried for a long time
- 6 the arrangement of sounds in poetry into patterns of strong and weak beats
- 7 the lines end with words that have very similar sounds
- 8 the period in Europe, especially Italy, in the 14th, 15th, and 16th centuries, when there was a new interest in art, literature, science, and learning
- 9 the use of humour or exaggeration in order to show how foolish or wicked some people's behaviour or ideas are

b Read the text again and decide whether these statements are *True* or *False*. Correct the false ones.

- 1 Epics are the recent form of poetry.
- 2 The *Iliad* and the *Odyssey* are related to Latin mythology.
- 3 Shakespeare is credited with the appearance of the sonnet form in English poetry.
- 4 After John Dryden, satire was rarely used in poetry.
- 5 *The Rape of the Lock* by Alexander Pope ends with a tragedy.
- 6 Romantic poets wrote poems in a traditional style.
- 7 Nowadays a lot of poets inherited their ideas from old poetry.



Arrange the poets according to their chronological appearance.

John Dryden Keats Homer Shakespeare Alexander Pope

1 2 3
4 5

Vocabulary

Figures of Speech in Poetry

Read the meanings of poetic devices in the table below, then choose the correct answer.

- A **metaphor** is a figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or make a comparison. **Metaphors** are used in poetry, literature, and anytime someone wants to add some colour to their language.

e.g. *The streets were a furnace. I can't walk anymore.*

- A **simile** is a phrase that uses a comparison to describe. For example, "life" can be described as similar to "a box of chocolates". You know you've spotted one when you see the words *like* or *as* in a comparison.

- **Personification** is a figure of speech in which an idea or thing is given human attributes and/or feelings or is spoken of as if it were human. It is a common form of metaphor in that human characteristics are attributed to nonhuman things.

e.g. *I like onions, but they don't like me.*

What type of poetic device is used in each sentence?

- 1 He was as brave as a lion.
- 2 "All the world's a stage and all the men and women merely players; they have their exits and their entrances;" William Shakespeare: *As You Like it*.
- 3 "Death lays its icy hands on kings."
- 4 "My love is like a red rose..."
- 5 "Death! Where is thy sting? O grave! Where is thy victory?"



Fill in the gaps with the correct passive forms of the verbs in brackets.

- 1 I'm sorry this office is so dirty, but it (*can't / clean*) until tomorrow morning.
- 2 These clothes..... (*design*) for daily use, so you can wear them wherever you want.
- 3 Many offices of large companies (*build*) in the town centre recently.
- 4 All the goods that were purchased yesterday have defects, so they (*send*) back to the manufacturer right now.
- 5 Camera footage shows that illegal goods (*smuggle*) into the warehouse last week.
- 6 The poor bird (*capture*) and all its efforts to escape from the trap were in vain.
- 7 The hotel near our office was closed because it (*renovate*) by the owner.
- 8 Your car is a death trap. It (*should / send*) to the scrap years ago.



Change the following sentences into passive.

- 1 My neighbour disappeared six months ago. I haven't seen him since then.
.....
- 2 The organisers will exhibit the paintings till the end of the month.
.....
- 3 Scientists expect that people will live on Mars in 2050.
.....
- 4 Police officers were examining the evidence when the lights went off.
.....
- 5 The committee asked me some difficult questions in the interview yesterday.
.....
- 6 Sami's parents must have brought him up to be more polite.
.....
- 7 After the interview, the owner had already offered me the job at his bank.
.....

a

R3.3 Read and listen to the following dialogue.

A: Can you tell me how much a sightseeing tour costs, please?

B: Certainly! The half-day trip is \$ 10.

A: And **when** does the boat leave?

B: There are departures at 10 a.m. and 2 p.m. every day.

A: Is it **necessary to** book in advance?

B: Well, the boats are always very popular on fine days.

A: **What happens if** the weather's bad?

B: Well, if it's really rough, of course we cancel the trip.

A: **What's** the weather going to be like next Saturday?

B: I'm afraid I really don't know. Why not take a chance!

b

In pairs, make a similar dialogue about one of the situations below using the expressions and phrases in bold.

- 1 You have to send a parcel to your home town urgently. Ask about the way to the Post Office.



- 2 Now you are in the Post Office. Ask the clerk what you must do, how much it will cost, how long it will take.



- 3 Now you are at Al-Kabbani Theatre in Damascus. Ask for all the information you need about the weekend's play.





Listening

a

R3.4 Listen to the following summary of the poem "On his Blindness" by John Milton. Decide if the sentences below are *True* or *False*.

- 1 The poem is about man's limits in life.
- 2 Milton lost his eyesight at age 42.
- 3 Milton was unable to overcome his misery.
- 4 He realised that patience is unnecessary to overcome the hardships.

b

Listen again and choose the correct ending.

A

- 1 Milton's eyesight gradually weakened
- 2 Through the voice of patience,
- 3 Milton has not only dismissed sadness over a major shortage in life

B

- a but also shown that the shortage is filled with a strange purpose.
- b and he became totally blind.
- c Milton wants to say that serving God needs patience.



Speaking

a

Read this quote by the poet Robert Frost "A poem begins in delight and ends in wisdom." What do you think he means? Tell the class.

b

In pairs, discuss the following questions.

- 1 How can poetry affect one's mind?
- 2 Have you ever tried to write poetry?
- 3 What topics attract you the most when reading poetry?

Writing

a

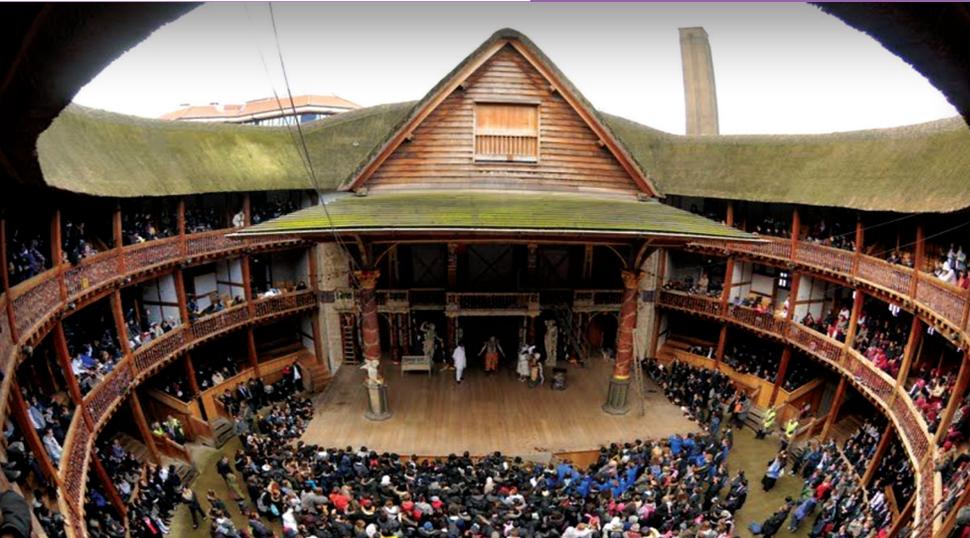
Write a paragraph of no more than 100 words about the influence of poetry in people's lives. Include the following:

- How poetry uses people's experience
- Examples from your society
- Your opinion

b

Pay attention to spelling, grammar and punctuation.

Unit 4



Drama

Listening: Listening for specific information

Speaking: Asking for and giving information

Reading: History of Drama

Writing: A review about a play

Grammar: Causative

Pronunciation: Elision

Vocabulary: Words in theatre and prepositions of movement

Everyday English: Hesitation and uncertainty

Preview

In pairs, discuss the following questions.

- 1 Is going to the theatre common in your city?
- 2 How often do you go there?
- 3 What was the name of the last play you attended or watched?
- 4 What type of play was it?
- 5 What was your impression about it?



History of Drama

The term *Drama* comes from a Greek word meaning "action". Drama is divided into comedy and tragedy. Only a small fraction of the work of five dramatists has survived to this day: the tragedians Aeschylus, Sophocles and Euripides; and the comedians Aristophanes and, from the late 4th century, Menander.

Medieval drama, when it emerged hundreds of years after the original tragedies and comedies, was a new creation rather than a rebirth without being influenced by earlier drama.

The Renaissance saw a huge revival in all types of art, including theatre. William Shakespeare, one of the world's most renowned playwrights, wrote and produced many plays that are still performed regularly even today. Shakespeare was one of the first to merge comic elements into tragedies. He also developed a structure and several types of characters that are still common in modern drama.

The 18th century was a time when more plays were being written for and about the middle class. The themes, language, and dramaturgy of Shakespeare's plays were now considered out of date, so that during the next two centuries the works of England's greatest dramatists were never produced intact.

Toward the end of the 18th century, the Romantic period began in Western Europe, which heavily influenced the theatre of that era and focused on emotion rather than intellect. This movement continued through the beginning of the 19th century.

Contemporary drama shows the influence of all that has come before. It involves much experimentation with new forms and ideas. In the early part of the 20th century, musical drama came to dominate stages in New York and England, although each theatre season saw the release of straight dramatic plays as well.

Many playwrights of the 1960s and 1970s - Sam Shepard in the United States, Tom Stoppard in England - built plays around language. In their plays, dialogue frequently cannot be read simply as an intellectual exchange of information. Many playwrights also mirrored society's frustration with a seemingly uncontrollable, self-destructive world.

The drama, which had suffered a steep decline during the Victorian Age, was revived with great force at the beginning of the 20th century drama and the course of six decades witnessed many trends and currents in the 20th century drama. The drama of the Modernist Movement was such less innovative in technique than it was its poetry and novel.

a

Complete the following definitions using words from the box.

revival *contemporary* *decline* *tragedy* *intellect* *dominate*

- 1 is known as a serious play or book that ends sadly, especially with the death of the main character.
- 2 is the ability to understand things and to think intelligently.
- 3 is a decrease in the quality, quantity, or importance of something.
- 4 To control someone or something or to have more importance than other people or things means to
- 5 is a process in which something becomes active or strong again.
- 6 means something belonging to the present time.

b

Read the text and answer the following questions.

- 1 What are the two types of drama?
- 2 Whose works have been survived to the present time in comedy?
- 3 What makes Shakespeare special in drama?
- 4 What was drama of the 18th century about?
- 5 In what period were Shakespeare's plays considered old and inconvenient?
- 6 How was the theatre of the 18th century influenced by the Romantic period in Europe?
- 7 Why is contemporary drama different from old drama?

c

Complete the chart below about drama.

Period	Changes and Events
	Musical drama became more important on the stages in New York and England.
	Drama was considered a new creation.
	Romantic period began.
	Drama declined.
	Plays around language were built.

Vocabulary

Words in Theatre

a Choose the correct word from the box to fill each gap in this review. There are some extra words which you don't need.

<i>audience</i>	<i>cast</i>	<i>costume</i>	<i>critics</i>	<i>entertainers</i>
<i>performance</i>	<i>reviews</i>	<i>screens</i>	<i>screenplay</i>	<i>script</i>
<i>sets</i>	<i>stage</i>	<i>venue</i>	<i>words</i>	<i>productions</i>

THEATRE REVIEW

Last night actors at the central theatre put on a new play by Adel Imam. I spoke to several other members of the ¹..... and they all loved it. They commented afterwards on the quality of his ²..... They were impressed by the ³..... the actors wore. They also found the ⁴..... original and visually interesting. Most importantly of all the ⁵..... was felt to be first class, with particularly strong ⁶..... from the two leading actors. There were also positive comments on the ⁷....., which has been recently refurbished and has a large revolving ⁸..... The people I spoke to all hope that ⁹.....in the national press will write rave ¹⁰.....about the show.

Prepositions of Movement

Prepositions of movement show movement from one place to another.

Into, onto and *to* are used to talk about movement.

We moved the chairs *into* my bedroom.

The actor ran *onto* the stage.

They walked *to* the next town.

The opposites are *out of, off* and *from*.

We moved the chairs *out of* my bedroom.

The actor ran *off* the stage.

We drove *from* London to Edinburgh.

b

Complete the following definitions using words from the box.

to from off into onto out of

- 1 My brother drove Homs in one hour.
- 2 The vase fell the table and shattered on the floor.
- 3 She suddenly turned and crashed the fence.
- 4 What time does the flight Cairo arrive?
- 5 I slipped as I stepped the platform.
- 6 Take your hands your pockets and help me!

Pronunciation

Elision

In fast spoken English, certain sounds may disappear. This disappearance of sounds is known as *Elision*; the sounds are elided. The two sounds /t/ and /d/ are frequently elided, especially when they are found between two other consonants. For example:

- We will hear the /t/ in *fact*, but not in *facts*.
- We will hear the /d/ in *land*, but not in *landlady*.

This means even negative /t/, and the final /d/ or /t/ in past tenses and passives may disappear:

- I don'(t) know.
- I watch(ed) TV las(t) night.

R4.1 Listen to the following sentences and spot the times when the sounds /t/ or /d/ may disappear.

Example: Let's face the facts. This company is going bust quickly.

- 1 My landlady bought a new handbag the other day.
- 2 The first girl earned twenty pounds.
- 3 The second boy waited for half an hour.
- 4 I don't know when they finished work yesterday.
- 5 I don't like fast food as a rule.
- 6 It was a perfect afternoon, perfectly marvellous.
- 7 Raise both your hands slowly into the air.
- 8 I watch TV most evenings; in fact I watched it for five hours last night.

a What is the difference in meaning between these sentences?

- 1 My father mended the car himself.
- 2 The car was mended by my father.
- 3 My father had the car mended.
- 4 My father didn't have the car mended.

b Look at these signs from some shops. Then write what people think when they see the signs using the words in brackets and *have* or *had*.

WE REPAIR ALL KINDS OF BOOTS AND SHOES.

➤ (That reminds me. I/ must/ my shoes/ repair)

That reminds me I must have my shoes repaired.

1 LET US CLEAN YOUR CARPETS AND CURTAINS

(My mother goes to that shop. She/ the carpets/ clean/ there)

My mother goes to that shop.

2 WE MAKE KEYS OF ALL TYPES

(I'd almost forgotten. I/ ought to/ a new key/ make/ for the house)

I'd almost forgotten.

3 WE MEND WATCHES AND CLOCKS

(That shop isn't expensive. I/ my watch/ mend/ there last week)

That shop isn't expensive.

4 OUR SPECIALITY: PAINTING HOUSES AND FLATS

(I don't think I can afford to/ our flat/ paint)

I don't think I can afford to

c Some unpleasant things happened to these people last week. Use the sentences in brackets to write a sentence with *had something done*.

➤ (Huda's bag was pulled off her shoulder.)

Huda had her bag pulled off her shoulder.

1 (Ali's driving licence was taken away by the police.)

Ali

2 (Mona's glasses were broken.)

.....

3 (Our electricity was cut off because we had forgotten to pay the bill)
.....

4 (John's clothes were torn in a fight.)
.....

d Discuss these questions with a partner and then write sentences.

➤ What can you have done if you go to a barber?

I can have my hair cut.

1 What can you have done if you go to a mechanic?

2 What can you have done if you go to a carpenter?

3 What can you have done if you go to a tailor?

Everyday English

Hesitation and Uncertainty

a **R4.2** Read and listen to the following conversation.

Marwan: What about joining our new project, Tarek?

Tarek: Well, I'm not sure about it. How much will it cost me?

Marwan: Oh, only SYP 100.000.

Tarek: SYP 100.000 you say. Hm, it sounds a bit risky to me.

Marwan: Risky! There's no risk! We'll make a million.

Tarek: That's what you say. But I don't quite understand your plan.

Marwan: It's simple. We're going to open a cafe, "Yooooj Cafe".

Tarek: What's new about that? I don't quite follow you.

Marwan: Well, this won't be an ordinary cafe. We'll serve meals from a different country every night.

Tarek: Hm. It might work. If you could find enough expert cooks. But really, I can't decide yet.

Marwan: Well, make up your mind quickly. It's a great opportunity!

Tarek: Maybe, maybe not.

Note: When talking to others about different things and we want to express a kind of hesitation or when we are not sure about something, we usually use the expressions below.

I'm not sure about that

I'll have to think about that

Perhaps I can

I don't know much about

I can't decide yet

I haven't made up my mind yet

Oh, I don't know whether I could

It might work

I'm not very good at

b With your partner, make a short dialogue about one of these situations using appropriate expressions from the table.

- 1 Your friend asks you to join his football team. You'd like to but you aren't sure about your father's opinion.
- 2 Your friends are going on a journey to Aleppo and want you to join them. But it's your sister's birthday at the same time.
- 3 Your family are having dinner at a restaurant but you have an exam next week.

Listening

a Before you listen, answer these questions.

- 1 Have you ever taken part in a performance?
- 2 What physical reaction might you experience on the stage?
- 3 How can someone combat the negative thought when on the stage?

b **R4.3** Listen to the following dialogues between a drama coach and a group of actors and chose the correct answer.

Dialogue 1

- 1 At the beginning the first actor worked in the field of
a education b medicine c engineering
- 2 He is getting because the media is following him everywhere.
a excited b annoyed c surprised

Dialogue 2

- 3 Her parents her to be an actress.
a supported b didn't want c punished
- 4 According to her, being famous
a can have a positive relation with her family.
b prevents her from getting on well with her family.
c allows her to spend much time with her family.

Dialogue 3

- 5 He went to the UK to become:
a a film director b a film producer c an actor
- 6 When he was performing a play, he
a used to remember each word of his role.
b forgot some words of his role.
c he was reminded by his role.

Speaking

- a** Work with a partner. One of you look at Role Card A, and the other at Role Card B.

Role Card A

Your partner is a member of *Syrian Drama Club*. You think you would like to join, but want more information. Ask your partner questions to find out as much as you can.

Some things to find out about:

1. Number of members
2. Membership cost
3. Joining procedures
4. Frequency of rehearsals
5. Location of meeting for rehearsals
6. Activities of the club

Role Card B

You are a local member of Syrian Drama Club. A friend of yours would like to join.

Answer his or her questions about the club using the information below.

- **Membership Cost:** SYP 10,000 a year
SYP 15,000 a year for a couple
SYP 5,000 a year for a student
- **Joining:** Application form from the office
- **Meetings:** twice a month at the main office
- **Number of members:** most local groups 15 – nationally 300
- **Activities:** collecting and discussing new information about drama, rehearsals, participating in festivals.

- b** Exchange roles.

Writing

- a** Use your own words to answer the following questions.
- 1 What do you prefer: watching a film or attending a play?
 - 2 Who is your favourite drama star?
 - 3 What is the best play you have attended ever?

- b** Write a review of a play you have attended or read about.
Include the following:

- Theme
- Setting
- Plot
- Characters
- Performance
- Impression

- c** With a partner, check your paragraph for spelling and grammatical mistakes.



3**Rewrite these sentences using *have* or *get* in the correct tense.**

- 1 Raneem wants a doctor to alter her nose.
- 2 The mechanic changed the oil in my car.
- 3 Doctors amputated the patient's leg after the accident.
- 4 The shop on the corner usually mends my glasses.
- 5 A decorator has repaired our house.
- 6 A friend of mine, who's an electrician, is going to repair my DVD player next week.

4**Choose the correct answer between brackets.**

- 1 Why should I change my habits to (*fit in with, follow through*) their way of life?
- 2 "His face became as black as coal after being criticised."
It is a (*simile, personification*).
- 3 "The computers at school are old dinosaurs." It is a (*simile, metaphor*).
- 4 In a few years, our country should be able to (*ace a test, join the ranks of*) the world's most developed nations.
- 5 I think you're supporting the wrong person. You shouldn't (*back the wrong horse, be on a roll*).
- 6 Part of the movie's success lies in the strength of the supporting (*critics, cast*).
- 7 He has never made an effort to (*reach out to, keep up with*) current events.
- 8 During certain scenes of the play, there isn't any (*reviews, scripts*) and the actors just improvise.
- 9 She watched him walk (*into, onto*) the platform.
- 10 He got into his car and drove (*off, from*).

5

Complete the sentences below with words derived from the words in brackets.

- 1 I'm surprised by the of university departments that a high rank student can choose.
(VARY)
- 2 A successful person is able to differentiate between fantasy and
(REAL)
- 3 When I grow up, I want to be a to study all types of living things.
(BIOLOGY)
- 4 My elder brother is a in designing artificial limbs.
(SPECIALISATION)
- 5 Very soon, power will be supplied by underground cables.
(ELECTRICITY)



Project 1

Job Interviews

Objectives:

- You will learn tips for job interviews.
- You will practice asking questions by conducting an interview with a partner.

Tips for job interviews:

a Review these tips that contain all of the information you need to make a great impression at your future job interview.

1 Tips for before the Interview

- The more information you have prepared in advance, the better impression you will make on the interviewer.
- Take the time to get working papers (if you need them) and references before you start looking for a job. Do your research. Learn all you can about the position and the company.
- The job posting and others for similar positions can offer valuable information about what they are looking for in a candidate.
- Checking out the company website will give you insight into the company culture.
- Reread the job description. You may want to print it out and begin underlining specific skills the employer is looking for.
- Prepare smart questions for your interviewers.

All this information will allow you the opportunity to give complete, educated answers to anything the interviewer might ask.

2 What to Bring with you

- Completed job application (if the employer doesn't have it already)
- Working papers (if you need them)
- References
- Resume (if you have one)
- Notepad / pen

3 Tips for Acing a Job Interview

a Be Polite.

- Shake your interviewer's hand.
- Don't sit until you are invited to.
- Make sure you listen carefully and thoughtfully to the interviewer.
- Don't slouch in your chair.
- Don't use slang or swear.
- Be polite, positive, and professional throughout the interview.

b Know your Schedule. Know what days and hours you can be available at work, because the more time you are available, the easier it is for the employer to set a work schedule.

- c **Be on Time.** Arrive at the interview site a few minutes early.
- d **Go on your own.** If your mom or dad brings you to an interview, don't bring them into the interview room with you. You need to present yourself as a mature, responsible candidate for employment.

4 How to Make the Best Impression

The best way to make a positive impression is to do exactly what a professional candidate for employment would do.

- Dress appropriately.
- Answer questions in an informed manner.
- Have questions ready to ask the interviewer.
- Make the best impression you can on the interviewer.
- Take a few minutes to thank the person who interviewed you.

b Take your time to make sure you understand exactly what you have to do. Read these questions below carefully and think of a suitable response for each one.

c In pairs, write down your suggested response to each question.

Interview Questions	Your Responses
1 Could you tell me about yourself?	1
2 Why should I hire you?	2
3 Tell me about an accomplishment you are most proud of.	3
4 What do you do to improve your weaknesses?	4
5 Tell me about a major problem you recently handled.	5
6 Why are you looking for a job?	6
7 How has school prepared you for working at our company?	7
8 Can you be successful in this position?	8
9 Why are you interested in working for our company?	9
10 Describe your ability to work as a team member?	10
11 What are your salary expectations?	11
12 Describe your dream job.	12

d Practice asking questions by conducting an interview with a partner.

e As an optional homework assignment, conduct an interview with a friend or a family member.

Module 3

Unit 5 Civil Rights



Politics

Unit 6 United Nations



Unit 5



Civil Rights

Listening: Listening for gist and general understanding

Speaking: Discussing opinions

Reading: Civil Rights

Writing: An article about rights and duties

Grammar: Relative clauses

Pronunciation: Voiced and voiceless consonants

Vocabulary: Law idioms

Everyday English: Complaints and apologies

Preview

a Discuss the following questions.

- 1 What is a society?
- 2 As a member in your community, what rights do you get?
- 3 Do people in your society get the same rights?
- 4 What duties should people do in society?

b Match these words with their meanings.

- | | |
|------------------|------------------------------------------------------------------------------|
| 1 vote | a to give an assurance that something will be done right |
| 2 guarantee | b a law or set of laws |
| 3 violation | c to say that something isn't true |
| 4 discrimination | d a legal process to decide if somebody is guilty or not |
| 5 repression | e an action that breaks a law, an agreement or a principle |
| 6 restraints | f a formal choice you take in an election |
| 7 trial | g rules which limit what people can do |
| 8 deny | h the practice of treating someone less fairly than others |
| 9 legislation | i using force to control a group of people and restrict their freedom |

c Check your answers with your partner.

Reading



Simply speaking, human rights are the rights which one acquires by being alive, while civil rights are the rights that one obtains by being a legal member of a certain political life. In other words, civil rights are the rights of citizens to political and social freedom and equality. They guarantee equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics.

Civil and political rights are a class of rights that protect individuals' freedom from violation by governments, social organisations, and private individuals. They ensure one's right to participate in the civil and political life of society and the state without discrimination or repression. Unlike other rights concepts, such as human rights or natural rights, in which people acquire rights inherently, perhaps from God or nature, civil rights must be given and guaranteed by the power of the state.

Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education, and the right to use public facilities.

Civil rights are an essential component of democracy; when individuals are prevented from participating in political society, their civil rights are being denied. In contrast to civil liberties, which are freedoms that are secured by placing restraints on the government, civil rights are secured by positive government action, often in the form of legislation. Civil rights laws attempt to guarantee full and equal citizenship for people who have traditionally been discriminated against on the basis of some group characteristic.

a Choose the most appropriate completion a, b or c.

- 1 Human rights are guaranteed to each individual in society
a after death b during lifetime c after the age of 18
- 2 In comparison with civil rights, human rights
a are given to individuals by the government
b are acquired by nature
c are freedoms made by the individuals themselves
- 3 The right to use public facilities is an example of a
a human right b natural right c civil right
- 4 It is to prevent people from participating in political life.
a urgent b legal c illegal
- 5 Legislations are formed by the government to that people enjoy their civil rights.
a assure b ignore c protect

b Find words in the text which have the opposite meaning to the following words.

- | | | |
|--------------------|-----------------|------------------|
| 1 dead | 3 unjust | 5 admitted |
| 2 artificial | 4 allowed | 6 negative |

c Fill in the gaps with words from the box to complete the following paragraph.

completed obligations addition standards responsibility



The right to education includes a ¹ to provide basic education for individuals who have not ² primary education from the school and college levels. In ³ to this access to education necessities, the right to education includes the ⁴ of the students to avoid discrimination at all levels of the educational system, to set minimum ⁵ of education and to improve its quality.

Vocabulary

Law Idioms

Replace the underlined phrases in these sentences with the correct form of one of the law idioms in this list.

beat around/about the bush, an act of God, break the law, assemble the case, by the book

- 1 You should speak directly and ask for a raise. Don't hesitate in getting to the point.
- 2 The insurance company refused to pay the money because they said that the forest fire was the will of God.
- 3 The lawyers were unable to collect data against the man.
- 4 The man was forced to quit his job after it was discovered that he had acted against the law.
- 5 Our lawyer is very good and he does every thing exactly as the rules say.

Pronunciation

Voiced and Voiceless Consonants

All sounds are either *voiced* or *voiceless*.

Voiced consonants are those that make our vocal cords vibrate when they are produced.

Voiceless consonants are those that don't make our vocal cords vibrate when they are produced.

bet /bet/ - the /b/ sound is voiced.

Pet /pet/ - the /p/ sound is voiceless.

- The following sounds are usually voiceless: - The following sounds are usually voiced:

p t k f θ s ʃ tʃ

dʒ ʒ z ð v g d b ŋ r

Note: All vowels are also voiced.

Classify the final sound on each word in the table as voiced or voiceless.

	Voiced	Voiceless
mistake		✓
answer		
laugh		
sick		
show		
run		
sing		
ash		
young		
path		
judge		

a

Read sentences 1-5 and complete the rules below.

- 1 A drill is a tool which is used to make a hole in something.
- 2 Mobile phones are phones that you can carry around in your pocket.
- 3 The man who worked in a printing company visited me last night.
- 4 The woman whose car was stolen called the police.
- 5 Lattakia, where I spent my last holiday, is a wonderful city.

Rules: Relative clauses tell you:

- which thing, person or place we are talking about.
- what a thing, person or place is or does.

Use ¹ _____ or ² _____ for things.

Use ³ _____ or ⁴ _____ for people.

Use ⁵ _____ for places.

Use ⁶ _____ for possession.

b

Which words in the box do the definitions below describe? Complete them with the correct relative pronoun.

bodyguard photocopier plumber vacuum cleaner launderette

- 1 A is a machine makes copies of documents.
- 2 A is a person protects important people from being attacked.
- 3 A is a place with washing machines you can wash your clothes.
- 4 A is a person job is to mend central heating, taps, etc.
- 5 A is a machine you use to clean floors and carpets.

a

R5.1 Read and listen to the following conversation.

A: I'm afraid I have a complaint to make.

B: Oh dear. Please take a seat.

A: I'm sorry to bother you but the bill you sent me was incorrect.

B: Incorrect, madam? That's very strange.

A: Yes, I know, and what's more, this isn't the first time.

B: Really?! I can't believe it.

A: It's happened five or six times in the last three months.
It really isn't good enough.

B: Ah. Well, **I must apologise**, madam. It's the new computer.

A: Well, **don't you think** it's about time you got it working properly? **It's very inconvenient.**

B: You're right! **I'm awfully sorry** about it. **I assure you it won't happen again.**

b Choose a situation to make a similar dialogue. Make sure you use the expressions in bold.

- 1 The bath in your hotel is full of spiders. You call the manager. What do you say?
- 2 You receive a bill higher than it should be. You ring the manager of the shop to complain. What do you say?
- 3 The bookshop tells you the book you ordered three months ago still hasn't arrived. What do you say?



Listening

a As a student, do you have any idea about your duties and rights at school? Tell your partner.

b **R5.2** Listen and complete the following dialogue.

Peter: So what were you when you were younger?

Rena: When I was a kid, I irresponsible.

Peter: You? Really? What made you

Rena: from high school.

Peter: What do you

Rena:, until I graduated, I'd never had any important
I knew nothing about my and rights. But then, I
..... to college...

Peter: I what you mean. I was really when I was a teenager.

Rena: So what made you change?

Peter: I think I more mature after I got my first job and moved
from home. Once I had a job, I became independent and
of everything.

Rena: Where did you

Peter: I worked for my dad at the

In your opinion, what makes a person responsible in society? Tell the class.

Speaking

a Look at the photos and describe the situation.



b Tell your partner about your opinion

Writing

a Decide whether the following statements are rights or duties. Write (R) for rights and (D) for duties.

- 1 Participating in an election
- 2 Parents should send their children to school
- 3 Women go to work
- 4 Children have to obey their parents
- 5 Keeping surroundings clean

b Write an article about a person's rights and duties in society.

c Check your article for spelling and grammatical mistakes. Pay attention to punctuation.

A man is born with rights and duties



Unit 6



United Nations

Listening: Listening for general understanding

Speaking: Giving opinions

Reading: History of the United Nations

Writing: A magazine article about students' rights and duties at school

Grammar: Future forms

Pronunciation: Word stress with different syllables

Vocabulary: Prefixes

Everyday English: Modesty

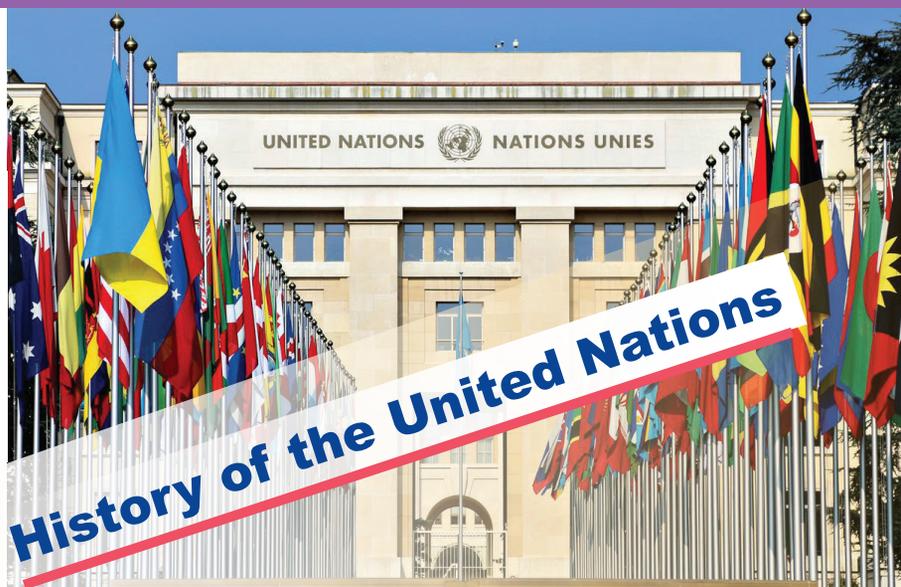
Preview

a Match these phrases with their acronyms. Check the meanings in a dictionary.

- 1 World Trade Organisation
- 2 World Health Organisation
- 3 United Nations High Commissioner for Refugees
- 4 United Nations International Children's Emergency Fund
- 5 United Nations Educational, Scientific and Cultural Organisation
- 6 The United Nations Relief and Works Agency



Reading



The United Nations was established by the Charter of the United Nations and Statute of the International Court of Justice. The Charter was signed on 26 June 1945 by the representatives of 50 countries including Syria; Poland signed on 15 October 1945. There were 51 founding members in 1945. The United Nations (UN) officially came into existence on October 24, 1945 after ratification of the Charter. The day is now celebrated each year around the world as United Nations Day. The Security Council (SC) contains five permanent members: China, France, Russian Federation, the United Kingdom, and the United States, and ten non-permanent members elected for two-year terms by the General Assembly.

The United Nations (UN) was the second multi-purpose international organisation established in the 20th century that was worldwide in scope and membership. Its predecessor, the League of Nations, was created by the Treaty of Versailles in 1919 and disbanded in 1946. The UN also has regional offices in Geneva, Vienna, and Nairobi. Its official languages are Arabic, Chinese, English, French, Russian, and Spanish.

At the beginning of the 21st century, the UN and its programmes and affiliated agencies struggled to address humanitarian crises and civil wars, unprecedented refugee flows, the devastation caused by the spread of AIDS, global financial disruptions, international terrorism, and the disparities in wealth between the world's richest and poorest peoples.

www.un.org

The Aims of the United Nations

- To keep peace throughout the world
- To develop friendly relations between nations
- To help nations work together to improve the lives of poor people, to conquer hunger, disease, illiteracy, and to encourage respect for each other's rights and freedoms
- To be a centre for helping nations achieve these aims

The principles of the United Nations

- All Member States have sovereign equality
- All Member States must obey the Charter
- Countries must try to settle their differences by peaceful means
- Countries must avoid using force or threatening to use force
- The UN may not interfere in the domestic affairs of any country
- Countries should try to assist the United Nations

a Match the words to their definitions.

- | | |
|----------------|-----------------------------------------------------------------|
| 1 charter | a continuing to exist for a long time |
| 2 ratification | b a system that existed before another one |
| 3 permanent | c a statement of the principles and purposes of an organisation |
| 4 predecessor | d making something valid by confirming it |
| 5 affiliated | e the state of being decayed or destroyed |
| 6 devastation | f being joined in close association |

b Read the text, then answer these questions.

- How was the United Nations created?
- Which countries are the permanent members of the Security Council?
- When was the League of Nations established?
- What was the main purpose of the United Nations at the beginning of the 21st century?
- Mention three principles of the UN.
- In your opinion, does the UN play a moral role in the world? How?

Vocabulary Prefixes

A **prefix** is a letter or a group of letters added to the beginning of a word to make a new word.

These prefixes give a negative or opposite meaning to a word.

de- dis- in- il- im- ir- non- un- mis- anti-

Use the prefixes above to make antonyms of the following words.

- | | | | |
|------------|-------|------------|-------|
| activate | ..... | logical | ..... |
| possible | ..... | regular | ..... |
| understand | ..... | complete | ..... |
| familiar | ..... | refundable | ..... |
| encourage | ..... | virus | ..... |

Pronunciation Word Stress with Two Syllables

There are many two-syllable words in English whose meaning and class change with a change in stress.

If we stress *the first syllable*, it is usually a **noun** or an **adjective**.

But if we stress *the second syllable*, it usually becomes a **verb**.

PRESENT PRESENT (noun or adjective) preSENT (verb)

a **R6.1 Listen and say each word. Then underline the stressed syllable:**

(to) *add ict* *add ict* (to) *con flict* *con flict* (to) *con trast* *con trast*
 (to) *de crease* *de crease* (to) *per fect* *per fect* (to) *pro duce* *pro duce*
 (to) *re cord* *re cord* (to) *con duct* *con duct* (to) *pr oject* *pr oject*
 (to) *sub ject* *sub ject* (to) *in crease* *in creased* (to) *re call* *re call*

b **As a class, go back to exercise a and decide whether the words are verbs, nouns or adjectives.**

Grammar

Future Forms

a **Look at the statements and answer the questions.**

- 1 I think the weather will be too hot tomorrow.
- 2 The two companies are going to provide very different experiences.
- 3 The team manager is holding a party on our return.
- 4 When it goes into orbit, the spacecraft will be carrying 25 kilos of plutonium.
- 5 By the time you get home, I will have cleaned the house from top to bottom.
- 6 The plane is about to take off in a few minutes.

- Which statement is for prediction?
- Which statements talk about a fixed arrangement?
- Which statement talks about something likely to happen in the immediate future?
- Which statement talks about a future event that will finish before a specific time in the future?
- Which statement talks about events continuing over a period of time in the future?

b **What do these people say? Pay special attention to the underlined words.**

Tom is predicting a win for Manchester United in their next game.

Tom: Manchester United will win their next game.

- 1 David intends to get up early tomorrow.

David: I

- 2 Emily's plane timetable says "Arrival 9.30".

Emily: The plane

- 3 John has arranged to hold a meeting tomorrow.

John:

- 4 Suzan will have a big party in the very near future.

Suzan:

- 5 Sami decides to use the new laptop for the next two years.

Sami:

Everyday English Modesty

a **R6.2** Read and listen to the following conversation.

A: Mr Khaled. After such a certificate, you must feel on top of the world.

B: Oh, **it was nothing really, nothing at all.**

A: No, I can honestly say that it was a great job what you've done so far.

B: **That's very kind of you, but I feel the real credit must go to** the whole team of the charity for their support.

A: You're being called an innovator for promoting such services in society. I must say that finding jobs for the young is something not easy at all. We really appreciate your efforts in the charity.

B: **You're embarrassing me.** I've just been very lucky for having a wonderful team.

A: I hear that you've planned the whole project. Tell us about that.

B: Oh, **you're exaggerating. I only played a small part in the whole thing.** It was very much a team effort.

A: Well, thank you very much, Mr Khaled.

B: Thank you...

b Respond to the following modestly, using the expressions in bold.

- 1 Oh, I do think you're clever, knowing all about computers and things.
- 2 Your skiing has improved tremendously. You're really a future champion.
- 3 It must be wonderful to be able to understand so many languages. I can't think how you manage it!

Listening

- a**
- 1 What does UNCRC refer to ?
 - 2 Tell the class what you know about it.



b **R6.3** Listen to an extract about UNCRC and choose the correct answer a, b or c.

- 1 The is responsible for ensuring the rights of children.
a UNESCO b UNICEF c WHO
- 2 According to the convention, a child is any person under the age of
a 16 b 17 c 18

- 3 The convention suggests that all children must be treated well
- a regardless of their religion, gender and language
 b according to their families' status c according to their gender
- 4 In every country, it is the duty of the to make sure that every child can enjoy the rights mentioned in this convention.
- a government b charities c families



R6.4 Listen and complete the following extract about human rights.

I think human rights only became World War II. That's when the United Nations Universal Declaration on human rights. This is kind of the, the do's and don'ts of human rights. When I look at the world today, it seems not many people have read this. I doubt if most people I think government leaders about this. A lot of them about human rights. I can't believe it's the twenty-first century and human rights an issue in pretty much all of the world's countries. The most powerful countries even attack for abusing human rights. I hope all human rights are respected. That will

Speaking

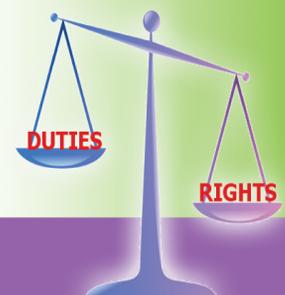
In groups, discuss the following questions.

- 1 What is the difference between human rights and human responsibilities?
- 2 Who looks after human rights?
- 3 How can we defend our rights?
- 4 From whom can we claim our rights?
- 5 Does anyone have a duty to protect our life?
- 6 How can we reduce human rights violation in society?

Writing

In no more than 100 words, write an article to your school magazine about students' rights and duties at school. (Use the answers of these questions to help you.)

- 1 What are the duties of students?
- 2 What are the rights of students?
- 3 Why is it important for students to know their rights and duties?
- 4 How can students be aware of their duties?
- 5 Who is responsible for assuring students' rights?



Module 4

Unit 7 Prose



Genres of Literature 2

Unit 8 Essay



Unit 7



Prose

Listening: Listening for a specific information

Speaking: Asking for and giving information

Reading: Prose, a Genre of Literature

Writing: A paragraph about the benefits of reading

Grammar: Conditionals II, III

Pronunciation: Silent letters

Vocabulary: Phrasal verbs and prepositional phrases

Everyday English: On the phone terms

Preview

Discuss these questions with your partner.

- 1 What story have you read recently?
- 2 Where and when does the story take place?
- 3 What kind of language does the story use?
- 4 What moral lesson does the story tell?
- 5 How does the story make you feel?



Reading



a Genre of Literature

Prose is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure, rather than rhythmic structure, such as in the case of traditional poetry.

Normal everyday speech is spoken in prose, and most people think and write in prose form. Prose is composed of full grammatical sentences, which consist of paragraphs, and ignores **aesthetic** appeal in favor of clear, direct language. It



can be said to be the mirror of informal speech. Some works of prose do have **versification**, and a mix of the two formats is called "prose poetry."

Common Types of Prose

- 1 Nonfictional Prose:** A literary work, that is mainly based on fact, may contain fictional elements in certain cases to express thoughts and ideas of the speaker. The form of writing is often hard and **persuasive**, and suits the occasion to **convey** a specific message.
- 2 Fictional Prose:** A literary work that is wholly or partly imagined or theoretical. This is usually written in the form of a narrative, and may be entirely a fabrication of the author's imagination as in novels.
- 3 Heroic Prose:** A literary work that may be written down or recited employs many of the standard expressions found in oral traditions as in legends, tales and plays. To some extent, prose written in plays aims to be dramatic and eventful. However, in plays, prose is often in conversational mode and is produced by a character. Thus, this style stays the same throughout the play according to the personality of the character.
- 4 Prose Poetry:** A literary work that exhibits poetic quality – using emotional effects and enhanced imagery, which are written in prose instead of verse.

Function of Prose

the reason for prose acceptance can be attributed to its loosely-defined structure, which most writers feel comfortable using when expressing or conveying their ideas and thoughts. It is the standard style of writing used for most spoken dialogues, fictional as well as topical and factual writing, and **discourses**. It is also the common language used in newspapers, magazines, literature, encyclopedias, broadcasting, philosophy, law, history, the sciences, and many other forms of communication.

www.englishliterature.net



a Match the **highlighted** words in the text with their meanings. You may use a dictionary to help you.

- 1 the art of writing poetry
- 2 realistic
- 3 able to make somebody do or believe something
- 4 to communicate or express something, with or without using words
- 5 concerned with beauty and art
- 6 long and serious discussion in speech or writing

b Answer the following questions about the text above.

- 1 What distinguishes prose from poetry?
- 2 Why is prose considered the mirror of informal speech?
- 3 Which kind of prose depends on facts?
- 4 What category are legends and tales?
- 5 Why is prose widely accepted and used by most writers?

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

- 1 Prose has a rhythmic form.
- 2 There is no need to follow grammar in writing prose.
- 3 Nonfictional prose comprises realistic items.
- 4 Most novels are written as a product of the author's imagination.
- 5 Most writers find it difficult to use prose when expressing their thoughts.

Vocabulary

Phrasal Verbs and Prepositional Phrases

a Match the underlined phrasal verbs with their meanings (a-e).

- 1 Could you read back my son's letter for me?
- 2 Buyers should read over the contract before signing it.
- 3 The nurse read off patient's temperature from the thermometer.
- 4 He has been reading up on the World War 2.
- 5 The teacher is reading out the names of the students.

Meanings:

- a read information that is printed on something
- b read aloud from a list
- c to read out aloud something that is written down
- d read something carefully from the beginning to the end
- e to spend time reading in order to find out information about something

b Match each verb with its corresponding noun and complete the sentences using the correct form of the verbs.

Verbs	make	raise	give	run	meet	lose
Nouns	a lift	temper	an effort	a risk	taxes	expectations

- 1 Our boss often gets angry and his when things go wrong.
- 2 If she never posts anything on her personal website, she the of alienating her fans.
- 3 Politicians often think the government should in order to get more money to spend.
- 4 The new teacher didn't the headmaster's and was fired after only two months.
- 5 His car broke down, so I him to the nearest garage.
- 6 Not everything happens on its own sometimes. You have to to get things done.

Pronunciation Silent Letters

A silent or mute letter in a word is a letter that is written but not pronounced.

Here are some examples of silent letters:

logically	climb	muscle	Wednesday	make	calm
halfpenny	alight	exhaust	business	knife	
mnemonic	autumn	sword	castle	colleague	

a **R7.1** Choose a word from the word bank and label each picture. Then listen and circle the silent letters.

knee *ghost* *scissors* *whale* *bomb*
wrist *guitar* *tissue* *salmon*





b

R7.2 Listen and put the following words in the correct balloons:

rhyme	comb	knot	calm	knock
honest	where	thumb	yolk	crumb
wrong	should	knight	answer	doubt
choir	whole	talk	write	know



Grammar

Conditional Sentences Type II, III

Conditional sentences type II (if + simple past, main clause with would + infinitive) refer to imaginary situations in the *present*:
e.g. If I *had* enough money, I *would buy* a Ferrari.

Conditional sentences type III (if + past perfect, main clause with would + have + past participle) refer to imaginary situations in the *past*:
e.g. If I *had had* enough money, I *would have bought* a Ferrari.

a Match an item from column (A) with its correspondence in column (B).

(A)	(B)
1 If you practiced more,	a he would have awarded a penalty kick to our team.
2 I would ring the police	b I would have written you a postcard.
3 If the referee had seen the foul,	c if I won the lottery.
4 I would build a huge house	d your English would improve.
5 If I had had your address,	e if she had taken the bus.
6 She wouldn't have arrived on time	f if I saw a burglar breaking into my house.

b Choose the correct answer a, b or c.

- 1 I very unhappy if my friends didn't come to the party.
 a would have been b will be c would be
- 2 Your brother wouldn't have found such a nice job if he a university diploma.
 a hadn't had b didn't have c doesn't have
- 3 If you had come in time, you the lesson.
 a wouldn't miss b wouldn't have missed c won't miss
- 4 People wouldn't have crossed the Bosphorus if they these bridges.
 a haven't built b didn't build c hadn't built
- 5 You would have some money in your pocket if you it so generously.
 a wouldn't spend b hadn't spent c didn't spend
- 6 If I in debt, I would quit my job.
 a am not b weren't c hadn't been

Everyday English **On the Phone Terms**

a **R7.3** Read and listen to the following telephone conversation.

Receptionist: National Health Agency, good morning.
Caller: Good morning. **I'd like to speak to** Dr. Amal please.
Receptionist: May I ask who's calling, please?
Caller: **This is** Zaina.
Receptionist: **Just a moment** Miss Zaina, I'll put you through I'm sorry, Dr. Amal's **line is engaged**. **Will you hold or can I take a message?**
Caller: **Could you ask her to ring me back**, please? My phone number is 0303-242892.
Receptionist: Certainly. **Thank you for calling.**

b In pairs, make a similar conversation about the situation below using the expressions and phrases in bold.

Your name is Lucy. A new family has moved into the house next door. Ring them and

- 1 introduce yourself
- 2 welcome them to the neighbourhood
- 3 ask if they have any children and what they are called
- 4 tell them about your family (invent details)



Listening

a

Answer these questions.

- 1 What nationality is the writer, Agatha Christie?
- 2 What literary genre did she use in her writing?
- 3 Have you ever heard of any of her books?

b

R7.1 While listening to the following extract about “Agatha Christie”, fill in the gaps.

Agatha Christie is one of the world’s best-known and best-loved ¹..... Her famous detectives and her ²..... constructed plots have caught the imagination of generations of readers. Although she lived to an old age and ³..... many books, she did not reveal much about her ⁴..... life.

In December 1926, an incident ⁵..... which would have made a fascinating detective story in itself. At the top of her ⁶..... with her first novel, she apparently ⁷..... suddenly for ten days. At the time she was extremely anxious because of her ⁸..... She was sleeping badly, she couldn’t write and she was eating very little. On Friday 3rd December, Agatha told her secretary and companion, Carlo that she wanted a day alone. When Carlo returned in the ⁹.....,

she found that the garage doors had been left open and the maids were looking frightened. Mrs Christie had left quickly without saying anything and the police found no ¹⁰..... of her. Agatha’s disappearance was a ¹¹..... and caused a lot of suspicion. The mystery ended ten days later when Agatha was found alive and well in a health spa in ¹²..... Her husband declared that she had lost her memory. But to this day, nobody really knows what happened during those missing ten days.



Speaking

Discuss these questions with your partner about reading books.

- 1 What books are you fan of?
- 2 How long have you been interested in reading books?
- 3 How many novels have you read up till now?
- 4 Which writer do you like best?
- 5 Do you prefer to read the book itself or a review about it? Why (not)?

Writing

a Read these sayings about the surprising power of reading.

- Today a reader, tomorrow a leader.
- Sleep is good, but books are better.
- Show me a family of readers, and I will show the people who move the world

b Which saying did you like most? Why?

Why is reading important in our life?

c Use the answers of these questions to write a paragraph of no more than 100 words about the benefits of reading in our life.



Unit 8

Essay

Listening: Listening for specific information

Speaking: Discussing opinions

Reading: What is an Essay

Writing: An essay about happiness

Grammar: Expressing wishes

Pronunciation: Syllable stress

Vocabulary: Body idioms

Everyday English: Asking for help

Preview

As a class, discuss the following questions.

- 1 What kinds or genres of literature do you know?
- 2 Name some figures of literature in Syria and in other countries.
- 3 What are they famous for?

Reading

a

Before you read, match the words from 1-8 to their definitions a- h. Use your dictionary to help you.

1 systematic

2 methodology

3 compile

4 auditing

5 ambiguous

6 target

7 brainstorming

8 assignment

a examining something

b creative thinking and problem-solving method

c a person or a particular group of people that something is directed to

d having many possible interpretations

e mission / homework

f carefully planned methods or principles

g collect

h principles and methods of a particular branch of knowledge.

What is an Essay

An essay is a genre of literature. It is an analytic, interpretative, or critical literary composition usually much shorter and less systematic and formal than a dissertation or thesis and usually dealing with its subject from a limited and often personal point of view. It is accepted that the Frenchman Michael de Montaigne, born in 1533, was one of the most significant philosophers of the French Renaissance, known for popularising the essay as a literary genre.

Academic essay writing is one of the most important elements of success during school and university alike. Many students who lack a talent for writing have difficulty making and preparing literary essays. However, what these students do not know is that an academic essay is completely different from creative writing, as it is based on specific rules that you can use if you learn and stick to them.

The Academic Essay expresses a type of formal writing that deals with one specific topic. The goal is often to convince the reader of a certain matter through a number of real proofs based on correct scientific bases.

Essay Parts: A successful academic essay must contain the following basic elements:

- A clear introduction with a summary and purpose of the essay.
- Logical and systematic paragraphs that include supporting evidence from reliable academic sources, form the content of the essay.
- A clear conclusion that summarises the topic of the essay and the goal for which it was written.

Types of Essay: The academic essay is divided into several types that differ according to their content and presentation, and they can be summarised as follows: Interpretive Essay, Analytical Essay, Argumentative Essay, Comparative Essay, Problem and Solution Essay, and Cause and Effect Essay.

How to write an essay?

Although the types and nature of essays differ in terms of content, length and topic, they all follow a single methodology when compiled and they include the three parts we have mentioned above. They also go through three basic stages as follows:

First, the preparation stage in which the preparation process for the essay is carried out, and is considered the most important stage. In this process, the exact requirement must be understood by reading the question well and searching for any part that may seem ambiguous to you. Then the purpose, the length and the type of the essay are determined. Here, the time required to realistically complete the research, writing and auditing should be specific. Next, you should think about your target audience, whose level of knowledge affects your writing style and the way you choose words in addition to choosing the essay topic. You can follow the traditional method of

brainstorming and writing notes on the topic. You can also try what is known as free writing, which involves taking a general topic and writing about it for about three minutes. That is to gather as many ideas as possible related to it to benefit from one of them and take it as a main idea. As for the third method, it is to get ideas for your essay from previous published topics and research in this field.

Finally, after finding a major area for an essay, narrow your search to a specific topic that interests you and matches the requirements of the assignment given to you by your instructor. Remember that your topic must be original and specific at the same time. You can also search for it and find enough information and references.

Adapted from "www.britannica.com"

b Answer the following questions about the text.

- 1 Who is considered the founder of the essay?
- 2 Which students find it hard to write literary essays?
- 3 How are academic essays different from creative ones?
- 4 What is the main purpose of the academic essay?
- 5 What is to be included in the introduction?
- 6 How are essays different from each other?
- 7 Which stage is considered to be the most important one when writing an essay?

c Read the text again. Decide whether the following statements are *True* or *False*. Correct the false ones.

- 1 When writing an essay, the focus is on the content, not the form.
- 2 The informal way of writing is preferable in the academic essay.
- 3 The topic and the purpose of an essay are stated in the conclusion.
- 4 The different types of the essay mean different methodologies.
- 5 There is no open time for writing and checking an essay.

Vocabulary

Body Idioms

a Read the following situations and guess the meaning of each idiom in *italics*.

- 1 Writing long essays on uninteresting topics is *a pain in the neck*.
a funny b easy c annoying
- 2 She has very strong opinions and she's not afraid to *speak her mind*.
a to say exactly what she thinks
b to say what she feels
c to say what she doubts
- 3 You must visit that restaurant; the food is really good but it *costs you an arm and a leg*.
a it is free b it is inexpensive c it is very costly

- 4 The doorbell made him *jump out of his skin*.
 a excited b shocked c relaxed
- 5 You might make less money from that job, but if it really attracts you, you should *follow your heart*.
 a to go after your deeper feeling and instinct
 b to go after your inner mind
 c to go after your experience

b Check your answers with your partner.

c Write sentences about yourself using the idioms above.

Pronunciation

Syllable Stress

Syllable stress is often determined by the *prefixes* and *suffixes* that have been added to the basic form of the word. In words with prefixes such as *a, un, be, in, pro, ex, ob, dis*, etc., the stress is almost always on the second or third syllable, i.e. prefixes are not stressed in English words. Similarly, suffixes such as *-ness, -able, -ous*, etc. are not stressed.

a Underline the stressed syllable.

- | | | |
|-----------------|-----------|-------------|
| 1 loudness | ambitious | dangerous |
| 2 sociable | reliable | comfortable |
| 3 irresponsible | sensible | impossible |
| 4 competitive | talkative | aggressive |
| 5 unfriendly | insecure | |

b **R8.1** Listen and practice.

Grammar

Expressing Wishes

a Read these sentences and answer the questions.

- 1 I regret that I started smoking. I wish I hadn't started smoking.
 a Did he start smoking? (Yes, he did.)
 b Is he happy he is a smoker? (No, he isn't. He wishes he hadn't started smoking.)
- 2 I have a strong desire that our head teacher limit absence in our school. I wish our head teacher would limit absence in our school.
 a Does the head teacher fight absence at school?
 b Is the speaker in favour of or against absence?

3 I can't watch the match tonight. I wish I could watch it.

- a How does the speaker feel?
- b What does he wish?

4 I am very tired today. I wish I weren't so tired.

- a Is the speaker tired?
- b What does he wish?

b Discuss the following questions with a partner.

- 1 What are the tenses of the underlined verbs in exercise a 1-4?
- 2 Which sentences express a wish about the present or future?
- 3 Which sentences express a wish about the past?

c Complete the following sentences with the correct form of the verbs in brackets.

- 1 Our classroom doesn't have coloured walls. I wish our classroom (*have*) coloured walls.
- 2 The sun isn't shining right now. I wish the sun (*be*) shining.
- 3 I didn't go shopping last week. I wish I (*go*) shopping.
- 4 I don't know how to dance. I wish I (*know*) how to dance.
- 5 I can't go with you tomorrow but I wish I (*go*) with you.

d In pairs, answer the questions using 'I wish'.

- 1 Where do you wish you were right now?
- 2 What do you wish you were doing?
- 3 Are you pleased with the weather today, or do you wish it were different?
- 4 Look around this room. What do you wish were different?
- 5 Didn't you save your friend's phone number?

Everyday English

Asking for Help

a **R8.2** Read and listen to the conversation.

Mr. Bshara: I'm sorry to trouble you at this early hour but **I need your help urgently**.

Mr. Salim: Certainly! How can I help?

Mr. Bshara: My friend has had a bad fall. He's hit his head on something sharp. He's bleeding. I think he'll need some stitches. **Could you** rush us to a nearby hospital?

Mr. Salim: Give me a moment and I'll be there.

Mr. Bshara: **Do you think you could possibly** bring the first aid kit with you?

Mr. Salim: For sure!

Mr. Bshara: Thank you very much.

b Choose one of the situations below to make a similar conversation using the expressions and phrases in bold.

- 1 You are in a laundrette. The instructions on the washing machine are not clear. Ask for help.
- 2 You have a long ladder to get up on the roof. Ask a friend to help you put it up and hold it while you climb up and take a bird's nest out of the drainpipe.



Listening

a Before you listen, match the words 1-5 below to their meanings a-e.

- | | |
|----------------|---------------------------|
| 1 criteria | a to estimate / to value |
| 2 assess | b gathering / collection |
| 3 embody | c in the end |
| 4 accumulation | d standards or principles |
| 5 ultimately | e to represent |

b **R8.3** Listen to the first part of an extract about the *Literary Genres Theory*. Fill in the gaps with the words you hear.

Literary genres theory refers to an organising principle that ¹..... literary works, according to specific literary styles of organisation or the ²..... structure of these works. Most of these types are derived from ³..... literary works whose techniques and rules are transformed, due to a number of social factors, into ⁴..... that writers take into accounts when creating their texts. Critics make these criteria a starting ⁵..... in their evaluation of the texts they encounter. In it, readers define their horizons and expectations of texts when ⁶..... and assessing them. Literary genres are a magnetic field that has a very effective influence in the ⁷..... of producing and criticising literary works.

c **R8.3** Listen again and check your answers with your partner.

d **R8.4** Listen to the second part of the extract. Decide whether the following statements are *True* or *False*.

- 1 The writer's vision of the world is embodied as an art form.
- 2 The writer uses literary genre to convey his economic vision and spread it in society.

- 3 The reader believes that the institution of literary genre has a coding system deals with the literary work.
- 4 The reader's specific taste is the result of the accumulation of his readings in his early Life.

Speaking

In pairs, discuss the following questions.

- 1 What is your favourite type of literature? Why?
- 2 What did you last read? What was it about?
- 3 How does literature affect individuals and societies?
- 4 Do you agree that literature is a reflection of societies' cultures? How?

Writing

Linking words/phrases can be used to:

- **show time** (*after, before, when, as soon as, while, etc.*)
- **add more points** (*in addition, and, moreover, also, etc.*)
- **show sequence** (*first, first of all, firstly, second, secondly, next, after that, finally, etc.*)
- **show contrast** (*but, however, although, on the other hand, etc.*)
- **show cause / effect** (*so, because, therefore, etc.*)
- **introduce a conclusion** (*In conclusion, To sum up, etc.*)

a Some people think that money and friendship are important for happiness. **In your opinion, which is more important, and why?**

Write an **ESSAY** explaining your point of view, using some of the previous linking words.

b Check your writing for spelling, punctuation, grammar, capitalisation and parts of the essay.

Review 2

1 Write a new sentence with the same meaning using the words on the right.

- 1 It wasn't unusual for Hani to turn up late. WHICH
Hani turned up late which wasn't unusual.
- 2 The repair man saw the machine and fixed it. WHO
This is
- 3 My grandparents live in that village. WHERE
That is
- 4 When the teacher asked, all the students gave correct answers. WHOM
All students
- 5 I like February 7, because I met my best friend then. WHEN
February 7 is
- 6 I think the bus stopped outside a different building. WHERE
This isn't
- 7 I know that doctor. His patients always talks highly about him. WHOSE
That is

2 Choose the correct answer.

- 1 What be doing this time tomorrow?
a were you b have you c will you
- 2 go if you like because I have to do some shopping.
a I'm b I'll c I'd
- 3 I simply wait until she comes back.
a am b have c will
- 4 He was quite definite about it and assured me he come.
a would b shall c will
- 5 If they arrive late, they will have to get their own meal.
a do b had c will
- 6 I really hope I see you again.
a did b would c will
- 7 What happen to the family if he loses all his money?
a does b will c did
- 8 be buying the house or haven't you decided yet?
a Did you b Were you c Will you

- 1 I'm sure they get married and live happily ever afterwards.
 a shall b will c would
- 10 What to do when you leave school?
 a do you intend b will you intend c could you intend

3 Choose the correct answer a, b, or c.

- 1 If only they you for help before they started.
 a would ask b had asked c asked
- 2 He wishes he back and see the Norias in Hama.
 a would travel b could have travelled c could to travel
- 3 If only the children their books on the floor. I am always falling over them.
 a wouldn't leave b left c wouldn't have left.
- 4 It took us a long time to arrive. I wish we the train instead.
 a would catch b caught c had caught.
- 5 I am so tired. I wish I home earlier.
 a had gone b went c would have gone
- 6 We are having such a lovely time in Homs. If only it all the time.
 a hadn't rained b had rained c rained.
- 7 I wish our neighbours arguing. They annoy us.
 a stopped b had stopped c would stop
- 8 It's a fantastic novel! I have almost finished it. I wish it longer.
 a had been b were , was c would be

4 What may you say in these situations? Use a conditional sentence.

e.g. You think Hind should book a seat on the train or she has to stand.

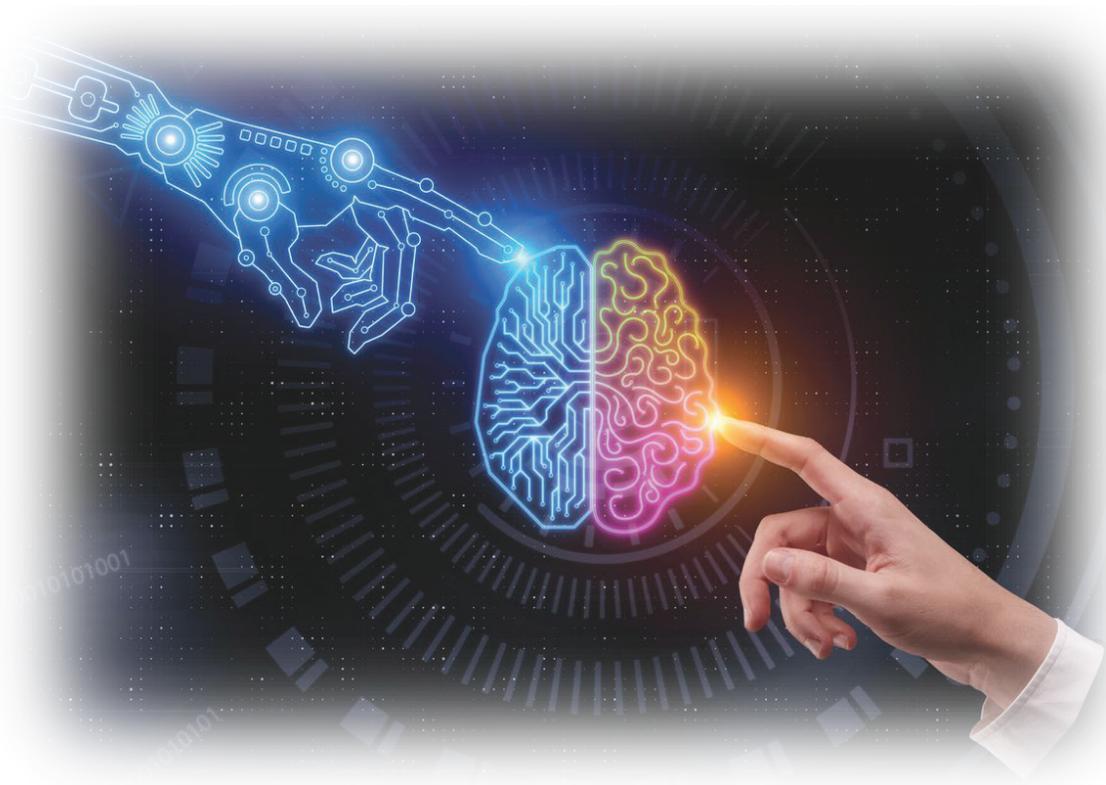
If Hind doesn't book a seat on the train, she'll have to stand.

- 1 You didn't know how much the laptop was when you asked about the price.
 2 Warn your brother not to put too many things in his drawer or it'll break.
 3 You haven't got enough time, so you can't visit your aunt in the next town.
 4 You should have studied earlier for the test. That's why you didn't pass.
 5 Your friend might need some help. If so, tell her to give you a ring.
 6 You didn't see the product advertised, otherwise you could buy it.

5

Choose the correct answer between brackets.

- 1 The police officer told the suspect to stop (*assembling the case, beating around the bush*) and to tell him exactly where he was the night before.
- 2 Having (*broken, beaten*) the law, that 32-year-old man was sentenced for two months.
- 3 Being late for the final exam, Kamel was very angry and (*lost, raised*) his temper.
- 4 One of the most important income for local councils is (*raising, making*) taxes.
- 5 My car is broken; could you (*give, meet*) me a lift to the nearest bus stop?
- 6 To jump out of your skin means that you are (*relaxed, shocked*).
- 7 When doing something (*easy, annoying*), this means that it is a pain in the neck.
- 8 It was very difficult to tell you whether you have to travel or not. Think carefully and then (*jump out of your skin, follow your heart*).
- 9 Asking people to leave their mobile phones at home when they leave is something (*logical, illogical*).
- 10 Uncooked meat is an (*infamiliar, unfamiliar*) type of food for so many people in my society.



Project 2

Curriculum Vitae

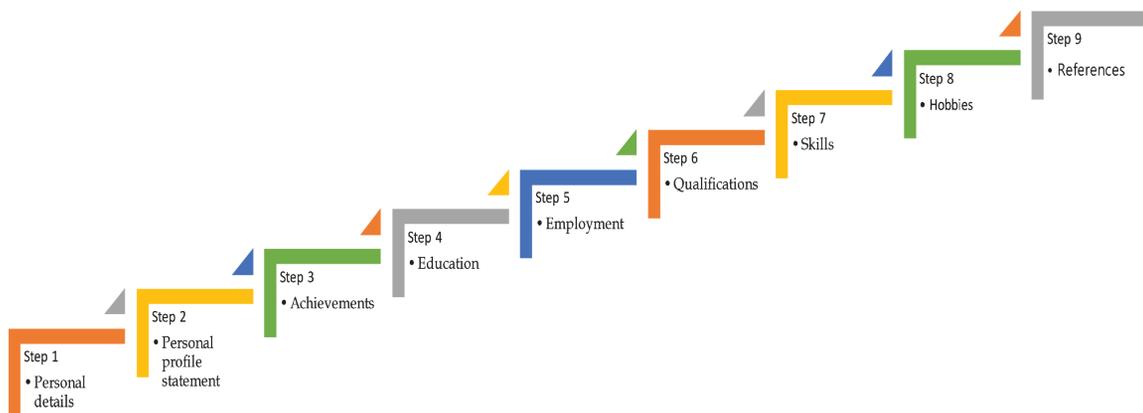
1 Discuss these questions with your partner.

- What does CV stand for?
- What is the difference between a resume and a CV?
- What is the purpose of a CV?

CV vs RESUME

A resume is a one page summary of your work experience and background relevant to the job you are applying to. A curriculum vitae (CV) is a longer academic diary that includes all your experience, certificates, and publications. It can range from 2 to 8 pages.

2 Below, you will find 9 easy-to-follow steps for writing a perfect CV. Read them and try to write an explanation for each step.



3 In groups, follow the steps below to write your own CV.

Step 1: Personal Details

Write your personal details section which is located right at the top of your CV. This section must contain the following information in chronological order:

Your name: written in big bold letters and centred on the page

Your contact details: address, mobile number and e-mail address

Step 2: Personal Profile Statement

A personal profile statement is the second part of your CV, and it is a short statement that tells the prospective employer about the personal skills and qualities that you possess, the experiences that you have, and your career goals and ambitions.

When writing your personal profile, ensure it:

- is short (no more than 5 lines).
- is relevant to the job you are applying for.
- contains some real-world examples.

Step 3: Achievements

Writing a list of achievements on your CV is an excellent way of making your CV stand out in the crowd.

What types of achievements should you include in this section?

- Awards won
- Promotions
- Training or educating others
- Qualifications gained
- Good results in examinations and tests
- Leader/captain/manager in some club or organisation

Step 4: Education

This section should contain a summary of your educational background, and it is one of the most important parts of your CV. It informs the reader, in brief, about the education you have received to date (*undergraduate and postgraduate degrees*) starting with the most recent.

Step 5: Employment

The employment and work experience section of a CV is another crucial part of your CV which is dedicated to the work experience that you have to date.

Each entry should be accompanied by the following information:

- the name of the company you have worked in
- the start and end dates (from-to)
- your job title
- your primary duties and responsibilities

Step 6: Qualification

In this section, you can list down the names of the qualifications that you have achieved accompanied by the following information:

- The issuer / training provider
- The level of the qualification (if applicable)
- The validity/ expiry date of the certificate (if applicable)

Step 7: Skills

The skills section of a CV is an optional part where you can mention some of the skills and abilities that you possess which will assist you in the job you are applying for.

Step 8: Hobbies and Interests

You can use the hobbies and interests section of your CV to demonstrate that you're well-rounded person, fit and healthy.

Step 9: References

The references section on your CV is the final part which cannot be entirely omitted. Your references should be two people who know you well and have worked with you in one way or another.

One of your references should be your current or former employer, and the second referee can be any person who knows you well.

For each of your referees include the following details:

- full name
- title/ position
- (work) address
- telephone number
- email address

4 As a class, VOTE for the best CV and decide which group has created the best and professional one.

Module 5

Unit 9

Citizenship



Culture



Unit 10

Culture Shock

Unit 9



Citizenship

Listening: Listening for specific information

Speaking: Expressing opinions

Reading: Citizenship

Writing: An article about what makes a good citizen

Grammar: Paired conjunctions

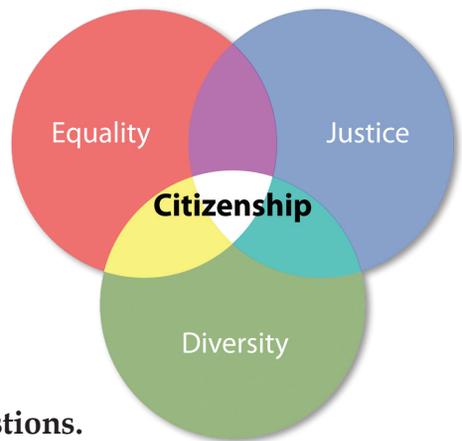
Pronunciation: Homographs

Vocabulary: Adjectives followed by prepositions and word family

Everyday English: Accepting and declining offers

Preview

- 1 What do you think it means to be a good citizen?
- 2 Give examples on how to be a good citizen.
- 3 Work in pairs. Make a list of citizens' rights and responsibilities.



Reading

a Read the text and answer the following questions.

- 1 Where did the concept of citizenship first arise?
.....
- 2 What aspects does citizenship refer to?
.....
- 3 Name the two kinds of responsibilities of citizenship.
.....
- 4 Why do some people pay penalties?
.....
- 5 Why is it necessary to pass the concept of citizenship to the coming generation?
.....



Citizenship is not only the state of being vested with the rights and duties of a citizen, but it can also be defined as the character of an individual who is viewed as a member of a particular society. The concept of citizenship first arose in towns and city-states of ancient Greece, disappeared in Europe during the Middle Ages and crystallised in the 18th century. The concept of citizenship has never been fixed or static, but constantly changes within each society.

While citizenship has varied considerably throughout history, and within societies over time, there are some common related elements. Citizenship refers to many aspects of society such as family, military service, individual's freedom, ideas of right and wrong, paying taxes and patterns for how a person should behave in society.

Although Syrian citizenship provides many rights, it also involves many responsibilities. The Syrian government protects the rights of each individual regardless of their background or culture. In spite of the fact that all Syrian citizens enjoy freedom, protection and legal rights, they also have responsibilities that are voluntary as well as obligatory. Every Syrian citizen must obey state laws, and pay the penalties when a law is broken. All citizens must pay taxes in one form or another. It is the responsibility of citizens to pass along the importance of good citizenship to future generations by teaching their children how to obey the law. The nationality law does not give Syrians the right to unilaterally abandon their Syrian nationality.

Syrians have the right to pride themselves on being good citizens in a nation of ancient civilisations that helped to build and enrich human culture. They have had a vital role in developing human civilisation. From the earliest years, laws representing various points of view have been passed and guidelines have been developed through generations to instruct citizens on Syrian history, values, rights, and responsibilities.



b Match these words to their definitions.

- | | |
|----------------|-----------------------------------------------------------|
| 1 citizenship | a given the official right to do or own something |
| 2 vested | b done willingly, not because you are forced |
| 3 concept | c leave something forever |
| 4 voluntary | d done by only one member without the agreement of others |
| 5 abandon | e an idea that is connected with something |
| 6 unilaterally | f the legal right of belonging to a particular country |

c Replace the words in *italics* in the sentences below with words from the text to correct the information.

- 1 The concept of citizenship is *the same* in all societies.
- 2 In Syria, the rights of each individual are preserved *due to* background or culture.
- 3 Throughout history, Syrians have played a *minor* role in building human civilisation.
- 4 It is *optional* for citizens to obey the laws of their society.

Vocabulary

Word family and Adjectives followed by prepositions

Word Family

a Complete these sentences with words derived from the words in brackets.

- 1 Citizenship is in a political community. (*member*)
- 2 Some citizens take an role in the community. (*act*)
- 3 Civic..... is what citizens are expected to demonstrate in their daily lives. (*behave*)
- 4 She was too young to vote in the national..... . (*elect*)
- 5 Patriotism is love of and to one's country. (*devote*)
- 6 In economics, voluntary..... is unpaid. (*employ*)

Adjectives Followed by Prepositions

→ Some adjectives can be followed by a preposition + noun:

afraid of: I'm afraid of spiders.

angry with: Laila is angry with her little brother.

brilliant / good at: Mike is brilliant/ good at maths.

keen on: He's very keen on chess.

busy with: Tom was busy with his work.

careless with: My grandfather is careless with his money.

grateful for: The people were grateful for our help.

proud of: The parents were proud of their child's achievement.

sure about: Are you sure about the information he has just given you?

surprised by: I was surprised by her exam results.

cruel to: Suzy's dog was cruel to her.

→ Some adjectives are followed by a preposition + -ing form:

e.g. *She was sick of cleaning dishes.*

My brother is used to working at night.

b Write these short dialogues in the Present Simple. Use the words in brackets and the suitable prepositions.

• A: (Bell, why/ be/ you/ angry/ Jack?) B: (Because he/ be/ very careless/ his money)

A: Bell, why are you angry with Jack?

B: Because he is very careless with his money

1 A: (be/ their son/ good/ school work?) B: (Yes, in fact he/ be/ brilliant/ everything)

A:

B:

2 A: (be/ you pleased/ Anna's exam result?) B: (Yes, we/ be/ very proud/ him)

A:

B:

3 A: (Why/ be/ Mr Jack's dog/ afraid/ him?) B: (Because he/ be/ often/ cruel/ it)

A:

B:

Pronunciation

Homographs

Homographs are words that are spelled the same but have completely different meanings, origin, and possibly pronunciation.

Read the following sentences then match the words in bold to their definitions below. Use a dictionary to check the pronunciation of each underlined word.

- 1 After shooting the bull with his **bow**¹, the Spanish archer made a grand **bow**² to the audience.
a the polite gesture of bending at the waist b a weapon used for shooting arrows
- 2 As she went to the store **close**¹ to her house, the woman was careful to **close**² and lock the front door.
a to shut b being nearby
- 3 The city took the **lead**¹ in getting **lead**² out of the municipal waste.
a a type of metal b starting in front
- 4 The **wind**¹ blew softly as we watched the river **wind**² its way through the valley.
a to move or have a curving course b the moving of air
- 5 I **object**¹ to being given this **object**²!
a an item b to disagree

Grammar

Paired Conjunctions

both...and, not only...but also, either...or, neither...nor

(a) <i>Both</i> my mother <i>and</i> my sister are here.	Two subjects connected by both ... and take a plural verb, as in (a)
(b) <i>Not only</i> my mother <i>but also</i> my sister is here.	<ul style="list-style-type: none">• When two subjects are connected by <i>not only...but also, either...or, or neither...nor</i>, the subject that is closer to the verb determines whether the verb is <i>singular</i> or <i>plural</i>.• <i>Not only...but also</i> is used for emphasis or to indicate <i>surprise</i>.
(c) <i>Not only</i> my sister <i>but also</i> my parents are here.	
(d) <i>Neither</i> my mother <i>nor</i> my sister is here.	
(e) <i>Neither</i> my sister <i>nor</i> my parents are here.	
(f) The research project will take <i>both</i> time <i>and</i> money.	
(g) Sue saw <i>not only</i> a fox in the woods <i>but also</i> a bear.	<ul style="list-style-type: none">• Notice the parallel structure in the examples. The same grammatical forms should follow each part of the paired conjunctions.• Paired conjunctions are usually used for emphasis; they draw attention to both parts of the parallel structure.
(h) I'll take <i>either</i> chemistry <i>or</i> physics next quarter.	
(i) That book is <i>neither</i> interesting <i>nor</i> accurate.	

Rewrite the sentences using the paired conjunctions given in brackets. Make any necessary changes.

Tom doesn't lie to his friends. Paul doesn't either. (neither...nor)
Neither Tom nor Paul lies to their friends.

1 Fred likes helping his friends. So does Linda. (both...and)

2 Harry used to help Ann. Or was it Helen? (either...or)

3 We should learn to accept our weaknesses and our strengths. (not only...but also)

4 He never listens to or advises his friends when they have a problem. (neither...nor)

5 I've betrayed your trust. I've betrayed your love for me. (not only...but also)

6 He felt disappointed. He felt misunderstood. (both...and)

7 Brian isn't very considerate. Neither is Tom. (neither...nor)

8 A true friend is someone who is caring and loving. (both...and)

9 Rachel should apologise or leave. (either...or)

10 Richard and John didn't keep her secret. (neither...nor)

Everyday English

Accepting and Declining Offers

a

R9.1 Read and listen to the following conversation.

Waiter: Would you like some more tea?

John: Oh, thank you very much. I'd love some.

Waiter: Would you like it with milk or lemon?

John: Milk, please. Not too much.

Waiter: Sugar?

John: **No thank you.** No sugar. I'm trying to lose weight.

Waiter: Would you care for a ginger biscuit?

John: **Not just at the moment, thank you,** but I'd like another piece of Angel cake, **if I may.**

Waiter: Certainly. Please help yourself.

John: That's kind of you.

Waiter: Not at all.

b Use the expressions and phrases in the table to make an appropriate response about each situation.

Offering help	Accepting offers	Declining offers
Can I ...? / Shall I...?	Yes, please. I'd love to.	It's OK. I can do it myself.
Would you like ...? / Do you want me to...?	If you wouldn't mind.	Don't worry. I'll do it.
I'd be glad to help...	Thank you. That would be great.	No, thank you.

- 1 The person opposite you in the train has been trying to read your newspaper. What do you say?
- 2 The person on your right is looking hungrily at the vegetable dish on your left. What do you say?
- 3 Your bag is full of crisps, chocolate and fruit. Offer them to others.

Listening

a **R9.2** Read and listen to complete the following extract.

When it comes to what it takes to be a good ¹....., the public has a long list of traits and ²..... that it says are important. It is important that you understand the ³..... of good citizenship. These rules help you at ⁴....., at ⁵....., and everywhere you go. You should use these rules in your everyday life because they ⁶..... with sharing, helping people, and being a good person. The rules to being a good citizen no matter where you live or who you are with. Good citizens always ⁷..... things if someone needs something. If you are able to offer ⁸..... hand by carrying something for a friend who has their hands full or offering a pencil, for example, to the person sitting next to you then you should do it. Sharing ⁹..... taking turns, asking nicely before borrowing someone's things, and ¹⁰..... you can to help.

Sometimes it is not okay to share and you do not have to.





R9.2 Listen again and choose the correct answer.

- 1 The main idea of the extract is
 - a rights of citizens
 - b how a good citizen should behave
- 2 According to the extract, holding doors open for people to pass is something
 - a obligatory
 - b voluntary
- 3 have the priority to pass streets.
 - a Car drivers
 - b Pedestrians
- 4 Using car is not acceptable unless necessary.
 - a horns
 - b lights
- 5 When driving, a good citizen avoids
 - a playing music
 - b throwing trash

Speaking



In groups, agree or disagree with the following statement:

"To be a good citizen, one should be polite in everyday activities".



How can we be polite to others? Give two examples about polite behaviour.



Agree or disagree with each statement and give reasons.

- 1 A citizen is defined only by the country he or she lives in.
I agree/disagree because
- 2 A government should treat all of its citizens equally.
.....
- 3 Being a citizen means you should be responsible to your country at all times.
.....
- 4 Your identification with your country is more important than your identification with anything else.
.....

Unit 10



Culture Shock

Listening: Listening for specific information

Speaking: Asking for and giving advice

Reading: Culture Shock

Writing: Formal and informal emails

Grammar: Modals

Pronunciation: Question intonation

Vocabulary: Idioms

Everyday English: Expressing surprise

Preview

- 1 Have you ever spent time away from your home country? Where? Did you have a good time?
- 2 What do you think people miss when they move to live in a foreign country?

Reading

Culture shock is an experience people may have when they move to a foreign country with a new cultural environment, which is different from their own. These unfamiliar surroundings can lead to a feeling of being a little bit lost. For example, when a student starts studying abroad, he/she experiences different things in





custom, dress and food. There are many symptoms of transition shock including: anger, boredom, extreme homesickness, eating disturbances and excessive critical reactions to host culture. Sometimes the symptoms last just few days, but more often they last weeks or even months.

People experiencing culture shock usually move through four stages; they will initially have the honeymoon stage which is characterised by a positive feeling that everything is new and exciting. Then there will be the frustration stage, it may be marked by rejection of the new culture, as well as romanticising one's home culture. But then, with some time and perhaps help from locals, people will start the adjustment stage and begin to feel more familiar and comfortable with the new environment. Adaption and acceptance is the final stage which contributes to the successful integration.

In fact, there is no magic solution for dealing with culture shock. Everyone has to find his or her own balance between the values of home country and those of the host country. In other words, knowing what culture shock is and being able to identify your feelings is a relief. This experience shapes one's personality and gives an invaluable lesson that despite our differences, we are all similar and interconnected on this incredibly beautiful planet.

a Match the words with their definitions.

- | | |
|----------------|-----------------------------------------------------------------------|
| 1 frustration | a a change in the way that someone behaves or thinks |
| 2 homesickness | b the feeling of being annoyed because you cannot control a situation |
| 3 disturbance | c extremely useful |
| 4 invaluable | d an unhappy and worried mental state |
| 5 adjustment | e the process of fitting into a community |
| 6 integration | f a strong, sad feeling of missing one's home when physically away |

b Answer the following questions about the text.

- 1 What is culture shock?
- 2 Mention transition shock symptoms.
- 3 How long do the symptoms last?
- 4 What are the four stages of culture shock?
- 5 In which stage do people begin to feel more confident and relaxed in a new cultural environment? Why?
- 6 How can people reduce the impact of culture shock?

- c** Make a list of the disadvantages of living abroad? For each one, try to find an advantage.

disadvantages	advantages
People misunderstand what you are trying to say.	It's an opportunity to learn a new language.

Vocabulary

Idioms

"To have a wide face"

e.g. People with *wide faces* can supposedly be more successful in life.

Meaning: to have many friends and be well liked. It comes from the Chinese concept of "face". Actions or words that are disrespectful may cause somebody to "lose face", this is where we get the English term "losing face" from. Another English term is "saving face", you save face when you do something to prevent yourself or someone else, from being embarrassed.



"To give someone pumpkins"

e.g. I trusted him but unfortunately he *gave me pumpkins*.

Meaning: to reject somebody or turn someone down.

This idiom comes from Ancient Greece.



"To break bread with"

e.g. I have known her for a long time now.

We broke bread together.

Meaning: to be close friends and have a meaningful connection.



- a** Match the underlined phrases with their meanings.

- I think we'll be good friends. We both have a wide face.
- You have to study hard in order not to give your parents pumpkins.
- You can't break bread with everyone you meet in life.

Meanings:

a turn someone down

b be a close friend to

c be well liked

- b** Do you know any more idioms in different languages? Share them with your classmates.

a

R10.1 Listen and practice. Notice how the intonation rises and falls in questions.

1 In wh-questions, we use *falling intonation*; the speaker's voice rises then falls on the last content word. (if being asked for the first time, or asking for information we don't know)

e.g. *What's the time?*

Where do you live?

2 In Yes/No questions, we use *rising intonation*; the speaker's voice rises on the last content word or phrase. (if we are checking information we think we already know, our voice goes up at the end)

e.g. *Are you going to the party tonight?*

Have you got a pen?

3 Question tags expecting confirmation, we use *falling intonation*.

e.g. *You're French, aren't you?*

He's very tall, isn't he?

4 Question tags showing less certainty, we use *rising intonation*.

e.g. *You're French, aren't you?*

Your train leaves at six, doesn't it?

5 In questions that offer choices, the speaker's voice *rises* on the first choice(s), and *falls* on the last choice.

e.g. *Do you prefer reading poetry or prose?*

Would you rather be a doctor, psychologist or an engineer?

b

Pair work: take turns asking the questions in the box. Pay attention to intonation. Give your own information when responding.

C **R10.2** Read the questions below. Does the intonation rise (R) or fall (F) at the end? Listen and check.

- | | | |
|----------------------------------------------|--------------------------|--------------------------|
| | R | F |
| 1 Do you like pop music? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Would you like to walk or to take the bus? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The movie was great, wasn't it? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 What time does the museum open? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 People use first name here, don't they? | <input type="checkbox"/> | <input type="checkbox"/> |

Grammar

Modals - Obligation / Lack of Obligation

a Complete the sentences with (*should, shouldn't, must, mustn't, have to, don't/doesn't have to*).

- Use to express personal obligation.
- Use to express general obligation: a law, a rule at school or work.
- Use to give an opinion or a recommendation.
- expresses negative advice.
- is used to express absence of obligation.
- means you are not allowed to do this, it's against the rules.

b Now complete the sentences with the correct modal verb and match them with the correct rules above.

- () In Britain, you drive on the left.
- () He has a backache. He carry heavy things.
- () I'm very hungry. I eat something.
- () You use your mobile phone in a gas station.
- () Tom doesn't study enough. He study harder.
- () If he has a credit card, he pay for something in cash. He can use the card.

c A squash club in London has decided that it is important for all club members to do these things:

- | | |
|------------------------------------------|------------------------|
| • wear sport shoes and clean clothes | • have a shower |
| • pay before you play | • finish on time |
| But these things are not allowed: | |
| • disturb other players | • take club balls home |
| • eat or drink outside the canteen | |

- You *mustn't* disturb other players, but you *don't have to* be silent.
- You finish on time, but you start on time.
- You play with club balls, but if you do, you take them home.
- You eat or drink outside the canteen, but you buy your food in it if you don't want to.
- You have a shower, and you wear clean clothes.

a

R10.3 Read and listen to the following dialogue.

Paul: Jack's got a new job.
Carla: **A new job?!** Good for him.
Paul: Apparently, he's promoted.
Carla: **Is he? How amazing!**
Paul: Yes. He told me that last week. He's going to work in the main office.
Carla: **In the main office?** That's interesting!
Paul: Yes. He's travelling to Spain tomorrow.
Carla: **Oh, that's incredible!** What about his family?
Paul: They're travelling with him, too.
Carla: **Are you serious?**
Paul: Sure. They'll have a flat in the centre of Madrid.
Carla: **You're kidding!** I'll call him now.

b

Use the expressions and phrases in bold to show surprise in each situation.

- 1 Your brother has won a lottery.
- 2 A friend won a school competition last week.
- 3 Your friend's family is going to spend their holiday on the beach.



Listening

a

Read the saying and discuss the questions.

'When in Rome, do as the Romans do.'

- 1 What does the saying mean?
- 2 Do you agree with it? Why?/ Why not?

b

R10.4 Listen to a radio show about different customs around the world. Match the country with the suitable behaviour.

- | | |
|---------------------|----------------------------------------------------------|
| 1 The United States | a Don't ask for salt when dining. |
| 2 South Korea | b Arrive on time. |
| 3 Egypt | c Arrive later than originally planned. |
| 4 Venezuela | d Don't gift a yellow rose. |
| 5 Britain | e Leave between 10-20 percent of the bill in tips. |
| 6 Mexico | f Avoid using red ink for writing names of your friends. |

C

R10.4 Listen again and write the names of countries with contrasting customs.



Tipping

- 1 in, is to show gratitude.
- 2 in, is insulting.



Arriving on time

- 1 in, you are greedy.
- 2 in, you are punctual.



Based on their culture

- 1 in, red means death.
- 2 in, yellow means death.

d

Do any of these customs seem unusual to you? Explain.



Speaking

Asking for advice

Don't say **Can you give me some advice?**

Use one of the phrases below.

- What do you think I should do?
- Can I ask your advice/ opinion about something?
- Do you think I should...?
- I'm thinking of... what do you think?

Giving advice

In a conversation, it's not common to say 'I advise you to do this' or 'I recommend that you do this'. These are very formal and are mostly used in writing. Use one of the phrases below.

- You should/ shouldn't...
- If I were you, I would ...
- Make sure (that) you...
- The best thing is to...

Pair work: Read these cross-cultural situations. Describe what the visitors did wrong. Use appropriate expressions in the box to ask and give advice.

1 George was raised in the United States. He used to leave tips for waiters as a way of showing his gratitude for their service. But when he attempted to tip in a café in Seoul, his host was a little embarrassed.



2 Shadi is from Syria. During his study at Yonsei university, he wrote the name of his South Korean friend in red ink. Their relationship was damaged because his friend considered what he did as a sign of ill-will and wishing harm.



3 Mary is from England. When she was on vacation in Venezuela, some Venezuelan friends invited her to dinner at 9:00. She arrived at exactly 9:00, but her friends had not even arrived home yet.



4 Pascale is from France. When she went to Egypt, she was invited to lunch at her new friend's house. She wanted to add more salt to her dish, but her Egyptian friend was kind of upset.



Writing

- a** Read the formal email (1) and the informal version (2). There are 16 differences. Find and underline as many as you can.

Formal email

New message

From: John@hotmail.com

To: Anastasia@hotmail.com

Subject: Travelling to China

Dear Mrs Anastasia Brown,

It has been a pleasure to meet you the other day. I hope you had a safe journey back to Beijing. I forgot to mention that I am travelling to China next month on business to visit a supplier. I am unfamiliar with the customs in China and wondering if there is anything that I ought to be particularly aware of. I wonder whether I should I take some gifts with me. Will they be offended that I do not speak any Chinese? I certainly do not want to displease my hosts in any way. I would be most grateful if you could give me some advice. I apologise for any inconvenience caused.

With kind regards

John Melton

Send

Informal email

New message

From: John@hotmail.com

To: Anastasia@hotmail.com

Subject: Travelling to China

Hi Anastasia

Very good to see you the other day. Hope you got back to Beijing safely. I forgot to mention that I'm travelling to China next month on business to visit a supplier. I've really got no idea about business customs in China and I wonder if there is anything I should know especially. For example, should I take some gifts with me? Will they be annoyed that I don't speak any Chinese? I certainly don't want to annoy my hosts in any way. I don't want to bother you, but if you've got a moment to write a few words of advice, it'd be great.

All the best,

John Melton

Send

b

Write a reply to the email in exercise a. Write a formal version. Make use of the Chinese customs given below.

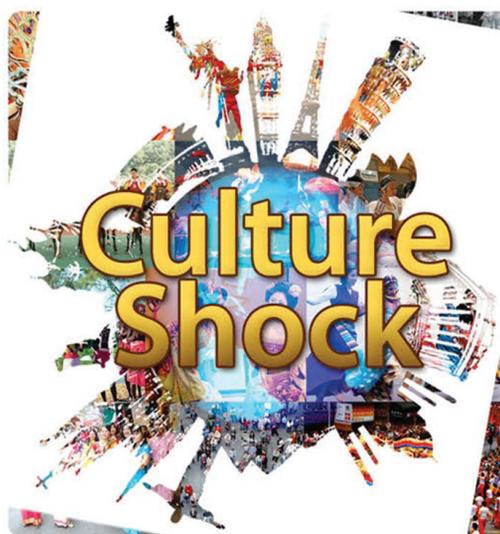


- It is important to learn Mandarin. Chinese is the most spoken language in the world.
- Make slurping sounds and noise while eating. It is a way of indicating that you're really enjoying the food.
- Be sure to leave a little food behind. In China, finishing everything on your plate is a sign that your host didn't have enough food to offer you.
- Don't expect a thank-you card for these gifts in China. Clocks, handkerchiefs and straw sandals are all associated with death and funerals.

**c**

Pair work: check spelling, grammar and punctuation of your email.

Exchange emails with your partner and make suggestions and comments.



Module 6

Unit 11

Epics



Eternal Works

Unit 12

Masterpieces



Unit 11



Epics

Listening: Listening for comprehension

Speaking: Asking for and giving information

Reading: Epic of Gilgamesh

Writing: A summary of an epic story

Grammar: Reported speech

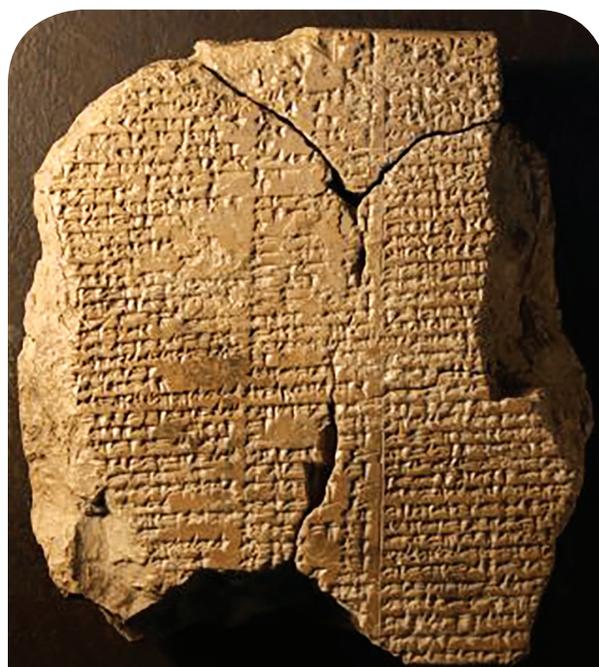
Pronunciation: Strong and weak forms of auxiliary verbs

Vocabulary: Literary terms

Everyday English: Being tactful

Preview

- 1 Have you ever heard of a historical hero? Name him.
- 2 What are the courageous aspects in his life? Tell the class.
- 3 What characteristics identify a hero?



Reading

Epic of Gilgamesh



Gilgamesh, two-thirds god and one-third human, is the greatest king on earth and the strongest super-human that ever existed; however, he is young and deals with his people harshly. The people call out to the sky-god Anu to help them. In response, Anu creates a wild man, Enkidu, out in the harsh and wild forests surrounding Gilgamesh's lands. This **brute**, Enkidu, has the strength of dozens of wild animals; he is to serve as the subhuman rival to the superhuman Gilgamesh. Later a good friendship existed between the two.

Gilgamesh has two dreams; in the first a **meteorite** falls to earth which is so great that Gilgamesh can neither lift it nor turn it. In the second, Gilgamesh dreams that an axe appears at his door, so great that he can neither lift it nor turn it. Gilgamesh asks his mother what these dreams might mean; she tells him a man of great force and strength will come into Uruk and this man will help Gilgamesh perform great deeds.

On his way, Gilgamesh encounters two large scorpions. They try to convince him that his journey is full of danger but **in vain**. Gilgamesh continues his journey, crossing the Waters of Death that kill anyone who touches them. After a long and dangerous journey, Gilgamesh arrives at a shore and meets a man. He tells this man that he is looking for Utnapishtim and his wife, the only humans to have **survived** the Great Flood and who were granted immortality by the gods, in the hope of discovering the secret of everlasting life. The old man advises Gilgamesh that death is a necessary fact because of the will of the gods; all human efforts are only temporary, not permanent. Gilgamesh falls to his knees and weeps in sorrow.

The love within the friendship of Enkidu and Gilgamesh inspires both of them to be better men in different ways. Another great lesson Gilgamesh learns is the inescapable truth of human death. When Enkidu dies a painful death, Gilgamesh becomes even more terrified of the idea of his own death. The Epic of Gilgamesh has several moral themes, but the main theme is that love is a motivating force. There are many other morals to be taken from the epic as well. One is undoubtedly that **immortality** (the way Gilgamesh desires it) is impossible to achieve. Because it was Enkidu's death and Gilgamesh's fear for his own death that set him on his quest, the real moral here is to accept that death will come, and if possible, not to fear it.



Adapted from "www.reference.com"

a Answer the following questions.

- 1 Who is Gilgamesh?
- 2 How does he deal with his people?
- 3 Why does he feel sad?
- 4 How does his mother interpret his dreams?
- 5 What is the purpose of Gilgamesh's journey?
- 6 What is the moral lesson of the epic of Gilgamesh?

b Read the following sentences about the text and choose the correct answer.

- 1 Anu is
a an earthly god b a heavenly god c a superman
- 2 Later Gilgamesh and Enkidu
a left each other b parted c befriended
- 3 At the sudden death of Enkidu, Gilgamesh didn't take care of himself because he was
a sad for him b afraid of death c pessimistic
- 4 Gilgamesh was in deep sadness because he realised that human efforts last for in the face of death.
a a limited time b a long time c forever
- 5 The immortality Gilgamesh desires is
a possible b infeasible c reasonable

c Read the following sentences about the text and correct the false ones.

- 1 Compared with Gilgamesh, Enkidu is very strong.
- 2 In his second dream, Gilgamesh is able to lift the huge stone.
- 3 Because of his love to Enkidu, Gilgamesh starts his journey searching for mortality.
- 4 The old man advises Gilgamesh to continue his journey.

d Match the following definitions to the highlighted words in the text above.

- 1 The state of living forever
- 2 A man who is cruel, violent and not sensitive
- 3 A large piece of rock from the outer space
- 4 Without positive results / useless
- 5 continued to live.

Vocabulary

Literary Terms

a Use some of the words in the box to complete the sentences below.

novel poet prose style plot satire tragedy masterpiece

- 1 Writers use to criticise the bad deeds of people.
- 2 *Romeo and Juliet* is a that shows how hate destroys love.
- 3 A is the greatest work written by a writer.
- 4 *Robinson Crusoe* is the first written in English literature. It is 198 pages.
- 5 Nizar Khabani was a brilliant romantic Syrian

Pronunciation

Strong and Weak Forms of Auxiliary verbs

Notice that every single weak form has the vowel changed into schwa /ə/.

Auxiliary Verb	Weak	Strong	Example	
			Weak	Strong
am	/əm/	/æm/	Am I late?	Yes, I am.
are	/ə/	/ɑ:/	Are they going?	Yes, they are.
is	/s/ /z/	/ɪz/	This cat's fast? Who's coming?	Yes, it is. Ali is.
was	/wəz/	/wɒz/	Was the weather terrible?	Yes, it was.
has	/həz/ /həs/	/hæz/	Has the rose died? The milk's gone sour, hasn't it?	Yes, it has.
have	/həv/	/hæv/	Have you ever been there?	Yes, I have.
do	/də/	/du:/	Do they come early?	Yes, they do.
does	/də/	/dʌz/	Does the train leave at five?	Yes, it does.
can	/kən/	/kæn/	Can you speak English?	Yes, I can.



Decide whether these statements have weak or strong forms of the auxiliaries.

- 1 He's my best teacher.
- 2 Do they play any sport?
- 3 She was late.
- 4 Yes, we have.
- 5 Have you ever seen it?
- 6 Yes, there are.
- 7 Does she speak French?
- 8 She has decorated the room, hasn't she? - Yes, she has.



R11.1 Listen and check.

Grammar

Reported Speech



Write sentences about Judy's trip to Hama as done in the first sentence.

- 1 We're taking the nine o'clock train.
Judy told me they were taking the nine o'clock train.
- 2 I'll have to get up early.
She said
- 3 I don't really like traveling by train.
She told me
- 4 It's an easy way to travel.
She said
- 5 I want to see the waterwheels there.
She told me
- 6 We've been to Hama before.
She told me
- 7 We didn't see everything.
She said



Report the following questions as done in the examples.

Examples:

"What is the time?" he asked.

He asked me what the time was.

"Do you live in Damascus?" he asked Mary.

He wanted to know if Mary / she lived in Damascus.

- 1 "How long does it take you to get home?"
He asked
- 2 "Are you going to the cinema at the weekend?"
He asked me
- 3 "Where is the key?"
My mother wanted to know
- 4 "Who do you want to meet, sir?"
Sami asked Mr. Hamad
- 5 "What time did the film start?"
My friend wanted to know
- 6 "What kind of films do you like watching?"
Mary asked Natalie
- 7 "Have you ever been to London?"
He wanted to know

Everyday English

Being Tactful

We sometimes soften a message by using particular words or phrases like:

- **Past Forms**
We were planning to go the cinema tomorrow.
- **Modal**
It could have been a bit hotter.
I'd go for black instead if I were you.
- **Not sounding negative**
I think darker colours suit you better.
I've seen better performances.
- **Adverbs of attitude**
Honestly, I've heard better singers.
Unfortunately, the food was salty.

Example

Sue: Does this dress look OK?

Anny: Well, I think darker colours suit you better. I'd go for black instead if I were you.

Writing

- a** In your own words, write a summary of the Epic of Gilgamesh.
- b** Compare your summary with your partner's.
- c** Check for punctuation, spelling and grammatical mistakes.

A *summary* is a shorter version of the original text. **How to write a summary?**

- 1 Write the main ideas and points.
- 2 Use your own words to express the ideas.
- 3 Keep it short.
- 4 Read the original text again to make sure you haven't missed any key points.



Unit 12



Masterpieces

Listening: Listening for gist

Speaking: Expressing ideas

Reading: Mona Liza

Writing: A composition about the role of art in developing the world

Grammar: Inversion

Pronunciation: Sound linking

Vocabulary: Verbs (Literal and Idiomatic)

Everyday English: Asking for, giving and refusing permission

Preview

In pairs, discuss these questions.

- 1 Have you ever visited an art gallery or a museum?
- 2 What works have you admired most?
- 3 Do you like painting? What kind of paintings attract you most? Why?



Reading

Mona Liza

The Mona Liza is a painting by Leonardo da Vinci, one of the artists of the Italian renaissance, born in 1452. It is the most famous painting in the world. This painting is in the Louvre Museum in Paris, where millions of people visit it annually. The Mona Liza gained its greatest fame in the 20th century, when the genius artist, Da Vinci, was highlighted.

The most important question is “who is Mona Liza, and what is her story?”, “Who is that woman who doesn’t wear jewelry and with dark clothes as if she were **mourning**, yet she smiles in a mysterious way?

The painting contains no visible **brushstroke**, so the Mona Liza looks very realistic as if it were of flesh and blood. Is Mona Liza a real woman who stood before Leonardo to paint her, or is it an imagined image of an ideal beauty than a female face?

To find out who Leonardo painted, the Louvre Museum put the painting for scientific **scrutiny**, using the latest technology. The painting was examined with x-rays, light and **infrared** imaging and other techniques to reveal its mysteries.

The idea of the Mona Liza dates back to 1503, when the Italian silk **merchant**, Francisco Dell agreed with the artist, Da Vinci, to **portray** his wife, Liza Gioconda. Leonardo finished it in 1519, when he took it with him to France at the invitation of King Francois I, but he died before returning to Italy and delivering the painting to Francisco.

Adapted from 'www.britannica.com'



a Match the meanings with the **highlighted** words in the text.

- 1 close examination
- 2 feels sorrow for someone's death
- 3 having or using electromagnetic waves that cannot be seen
- 4 seller/ trader
- 5 the marks made on a surface by a painter's brush
- 6 to show somebody/ something in a picture

b Answer the following questions about the text.

- 1 Which age did Leonardo da Vinci belong to?
- 2 When did the painting become famous? Why?
- 3 What makes the painting, Mona Liza, look realistic?
- 4 How was the painting examined?
- 5 What type of business did Mona Liza's husband do?
- 6 Why is the Mona Liza in France, not Italy?

c Rewrite the following sentences to correct the information.

- 1 Mona Liza is one of the most famous paintings in the world.
- 2 Millions of people visit the Louvre Museum every month.
- 3 The scientific inspection of the Mona Liza was to know who painted it.
- 4 The Mona Liza dates back to the 15th century.

Vocabulary

Verbs (Literal and Idiomatic)

① There are many phrasal verbs consisting of a *verb + adverb /preposition* with a literal meaning.

e.g. *I looked up* the tree, but I couldn't see my cat. (literal = to raise your eyes up.)

a Match these phrasal verbs with their meanings.

- 1 There's some chocolate in the fridge. Can you *get it out*?
- 2 Why is the towel on the floor? Please *pick it up*.
- 3 *Put on* something warm. It's cold today.
- 4 When are you *coming back* to Syria?

Meanings

- a to return
- b to take hold of something and lift it up
- c to dress something
- d to collect from a place

2 However, some other phrasal verbs aren't literal. They have idiomatic meanings.

e.g. I *looked up* the spelling in my dictionary. (idiomatic = to look for information in a dictionary)

b Match these phrasal verbs with their meanings.

- 1 Will we *get* the book *out* by the end of the year?
- 2 I'll *pick* you *up* at 5:00.
- 3 She looks like she's *put* *on* several kilos.
- 4 She *came* *back* at the speaker with some sharp questions.

Meanings

- e to go somewhere in your car and collect someone who is waiting for you
- f to reply to somebody angrily or with force
- g to gain weight
- h to produce or publish something

Pronunciation

Sound Linking

- Sound linking is a way of joining the pronunciation of two words so that they are easy to say and flow together smoothly.
- Consonant to vowel linking is when one word ends with a consonant sound and the next word begins with a vowel sound, the words are linked together.

a Look at the following phrases. Notice the consonant-vowel links.

- 1 at eight o'clock.
- 2 as soon as possible.
- 3 an interesting film.
- 4 a car accident at night.

b **R12.1** Listen and repeat.

c In pairs, read the following sentences. Put the links in the right places as the example.

e. g. *I am reading a book about history.*

- 1 First of all, I'm going to book a ticket.
- 2 My father is an old man.
- 3 Ted is using a computer at the moment.
- 4 I'm interested in art and music.

d **R12.2** Listen and check your answers.

Grammar

Inversion

*When we begin a sentence with a limiting adverbial (e.g. **seldom**) or a negative adverbial (e.g. **not only**), the subject and the auxiliary verb are inverted.*

a Look at the limiting and negative adverbials in bold in 1-5. Then underline the inversion in each sentence.

- 1 **Seldom** did they go to the football match.
- 2 **Hardly** had the play started when there was a disturbance in the audience.
- 3 **Not only** does he speak English, he speaks French.
- 4 **Were** I you, I would study more.
- 5 **Never** have I been to London before.

b What auxiliary is used when we invert *Past Simple* and *Present Simple*?

c Read the sentences and find out four mistakes.

- 1 Never John had been to such a fantastic restaurant.
- 2 Rarely I want to be associated with this project.
- 3 No sooner had they eaten dinner than the ceiling crashed onto the dining table.
- 4 Seldom do I leave my house so early.
- 5 Hardly he understood about the situation.
- 6 I were there, I would give them a hand.

Asking for permission	Giving permission	Refusing permission
<ul style="list-style-type: none"> • May I / Can I • Do you think I could • Is it ok if I • Do / Would you mind if I 	<ul style="list-style-type: none"> • sure • yes, of course • help yourself • No problem • It's OK 	<ul style="list-style-type: none"> • Sorry, • I'm afraid that's not possible. ... <p>Note:</p> <ul style="list-style-type: none"> • To refuse permission politely, we usually <i>don't say no</i>. • We give reasons why we refuse giving permission, beginning with the word <i>sorry</i>.

a **R12.3** Read and listen to the following dialogue.

Son: Dad, can I go out tonight?
Father: It's a school night! I'm afraid that's not possible.
Son: Dad, all my friends are going to the game!
Father: I'm sorry, son. Your grades haven't been the best recently. I'm going to say no.
Son: Ah, Dad, come on! Let me go!
Father: Sorry son, I said no!
Son: What if I promise to finish all my duties tomorrow?
Father: You're always nagging on me! Ok, son. But be sure I'll check your job tomorrow.
Son: Thanks dad.

b Use appropriate expressions or phrases to make a good response for each situation.

- 1 You are in a railway carriage. It's crowded and hot. All the windows are closed. What do you say?
- 2 You have a dental appointment and you need the afternoon off. What do you say to your boss?
- 3 You're invited to a party at 8 p.m. You know you can't arrive until about 10 p.m. What do you say?
- 4 There is only one copy of a reference book in the library. Your classmate has it at the moment. You need it urgently for a short time. What do you say?



Listening

a Answer the following questions.

- 1 Which world famous artists have you heard about?
- 2 What nationalities are they?
- 3 How did they become famous?

b

R12.3 Listen to an extract about *the artist Pablo Picasso*. Answer the questions below.

- 1 What is Picasso's nationality?
- 2 Which school of art did Picasso found?
- 3 Who helped Picasso to learn French?
- 4 What did Picasso want to convey through his caricatures?

c

Rewrite the following sentences to correct the information.

- 1 Picasso was one of the nineteenth century artists.
- 2 Pablo was born to an upper class family.
- 3 Pablo was the only child in the family.
- 4 In Madrid, Picasso met Max Jacob, the poet and journalist.

d

R12.3 Listen again and check your answers.



Speaking

a

Have you ever seen a famous masterpiece painting?

If yes,

- 1 Close your eyes and describe the artwork from memory. Why did you remember these points?
- 2 How would you describe this artwork to someone who has never seen it?
- 3 What elements of this work seem real?
- 4 What elements seem dreamlike or imaginary?
- 5 What is *strange/mysterious/normal/boring/exciting* about this painting?

b

If no, ask your partner the same questions about this artwork.

Review 3

1 Choose the correct answer between brackets.

- 1 You (*mustn't / don't have*) smoke here. Smoking is forbidden in this restaurant.
- 2 There is plenty of time. We (*mustn't / don't have to*) be at the meeting until 9.00.
- 3 (*We don't have to / We'd better not*) talk for too long. These calls are expensive.
- 4 You (*should, may*) see a doctor for that serious cut on your arm.
- 5 You (*didn't have to tell me / shouldn't have told me*) about the party. Now it's not a surprise.
- 6 Each driver (*should, must*) have health insurance. It is obligatory.
- 7 You (*should study, should have studied*) harder for the exam last term. Your results are too bad.
- 8 These books are on the wrong shelf. They (*shouldn't / mustn't*) be here.

2 Combine each pair of sentences into one new sentence using paired conjunctions (*both...and..., not only...but also..., either...or..., neither...nor...*).

- 1 Hind enjoys swimming in the early morning. Hasan enjoys swimming in the early morning.
- 2 Sua'ad is not in class today. Waleed is not in class today.
- 3 We can fix dinner for our guests here, or we can take them to a restaurant.
- 4 The panda faces extinction. The koala faces extinction too.
- 5 This website doesn't have the topic I need. That website doesn't have the topic I need either.
- 6 Wind power is renewable. Solar power is also renewable.
- 7 Rayan doesn't know where Hani is. Nadeem doesn't know either.
- 8 Sham wants to ask her teacher a question. Hala wants to ask the teacher a question.

3 Report the following sentences. Use the verbs in brackets.

Khaled to Sami: How was your exam? (ASK)

Khaled asked Sami how his exam had been.

- 1 The little boy to his mother: I ate all the cake yesterday. (ADMIT)
- 2 Karen to Nancy: I'm so proud of you. (TELL)
- 3 Janet to Hala: Did someone ring you an hour ago? (WANT TO KNOW)
- 4 Judy to Martin: Would you like to join me for lunch tomorrow? (INVITE)
- 5 Fuad to his friend: The teachers are working on the exam results. (SAY)

4 Choose the correct word or phrase in each sentence.

- 1 *Not only / Rarely* do you see top-rate cameras which are also easy to use.
- 2 *Never I have seen / Never have I seen* such a dramatic end to a football match.
- 3 *What he is talking about / What is he talking about*, I have no idea.
- 4 Only the two members of our school team *managed / did they manage* to finish the race.
- 5 *Should / Were* the alarm to ring, leave the building immediately.

5 Choose the correct answer between brackets.

- 1 I was surprised to know that my little brother has more many friends than I really do. In fact, he has got a (*round, wide*) face.
- 2 Let me introduce you to Mr. Karam, my father's best friend. We (*broke bread with each other, gave each other a pumpkin*) many years ago.
- 3 I don't have any difficulty going to school. A bus (*picks, looks*) me up every day.
- 4 Moscow is too cold especially in winter. You will need to (*put on, put off*) a heavy coat there.
- 5 My neighbour is a great writer. His new book is about to (*get in, get off*) next month.
- 6 Your jacket is wet. (*Take it off, Take of it*) and get a dry one.
- 7 Suzan must be good (*with, at*) French. She got a full mark in the exam.
- 8 Fadi has never learnt to swim because he's afraid (*about, of*) water.

6 Complete the sentences below with the correct form of the words in capital.

- 1 The of the sun's radiation can cause skin cancer. (AFFECT)
- 2 At the end of the match, all the players were out of
(BREATHE)
- 3 Both Ali and Mary are today. (ABCENCE)
- 4 The government announced the island an invalid place to live on because of the volcanic (ACT)
- 5 My sister's children are remarkably polite. They always politely.
(BEHAVIOUR)
- 6 Who did you vote for in the last ? (ELECT)
- 7 mustn't waste work time chatting. (EMPLOY)
- 8 What are your classmates'? (NATION)

Project 3



Digital World Research

Objectives:

- You will learn steps for successful research.
- You will present your research effectively and with confidence.

Digital in 2020

Digital's role in our lives has reached new heights, with more people spending more time doing more things online than ever before:

- The number of people around the world using the internet has grown to 4.54 billion, an increase of 7 percent (298 million new users) compared to January 2019.
- Worldwide, there are 3.80 billion social media users in January 2020, with this number increasing by more than 9 percent (321 million new users) since this time last year.
- Globally, more than 5.19 billion people now use mobile phones, with user numbers up by 124 million (2.4 percent) over the past year.

1 In groups, discuss these questions to do a good research.

- a What does "digital world" mean?
- b Why do we need a digital world?
- c Is the digital world dangerous?
- d What are the advantages of the digital world?
- e What are the disadvantages of the digital world?

2 Work in pairs to do a research into the effects of the digital life. Follow these steps.

a Plan what you are going to do.

1 Choose a Topic: A good topic should have enough information for you to use.

- a topic supports a unit of study.
- topic information comes from books, computers, and people.

2 Choose Subtopics: A good subtopic allows you to decide what you want to know about the topic.

- questions support the topic.
- questions are the result of brainstorming or finding information within library resources.

3 Create a list of questions to guide your research / digital world /

- What am I supposed to do?
- What do I need to find out about in order to do the job?
- What will the result be if I do a really good job?



b **Do it.**

1 Select sources: A good source should have information that supports the topic and subtopics:

- a source has information about the topic
- a source should be preselected by the teacher or librarian
- it is important to give credit to each source of information

2 Read / View / Think / Write / Create

- Read or view a “chunk” with your pencil down .
- Think about what was read or viewed.
- Select only what is important to answer the questions.
- Write down only the important facts that answer the questions.
- Give credit to the source: author, title and copyright date.
- Create your project; picture, data sheet, computer activity, etc.

c **Review what you did**

Evaluate Work: Before handing in the assignment, you should stop and think about your assignment. You should check your work asking the following questions:

- Did I do what I was supposed to do?
- Did I check my spelling and do my work neatly?
- Is my job complete and did I put my name on the project?

3

At the end of the research, you need to present it using the appropriate form within defined timelines and evaluate it by asking yourself the following questions.

- a How will I know I did a good job?
- b What did I do really well?
- c What could I do better next time?
- d How proud am I of my research project?



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