

الْجُمْهُورِيَّةُ الْعَرَبِيَّةُ السُّورِيَّةُ  
وِزَارَةُ التَّرْبِيَّةِ وَالتَّعْلِيمِ

# Emar

English Series

12

Student's  
Book

Scientific Section

2025 - 2026

حقوق الطَّبَاعَةِ وَالتَّوْزِيعِ مَحْفُوظَةٌ لِلْمَوْسَسَةِ الْعَامَّةِ لِلطَّبَاعَةِ  
حقوقُ التَّأْلِيفِ وَالنَّشْرِ مَحْفُوظَةٌ لَوِزَارَةِ التَّرْبِيَّةِ وَالتَّعْلِيمِ  
الْجُمْهُورِيَّةُ الْعَرَبِيَّةُ السُّورِيَّةُ

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

## Module 2 Sciences

| Topics                              | Skills                                                                                                                                                                                                          | Sub-Skills                                                                                                                  | Everyday English           |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Unit 3</b><br><b>Medicine</b>    | <b>Reading:</b> History of Medicine<br><b>Writing:</b> A composition about healthcare in Syria<br><b>Listening:</b> Listening for specific information<br><b>Speaking:</b> Traditional and alternative medicine | <b>Vocabulary:</b> Medical words<br><b>Grammar:</b> Passive voice<br><b>Pronunciation:</b> Emphatic stress                  | Asking for information     |
| <b>Unit 4</b><br><b>Engineering</b> | <b>Reading:</b> History of Engineering<br><b>Writing:</b> An article about the role of engineering in our life<br><b>Listening:</b> Listening for details<br><b>Speaking:</b> Asking for and giving information | <b>Vocabulary:</b> Phrasal verbs and prepositions of movement<br><b>Grammar:</b> Causative<br><b>Pronunciation:</b> Elision | Hesitation and uncertainty |

## Module 3 Politics

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

## Module 4 Biology

| Topics                                         | Skills                                                                                                                                                                                         | Sub-Skills                                                                                                                 | Everyday English   |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Unit 7</b><br><b>Microorganism</b>          | <b>Reading:</b> Viruses and Bacteria<br><b>Writing:</b> A composition about environmental health<br><b>Listening:</b> Listening for specific information<br><b>Speaking:</b> Discussing issues | <b>Vocabulary:</b> Verb-noun collocations<br><b>Grammar:</b> Conditionals II , III<br><b>Pronunciation:</b> Silent letters | On the phone Terms |
| <b>Unit 8</b><br><b>Facts about Human Body</b> | <b>Reading:</b> Human Body<br><b>Writing:</b> An online message<br><b>Listening:</b> Listening for details<br><b>Speaking:</b> Asking for and giving information                               | <b>Vocabulary:</b> Body idioms<br><b>Grammar:</b> Expressing wishes<br><b>Pronunciation:</b> Syllable stress               | Asking for help    |

## Module 5 Culture

| Topics                                 | Skills                                                                                                                                                                                    | Sub-Skills                                                                                                                                        | Everyday English               |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Unit 9</b><br><b>Citizenship</b>    | <b>Reading:</b> Citizenship<br><b>Writing:</b> An article about what makes a good citizen<br><b>Listening:</b> Listening for specific information<br><b>Speaking:</b> Expressing opinions | <b>Vocabulary:</b> Adjectives followed by prepositions and word family<br><b>Grammar:</b> Paired conjunctions<br><b>Pronunciation:</b> Homographs | Accepting and declining offers |
| <b>Unit 10</b><br><b>Culture Shock</b> | <b>Reading:</b> Culture Shock<br><b>Writing:</b> Formal / informal emails<br><b>Listening:</b> Listening for specific information<br><b>Speaking:</b> Asking for and giving advice        | <b>Vocabulary:</b> Idioms around the world<br><b>Grammar:</b> Modals<br><b>Pronunciation:</b> Question intonation                                 | Expressing surprise            |

## Module 6 Technology

| Topics                                           | Skills                                                                                                                                                                                                            | Sub-Skills                                                                                                                                                     | Everyday English                          |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Unit 11</b><br><b>Artificial Intelligence</b> | <b>Reading:</b> Artificial Intelligence<br><b>Writing:</b> A composition about uses of artificial intelligence<br><b>Listening:</b> Listening for specific information<br><b>Speaking:</b> Discussing opinions    | <b>Vocabulary:</b> Common verbs in science and technology<br><b>Grammar:</b> Reported Speech<br><b>Pronunciation:</b> Strong and weak forms of auxiliary verbs | Being tactful                             |
| <b>Unit 12</b><br><b>Digital Literacy</b>        | <b>Reading:</b> E-government<br><b>Writing:</b> A composition about using the Internet in learning<br><b>Listening:</b> Listening for general understanding<br><b>Speaking:</b> Asking for and giving information | <b>Vocabulary:</b> Phrasal verbs<br><b>Grammar:</b> Inversion<br><b>Pronunciation:</b> 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 <sup>1</sup>aspire 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 <sup>2</sup>burden our children with unreal expectations. There are a few factors that are of great



importance in the career selection process. The child's <sup>3</sup>**aptitude** 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 <sup>4</sup>**swayed** 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, <sup>5</sup>**remuneration** 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, <sup>6</sup>**demotivation** 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 <b>a</b> seek to attain a goal                                | <b>b</b> advance                  |
| 2 <b>a</b> reduce                                               | <b>b</b> load                     |
| 3 <b>a</b> quality                                              | <b>b</b> natural ability or skill |
| 4 <b>a</b> influenced                                           | <b>b</b> lost                     |
| 5 <b>a</b> money paid for work or services                      |                                   |
| <b>b</b> an amount of money given to someone as a debt          |                                   |
| 6 <b>a</b> making someone more eager or willing to do their job |                                   |
| <b>b</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 <sup>(1)</sup> *getting* on, Simon? We're thinking <sup>(2)</sup> *we think* it's great here. Everyone is having <sup>(3)</sup> ✓ a good time. I'm siting <sup>(4)</sup> in the Nile Hotel. John is swimming <sup>(5)</sup> in the pool. Sally is lying <sup>(6)</sup> in the sun, and Jane is shopping! <sup>(7)</sup>

We're liking <sup>(8)</sup> Egypt. We're all relaxing. <sup>(9)</sup> What are you doing? Are you working hard <sup>(10)</sup> at the moment? I'm knowing <sup>(11)</sup> your exams start tomorrow. Good luck! Is it raining <sup>(12)</sup> in England? The sun is shining <sup>(13)</sup> here, of course! I'm learning <sup>(14)</sup> a bit of Arabic, but not very much. I'm understanding <sup>(15)</sup> 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.    |
| George | 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, George 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*.

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

- 4 A How long <sup>(5)</sup> ..... (you / use) a computer?  
 B I've been using a computer for at least three years. Maybe longer.
- 5 A So, Jack is your best friend. <sup>(6)</sup> ..... (you/ meet) him when you were at university?  
 B Yes, we <sup>(7)</sup> ..... (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"> <li>If I were you.....</li> <li>You'd better....</li> <li>You should....</li> <li>Try to....</li> <li>Instead of... you can...</li> </ul> | <ul style="list-style-type: none"> <li>That's true. I haven't thought about that before.</li> <li>OK. I can do that.</li> <li>Yes, you're right. I'll do that.</li> <li>Of course! I should've thought about that.</li> </ul> | <ul style="list-style-type: none"> <li>Maybe you're right, but....</li> <li>Well, you see....</li> <li>I'm not sure. Maybe I could....</li> <li>I'm not sure if this is the best thing to do now.</li> </ul> |

**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 <sup>1</sup> 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 <sup>2</sup> \_\_\_\_\_, but in many cases, money cannot buy you success. In fact, there are some factors which help us be successful.

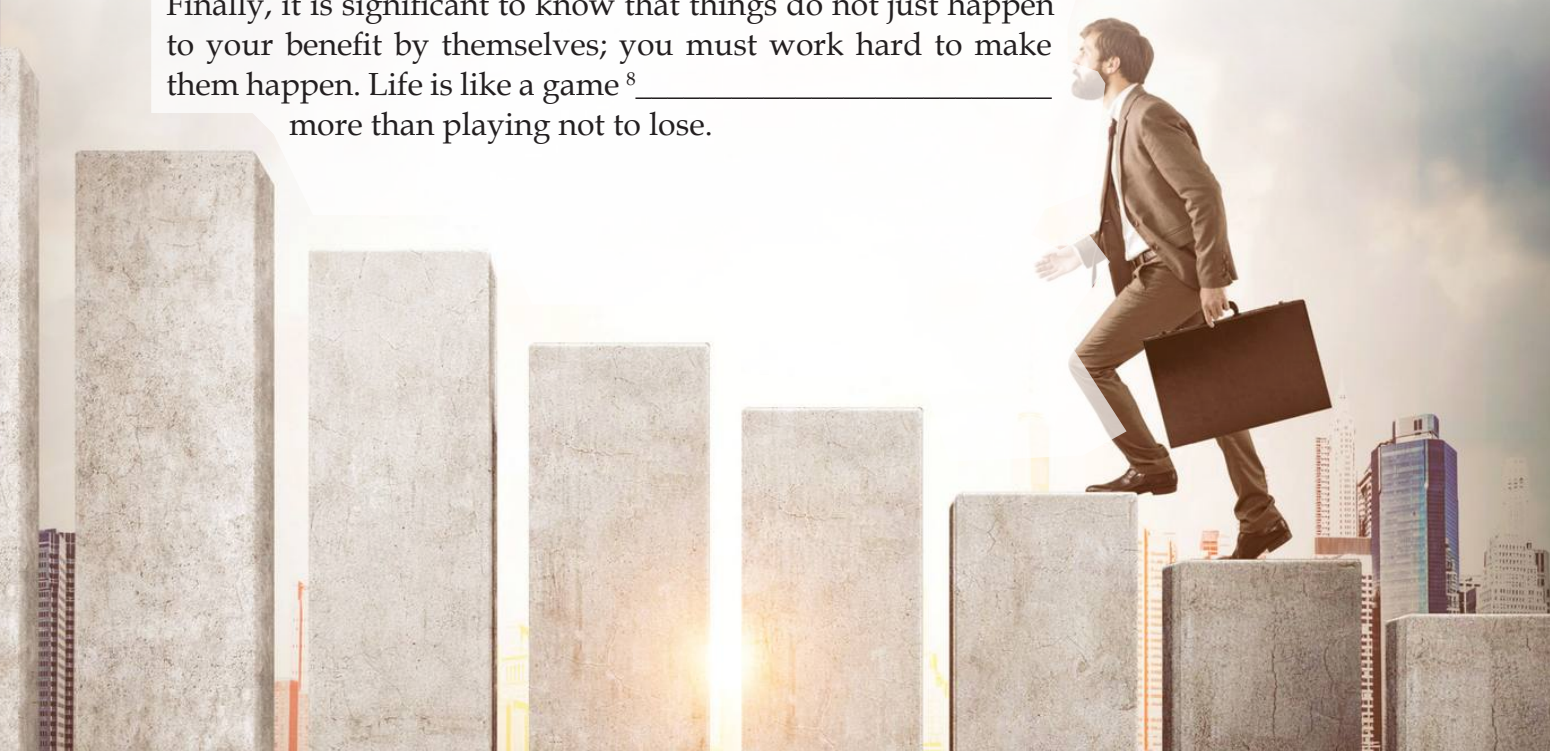
Start by setting your goals. Having a goal is an essential thing, but it should be a smart goal <sup>3</sup> \_\_\_\_\_. It requires to stretch your capabilities and to stay committed and remind yourself that it is not the end of the road. One step more, if there was only one secret to success, <sup>4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

Timing also is a crucial ingredient to success. The only method of obtaining good timing is <sup>5</sup> \_\_\_\_\_. 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 <sup>6</sup> \_\_\_\_\_ 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 <sup>7</sup> \_\_\_\_\_. 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 <sup>8</sup> \_\_\_\_\_ more than playing not to lose.





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



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*

*realized*

| /t/   | /d/   | /id/  |
|-------|-------|-------|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

**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 talks 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.

- Congratulations!
- We are proud of you.
- You really deserve this honour.
- Very well done! Keep it up.

- I'm sorry about what happened.
- You mustn't let this depress you.
- I'm sure this won't happen again.
- I have 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.



# Module 2

## Unit 3 Medicine



## Sciences

## Unit 4 Engineering



## Unit 3



## Medicine

**Listening:** Listening for specific information

**Speaking:** Traditional and alternative medicine

**Reading:** History of Medicine

**Writing:** A composition about healthcare in Syria

**Grammar:** Passive Voice

**Pronunciation:** Emphatic Stress

**Vocabulary:** Medical words

**Everyday English:** Asking for information

### Preview

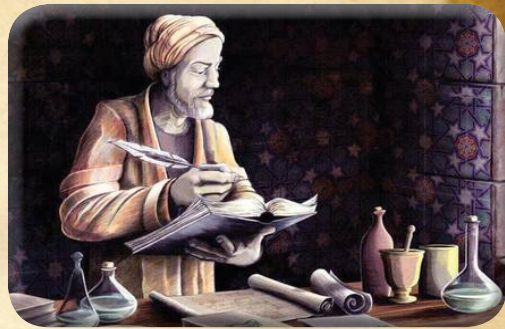
In small groups, discuss the following questions.

- 1 What do you know about Ibn Sina (Avicenna) and Al-Razi?
- 2 How did people in the past use to cure illnesses?
- 3 What kind(s) of medical treatments still exist nowadays?
- 4 Why has the number of some dangerous diseases reduced in the recent years?



### History of Medicine

Throughout history, various societies and cultures have developed different views in their approach to illnesses and diseases. One of the most important periods in the development of medicine at all, especially medieval medicine, which lasted from the 9<sup>th</sup> to the 13<sup>th</sup> century, is called “ the Golden Age of Arabic Medicine”. The books of Arabic science that came about in this period are not only by Muslim authors, because Arab civilization is the result of **consecutive** and continuous efforts of various nations, regardless of the religion, race and colour of the skin, who lived and produced in the Arab region.



In ancient times, people used to cure sickness by using plants, herbs and other materials. In countries such as Egypt, Greece, Rome, Mesopotamia, India and China, medicine was magical and **mythological** and diseases were attributed mostly to the supernatural forces. Thus, before hospitals developed, patients were treated mostly in temples.

The practice of medicine during the Middle Ages was **empirical**; it focused mainly on curing illnesses rather than discovering their causes. At that time, cures continued to be a mixture of superstitions, religion, herbal **remedies**, bleeding and **purgings**; people were bled to reduce **inflammation** which was then thought to be the root of all diseases. Moreover, medical schools were established, but most people never saw a doctor because of the high-cost treatments. Instead, patients



were treated by local wise people who were skilled in the use of herbs, or by priests, or barbers. Around the 16<sup>th</sup> century, medicine witnessed groundbreaking developments such as vaccination, human **anatomy**, surgery and microbiology.

Modern medicine started to emerge in the late 18<sup>th</sup> century and therefore, there were many improvements on medical tools and machines, especially after the Industrial Revolution. In the 1800s, physicians learned that illnesses were caused by germs and hospitals began to focus on keeping clean to keep germs away. As a result, nursing came to be thought of as a respectable job. The 20<sup>th</sup> century was characterised by new biological treatments such as antibiotics in addition to advancement in chemistry, genetics and radiography.

Arabic medicine has made a major contribution to the development of pharmacy. It is logical for doctors to discover new drugs while looking for ways to treat their patients. They wrote about them in booklets about the history of the disease called "al-Mujarrabat". Subsequently, good and lesser known drugs were extracted from it. Physicians have tried to use simple medicines to determine the exact effect of the entered component into the disease. Still, some doctors have prescribed and combined the medications that they themselves formulated.

Today healthcare isn't just about doctors; nurses, physical **therapists** and technicians are all part of a large health care system that helps to keep people healthy. Modern medicine is characterised by surgeries, the use of radiation, microscopy, research and analysis in the detection of disease or ailment by using



modern technological tools. Due to the rapid advance of technology, it is certain that medicine will continue to develop in ways we have yet to imagine.

**a**

**In pairs, try to guess the meaning of the **highlighted** words. Then match them with their definitions below.**

- 1 a response of body tissues to injury of the body .....
- 2 the act of eliminating contamination or removing bad thoughts; a purification .....
- 3 connected with ancient myths or stories .....
- 4 people who have been trained to give a particular form of treatment for physical or mental illness .....

- 5 based on experience rather than ideas .....
- 6 following one another without any interruptions .....
- 7 the scientific study of the structure of the body .....
- 8 medicines that cure a disease .....

**b**

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

- 1 Why did ancient "medicine people" tend to treat their patients in temples?
- 2 Why didn't most medieval Europeans visit medical schools to receive treatment?
- 3 Who were most patients treated by in the middle ages?
- 4 What developments did medicine experience in the 16th century?
- 5 What did the Industrial Revolution contribute to medicine?
- 6 When did the role of nursing begin to develop?
- 7 What was "al-Mujarrabat" about?
- 8 In your opinion, how would medicine be like in the future? Tell the class.

**c**

**Complete the following sentences with information from the text.**

- 1 The books of Arabic science are not only by Muslim authors, but also .....
- 2 In ancient times, medicine in Egypt and Mesopotamia was related to .....
- 3 Medical physicians used bleeding as a successful remedy to .....
- 4 Medicine will continue to develop as a result of .....

## Vocabulary

### Medical Words and Idioms

**a**

**Replace the words in *italics* in 1-6 with the correct form of the medical idioms in the box.**

*a taste of one's own medicine    at death's door    on the mend*  
*take a turn for the worse    go under the knife    just what the doctor ordered*

- 1 After a long season of hard work, getting on extra week off is *what is needed*.
- 2 My uncle *got sicker suddenly* last night, so we are heading to the hospital to see him.
- 3 It was miraculous that the little girl fully recovered because she was *very close to death* with sepsis and pneumonia.
- 4 I don't understand how people *have a surgery* for really risky cosmetic procedures.

- 5 We were so happy to hear that your father is back home now and *becoming well again*.
- 6 I used to write rude comments on Instagram, but I got *treated badly* when I created my own account.

**b** Write the appropriate medical specialist word that suits each description.

*dermatologist*  
*naturopath*

*cardiologist*  
*pediatrician*

*allergist*  
*ophthalmologist*

- 1 ..... specialises in determining food and environmental allergies.
- 2 ..... is a heart specialist.
- 3 ..... treats skin diseases.
- 4 ..... specialises in natural cures and remedies.
- 5 ..... is a specialist for babies and children.
- 6 ..... specialises in eye diseases.

**c** Use the appropriate medical specialist word from exercise (b) above to fill in the gaps.

- 1 Children who have an allergic reaction after the first shot should be referred to a /an ..... before continuing with the DTP vaccine.
- 2 If that itchy rash doesn't go away, you should go to a .....
- 3 Our ..... recommended that little Kathy should have her tonsils out.
- 4 Dr. Rashed, Leila's ....., came in and noted that her blood pressure and pulse were very high.
- 5 My father says everything looks blurry, so he is going to the ..... to get his eyes checked.
- 6 Robert is an accredited ..... with herbal medicine and nutritional training.

## Pronunciation

## Emphatic Stress

When we want to emphasise certain information in a sentence, we stress that part.

(Note: we usually stress the key words in sentences such as: nouns, pronouns, verbs, adjectives and adverbs.)

**a****R3.1** Listen to this sentence. The stress can go on four different parts.*We need to be at the meeting at four o'clock.***1****2****3****4**

The different stresses change the meaning.

**b****Match the meanings below to the stress points 1, 2, 3 and 4.**

- The meeting is at four, not five. ....
- You and I have to be there at four, but the others don't. ....
- We need to be at the meeting, so we must arrive at the building earlier. ....
- The meeting is at four not the match. ....

**c****R3.2** Listen to the following sentences. Mark the main stress, then choose the correct ending of each sentence.**1** I live at number 11 Johnson Street,.....**a** ... not my brother.**b** ... not number 12.**c** ... not Oxford Street.**2** Alison used to be a singer,.....**a** ... not a piano player.**b** ... but she isn't now.**c** ... not Mike.**3** The news is on Channel 1 now,.....**a** ... not later.**b** ... not the film.**c** ... not Channel 3.

## Grammar

### Passive Voice

**a****Read the story. Underline an example of the present passive, the past passive, the present perfect passive, the present continuous passive and the future passive. How do you form the passive?**

A local jewellery shop was broken into by someone yesterday. The shop had just been locked up by the owner when he was threatened by a robber with a gun. He was told by the robber to unlock the shop and give him all the diamonds in the safe. Then he was tied up by the robber. A search has been organized by the police for the robber. It's hoped he will be found in a few days. The owner of the shop is being treated by doctors for shock.



**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 organizers will exhibit the paintings till the end of the month.  
.....
- 3 Police officers were examining the evidence when the lights went out.  
.....
- 4 The committee asked me some difficult questions in the interview yesterday.  
.....
- 5 Sami's parents must have brought him up to be more polite.  
.....
- 6 Before the interview, the owner had already offered me the job at his bank.  
.....

## Everyday English

## Asking for Information

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 10.000 SPY.

**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**

Before you listen, use your dictionary to match the following vocabulary to their definitions.

1 intern

2 lockdown

3 social distancing

4 doubt shifts

5 isolation

6 key worker

**a** being on your own and separated from others

**b** when people have to stay where they are and can't move freely due to a risk

**c** staying away from other people to stop a disease spread

**d** a doctor who is still training and working in a hospital

**e** someone who does a job essential for society

**f** when the period of time that you work is twice as long as usual

**b**

**R3.4** Listen to Lucy talking about her experience at time of COVID-19, and decide whether these statements are *True* or *False*.

- 1 Lucy works and lives in London.
- 2 Flights are allowed throughout London during the pandemic of Coronavirus.
- 3 When other doctors go into isolation, Lucy feels depressed to fill in the spots.
- 4 In Lucy's opinion, all sources about Coronavirus are reliable.
- 5 Lucy is optimistic about the future and thinks that the situation will be better.

**c**

**R3.4** Listen again and answer the questions.

- 1 What procedures are being taken in London to avoid the spread of the pandemic?
- 2 What credible sources does Dr. Lucy Johnson mention in her talk?

**d**

Tell the class what other procedures can be taken to avoid this pandemic.

## Speaking

**a** Look at these two pictures and discuss the questions below.



- 1 Match each picture with the kind of medicine (*traditional or alternative*) it refers to. What other alternative therapies do you know?
- 2 Is alternative medicine common in Syria? Mention an example.
- 3 Why have most societies been using alternative medicine recently?
- 4 In your opinion, which type of medicine (*traditional or alternative*) works better?
- 5 Have you ever tried any alternative medicine? Tell the class.

**b** Use the information from exercise (a) to complete the table.

| Alternative Medicine |               | Traditional Medicine |               |
|----------------------|---------------|----------------------|---------------|
| Advantages           | Disadvantages | Advantages           | Disadvantages |
|                      |               |                      |               |

## Writing

- a** In small groups, write your answers to the following questions below.
- 1 What are the best ways to avoid getting sick?
  - 2 What skills are needed to be a good doctor or nurse?
  - 3 Do you think that healthcare should be free? Why / Why not?
  - 4 In your opinion, how will healthcare be in the future?
- b** Exchange your answers with your partners. Write down the final answers you agree on.
- c** In no more than 120 words, use your answers to write a composition about the healthcare in Syria nowadays.
- d** In pairs, check your composition for grammar, spelling and punctuation.



# Unit 4



## Engineering

**Listening:** Listening for details

**Speaking:** Asking for and giving information

**Reading:** History of Engineering

**Writing:** An article about the role of engineering in our life

**Grammar:** Causative

**Pronunciation:** Elision

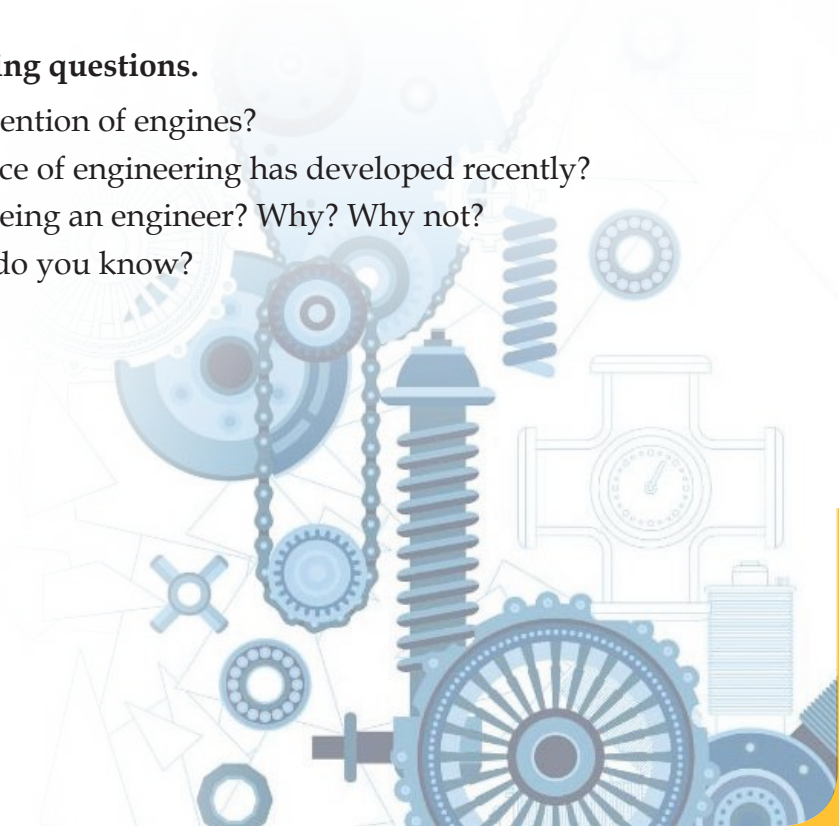
**Vocabulary:** Phrasal verbs and prepositions of movement

**Everyday English:** Hesitation and uncertainty

### Preview

As a class, discuss the following questions.

- 1 How was life before the invention of engines?
- 2 Why do you think the science of engineering has developed recently?
- 3 Have you ever thought of being an engineer? Why? Why not?
- 4 What types of engineering do you know?

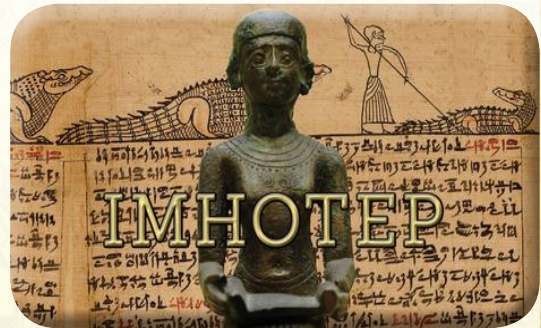


# History of Engineering

Throughout history, there have always been people who designed and built tools or other devices to solve problems or improve lives. The concept of engineering has been around since ancient times, as primitive engineers created basic inventions such as **pulley**, **lever**, and the wheel. Each of these inventions is consistent with a modern definition of engineering, and makes use of basic mechanical principles to develop useful tools and objects.

## The Ancient Era

Simple classic machines were known in the ancient Near East, and then the wheel, along with the wheel and axle mechanism, was invented in Mesopotamia (modern Iraq) during the fifth **millennium** BC. The oldest architect, known by name Imhotep, designed and executed the construction of the Pyramid of Djoser (a step pyramid) in the Saqqara region in Egypt around 2630-2611 BC, and he is also credited with first using columns in architecture. In Persia, the



oldest practical water-powered machines appeared in the fourth century BC, the water wheel and the watermill.



## Middle Ages

During the sixth century AD, the Indian engineers invented the cotton **gin**, and by the ninth century AD they designed wind-powered machines such as the windmill and

the wind pump. Later, the Arab engineers designed the spinning wheel in the early eleventh century. This was essential to the growth of the cotton industry, which was the core of The Early Industrial Revolution in the 18<sup>th</sup> Century.

## European Renaissance

The first steam engine was built in 1698 by the mechanical engineer Thomas Savery. The development of this device led to the emergence of the Industrial Revolution in the coming years, which allowed the beginning of the mass production of engines of various functions.

## The Modern Era

The inventions of the Scottish engineer James Watt gave rise to the modern mechanical engineering, which opened the door wide for the development of specialised machinery and their **maintenance** tools during the Industrial Revolution and led to the rapid growth of mechanical engineering in its native Britain and abroad.

Chemical engineering, like mechanical engineering, developed in the nineteenth century during the Industrial Revolution. The work of James Maxwell and Heinrich Hertz in the late nineteenth century gave birth to the field of electronics and electrical engineering.

Today, **aeronautical** engineering deals with aircraft design; this field of engineering has been growing day after day to allow humans make their dreams come true to invade the outer space by designing better spaceships.

Finally, with the advent of computer technology in the 1990's, the first search engine was built by the computer engineer Alan Emtage.



The brilliant minds of engineers are still creating whatever it takes to **elevate** our world to make it a better place to live.

**a** Read the text and try to guess the meaning of the **highlighted** words. Then match them with their definitions below.

- 1 a simple machine used to lift something heavy
- 2 a machine that separates the seeds of a cotton plant from the cotton
- 3 related to designing, making, and flying planes
- 4 a piece of equipment consisting of a wheel over which a rope or chain is pulled to lift heavy things
- 5 actions performed to keep a machine or system functioning or in service
- 6 to raise something to a higher position
- 7 a period of one thousand years

**b** Read the text again. Look at the list of people and the statements below. Match each statement with the person to whom it refers.

*Imhotep*

*Thomas Savery*

*James Watt*

*James Maxwell and Heinrich Hertz*

*Alan Emtage*

- 1 He developed the world's first Internet search engine.
- 2 He helped to develop specialised machinery and their maintenance tools.

- 3 His invention was the foundation stone of the Industrial Revolution.
- 4 The field of electronics and electronic engineering emerged in the late 19<sup>th</sup> century.
- 5 The pioneer of engineering who built a pyramid in Egypt.

**C**

**Do the following statements agree with the information given in the text?**

**Write *True* if the statement agrees with the information, *False* if the statement contradicts the information or *Not Given* if there is no information on this.**

- 1 To develop useful tools and objects, all types of today engineering depend on old basic inventions such as lever and pulley.
- 2 Imhotep invented the first steam engine in the world.
- 3 Eli Whitney patented the cotton gin in 1793.
- 4 The inventions of James Watt contributed to the growth of mechanical engineering.
- 5 Aeronautical engineering is related to the design of electronic machines.
- 6 Archie is a pre-web Internet search engine implemented by Alan Emtage.

## Vocabulary

## Phrasal Verbs and Prepositions of Movement

### Phrasal Verbs

**a**

**Match the verbs in *italics* with the correct meanings a-g below.**

- 1 Make sure you *check* the joints *over* before you leave today.
- 2 The carpenter has used a special hammer to *drive* the nails *into* the finished doors.
- 3 This harsh environment is going to *eat away* at this concrete over time.
- 4 The workers had to *fence* the area *off* in order not to harm anybody during the work.
- 5 I have to *jack up* the car to change the tire.
- 6 We'll have to *pull* the old building *down* before they start work.
- 7 We need to *shore up* the roof before it falls down.

- a to destroy something quite big
- b to erode or corrode
- c to force something into something else by hitting it
- d to inspect for any faults, errors or defects
- e to raise using some kind of mechanic or hydraulic device
- f to restrict access using some kind of barrier
- g to support something or keep it from falling by placing something under or against it

## 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**

Fill in the gaps using the prepositions in 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.

## Grammar

### The Causative (Have something done)

**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 10.000.000.

**Tarek:** SYP 10.000.000 you say. **Hm, it sounds a bit risky to me.**

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

**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.

**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**

**R4.3** Listen to four engineers. What type of engineers are they?

*mechanical      computer      civil      petroleum*

- 1 Speaker 1 is ..... engineer.
- 2 Speaker 2 is ..... engineer.
- 3 Speaker 3 is ..... engineer.
- 4 Speaker 4 is ..... engineer.

**b****R4.3** Listen again and choose the correct answer.

- 1 Ahmad wanted to be an engineer as his (*father's best friend, grandfather*).
- 2 Ahmad is working now on a project of a (*car factory, dam*).
- 3 Ghazal worked as a professor for (*two years, three years*) before she travelled to Singapore.
- 4 Right now, Ghazal is a programmer for (*the government, a private company*).
- 5 Naseem's nationality is (*Syrian, Jordanian*).
- 6 Naseem's wife is a (*teacher, secretary*).
- 7 Zeina's father was a teacher of (*mathematics, physics*).
- 8 Zeina is doing research about generating electricity out of (*waves, wind*).

**Speaking****a**

Look at these types of engineering in the pictures below. Talk in small groups. In your country, who practices these jobs more, men or women? Why do you think this is?

**b**

Find out a classmate who wishes to study engineering at university. Make an interview with him/ her asking about:

- type of engineering
- reasons of his/ her choice
- workplace
- advantages

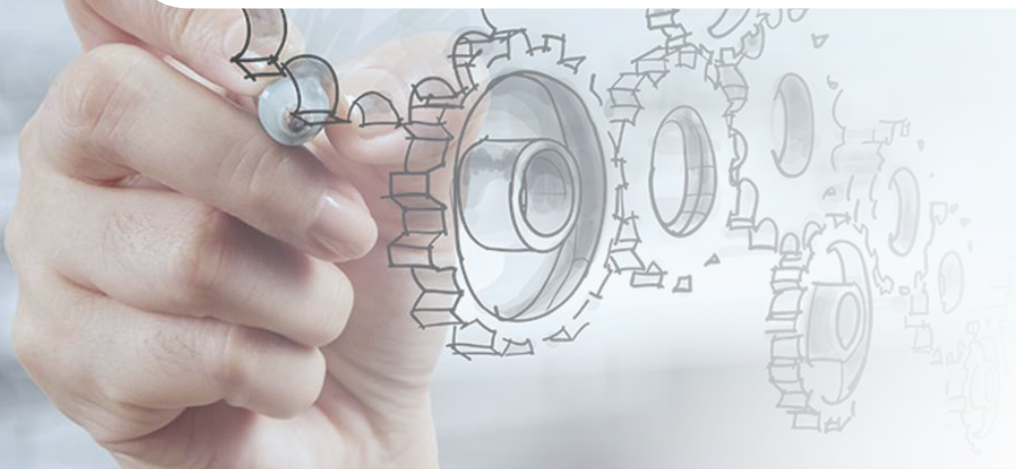
## Writing

- a** Engineering has played a vital part in people's lives today. It has become a must for improving our life. Write an article about the role of engineering in the modern world.

*The following prompts may help you:*

- advantages of engineering
- public health and safety
- technology and quality of life

- b** Check for spelling, punctuation and grammatical mistakes.



# Review 1



- 1** I ..... to the conclusion that nowadays nobody cares about anything.  
**a** come                                      **b** have come                                      **c** will come
- 2** They ..... for three hours when the storm suddenly broke.  
**a** had been running                      **b** have been running                      **c** are running
- 3** I assumed you ..... for the repairs until the end of last year.  
**a** will pay                                      **b** had been paying                                      **c** have paid
- 4** She ..... on that manuscript for two years now.  
**a** has been working                      **b** had been working                                      **c** is working
- 5** Suzan ..... trying to pass her driving test but fails every time.  
**a** kept                                      **b** is keeping                                      **c** keeps
- 6** I ..... complete silence now while I try this experiment.  
**a** am wanting                                      **b** want                                      **c** have wanted
- 7** I can't leave now. I ..... for an important client.  
**a** was waiting                                      **b** am waiting                                      **c** have waited
- 8** I was just wondering what .....when I came back home.  
**a** has happened                                      **b** happens                                      **c** had happened
- 9** Ahlam Mestaghanmi ..... some of the best novels in recent years.  
**a** has written                                      **b** wrote                                      **c** was writing
- 10** How many times ..... you ..... your house broken into?  
**a** do/have                                      **b** did/ have                                      **c** have/ had



Farmers <sup>1</sup>grow food all over the country. In the past, they <sup>2</sup>used traditional methods but now they <sup>3</sup>are using more sophisticated ones. Since the 1970s, the government <sup>4</sup>has constructed many plants dedicated to producing agricultural equipment such as trucks, tractors and fertilizers. The government <sup>5</sup>has also established special banks for giving loans to farmers. On the other hand, local councils <sup>6</sup>have opened many paths in the farming lands in order to facilitate the movement of crops to the markets. The Ministry of Transport as well as the Ministry of Economy <sup>7</sup>issue exporting certificates for importing small lorries and pick-ups.

Farmers can use these vehicles to transport their crops and tools. People expect that the agricultural production in our country will improve during the next years.

Food is grown all over the country. In the past, .....

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 They are (*pulling down, fencing off*) the bottom part of the garden because of a deep hole.
- 3 More and more women are choosing to (*back the wrong horse, go under the knife*) to improve their appearance.
- 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 Being late to work, the worker told his boss a story about his mother being (*at death's door, on the mend*).
- 7 He has never made an effort to (*reach out to, keep up with*) current events.
- 8 When we were on our way to Aleppo, our car broke down and we had to (*jack it up, shore it up*).
- 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           | <b>a</b> to give an assurance that something will be done right              |
| 2 guarantee      | <b>b</b> a law or set of laws                                                |
| 3 violation      | <b>c</b> to say that something isn't true                                    |
| 4 discrimination | <b>d</b> a legal process to decide if somebody is guilty or not              |
| 5 repression     | <b>e</b> an action that breaks a law, an agreement or a principle            |
| 6 restraints     | <b>f</b> a formal choice you take in an election                             |
| 7 trial          | <b>g</b> rules which limit what people can do                                |
| 8 deny           | <b>h</b> the practice of treating someone less fairly than others            |
| 9 legislation    | <b>i</b> 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 from God, 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 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 characteristics.



**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 given by God  
**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



**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 ..... |



**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 <sup>1</sup> ..... to provide basic education for individuals who have not <sup>2</sup> ..... primary education from the school and college levels. In <sup>3</sup> ..... to this access to education necessities, the right to education includes the <sup>4</sup> ..... of the students to avoid discrimination at all levels of the educational system, to set minimum <sup>5</sup> ..... 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 Sounds

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

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

**Voiceless sounds** 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

ð 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 <sup>1</sup> \_\_\_\_\_ or <sup>2</sup> \_\_\_\_\_ for things.Use <sup>3</sup> \_\_\_\_\_ or <sup>4</sup> \_\_\_\_\_ for people.Use <sup>5</sup> \_\_\_\_\_ for places.Use <sup>6</sup> \_\_\_\_\_ 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 beleive 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

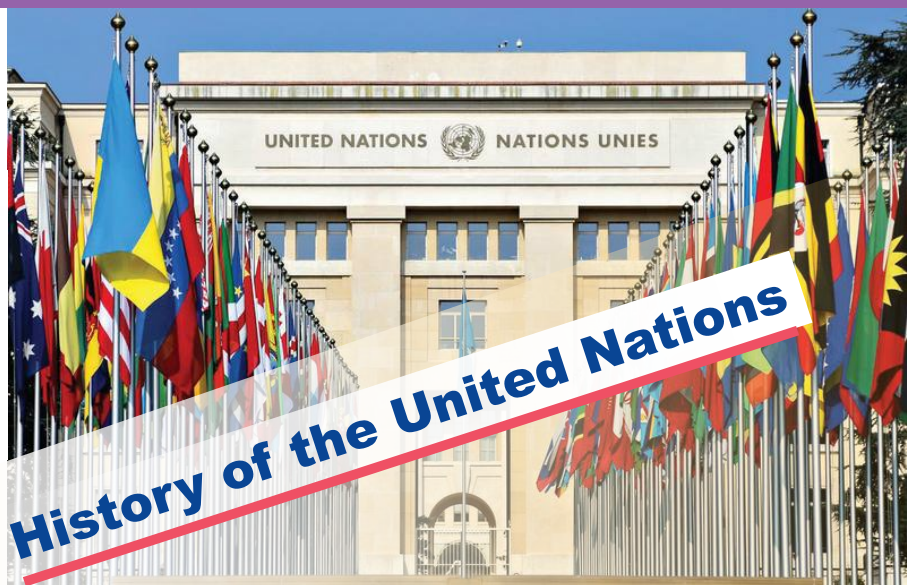
**a**

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

- 1 World Trade Organization .....
- 2 World Health Organization .....
- 3 United Nations High Commissioner for Refugees .....
- 4 United Nations International Children's Emergency Fund .....
- 5 United Nations Educational, Scientific and Cultural Organization .....
- 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 24 October 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 multipurpose 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 a difference between two or more things, especially an unfair one |
| 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                                 |
| 7 disparity    | g continuing to exist for a long time                               |

**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 | ..... |
| courage    | ..... | 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*     *pro ject*  
 (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.

- Which statement is for prediction?
- Which statements talk about a fixed arrangement?
- 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: .....

**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

### Microorganisms



## Biology

## Unit 8

### Facts about Human Body



## Unit 7

# Microorganisms

**Listening:** Listening for specific information

**Speaking:** Discussing issues

**Reading:** Viruses and Bacteria

**Writing:** A composition about environmental health

**Grammar:** Conditionals II, III

**Pronunciation:** Silent letters

**Vocabulary:** Verb-noun collocations

**Everyday English:** On the phone terms

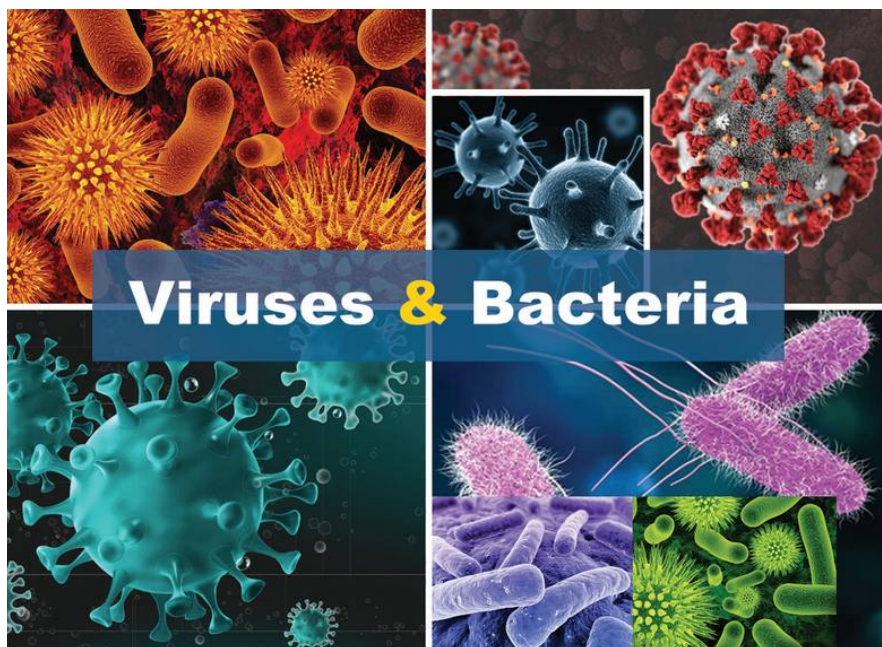
### Preview

- 1 How clean is the world around us?
- 2 What everyday things can carry germs?
- 3 When you hear the words *viruses* or *bacteria*, what does it bring to your mind?

### Reading

The two most common causative agents of infectious diseases are the virus and the bacterium. They both are tiny to be seen by the naked eye, they can cause similar symptoms and often spread in the same way.

Bacteria are living organisms, but viruses aren't. A bacterium is a single complex cell. It can survive on its own, inside or outside the body. This allows bacteria to live in many places





- soil, water, plants and the human body. Most bacteria aren't harmful; we have many bacteria on and inside our body, especially in the gut to help digest food. They also serve many vital roles in nature by decomposing organic matter and by converting nitrogen to chemicals usable by plants. On the other hand, viruses are smaller and aren't cells. Unlike bacteria, **they** need a host such as a human or an animal to multiply. Viruses only grow and reproduce inside the host cells they infect. Their life involves the hijacking of the biochemical activities of a living cell.

Viruses and bacteria differ in how they cause infections.

As the names suggest, viruses cause viral infections, whereas bacteria cause bacterial infections. Viruses infect a host cell and then multiply by the thousands, leaving the host and infecting other cells of the body. Diseases caused by a viral infection include influenza, common cold, flu, AIDS and COVID - 19. Bacteria, on the other hand, have a more varied operation and will often infect when the right opportunity arises. Bacterial infections include pneumonia, strep throat, ear infection and food poisoning.

In fact, it is very important to know whether bacteria or viruses cause an infection because the treatments differ. It can be very difficult to know what causes an infection because viral and bacterial infections can cause similar symptoms. Doctors need a sample of your urine, blood or swab from your nose or throat to see what infection you have.

**a**

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

- 1 Why can't viruses and bacteria be seen by the naked eye?
- 2 Where can bacteria survive?
- 3 In what ways are bacteria useful to nature?
- 4 What do viruses require to multiply?
- 5 Why is it difficult to know what causes an infection?
- 6 What do the words in bold (**It**, **they**) in the text refer to?

**b**

**Match the words with their meanings.**

- |             |                                                                                              |
|-------------|----------------------------------------------------------------------------------------------|
| 1 causative | <b>a</b> to destroy gradually by natural chemical processes                                  |
| 2 pneumonia | <b>b</b> attack to control something                                                         |
| 3 symptom   | <b>c</b> acting as the cause of something                                                    |
| 4 gut       | <b>d</b> an acute inflammation of the lungs                                                  |
| 5 decompose | <b>e</b> a small amount of a substance that is taken from someone's body in order to test it |
| 6 digest    | <b>f</b> to change food you have just eaten into substances that your body can use           |
| 7 hijack    | <b>g</b> a sign that something exists, especially bad                                        |
| 8 swab      | <b>h</b> a tube in the body through which food passes when it leaves the stomach             |



**Complete the following sentences with information from the text.**

- 1 The gut has many bacteria to .....
- 2 Because the treatment of viruses and bacteria differs, it is important to .....
- 3 The life of viruses needs .....
- 4 Pneumonia is caused by .....

## Vocabulary

### Verb-noun Collocations

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 clerk didn't ..... his boss ..... 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 |      |



**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  |

Silent «**k**»
  
.....
  
.....
  
.....

Silent «**h**»
  
.....
  
.....
  
.....

Silent «**b**»
  
.....
  
.....
  
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Silent «**l**»
  
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Silent «**w**»
  
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.....
  
.....

**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 each clause 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 by the beach | 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.

- I ..... very unhappy if my friends didn't come to the party.  
a would have been      b will be      c would be
- 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
- If you had come in time, you ..... the lesson.  
a wouldn't miss      b wouldn't have missed      c won't miss
- People wouldn't have crossed the Bosphorus if they ..... these bridges.  
a haven't built      b didn't build      c hadn't built
- 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
- 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 on 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),
- 5 tell them to ring you if they need any help. Your number is 844842.



## Listening

**a**

In pairs or groups discuss the following questions.

- 1 Is public transport safer and more germ-free than cars? Why/Why not ?
- 2 How often should drivers clean steering wheels?
- 3 How can people keep their cars hygienic?

**b**

**R7.4** Listen to the following extract and choose a, b, or c to complete the sentences.

- 1 People usually think that ..... is safer than public transport.  
**a** bicycle                                      **b** airplane                                      **c** their own car
- 2 The survey found out that cars are .....  
**a** clean from bacteria                      **b** full of bacteria                                      **c** hygienic places

- 3 The survey was carried out by ..... University.  
 a Nottingham                      b Cambridge                      c Oxford
- 4 Microbiologists discovered that bacteria can be found on .....  
 a steering wheels                      b hand brakes and seats                      c both a and b
- 5 The study showed that car owners are ..... cleaning their cars.  
 a not interested in                      b aware of                      c worried about

**c** What do you think of drivers who eat and drink at the wheel?

## Speaking

**a** In pairs or small groups, discuss the following.

- 1 What health risks can be found in public places?
- 2 How can we make these places safer?
- 3 How can we educate people about the importance of keeping a healthy environment?

**b** With your partner(s), complete the following table using answers from exercise (a).

| Place                 | Health risks | Health procedures |
|-----------------------|--------------|-------------------|
| Public transport      |              |                   |
| Fast food restaurants |              |                   |
| Schools               |              |                   |
| Hospitals             |              |                   |
| Parks                 |              |                   |

**c** Tell the class your ideas.

## Writing

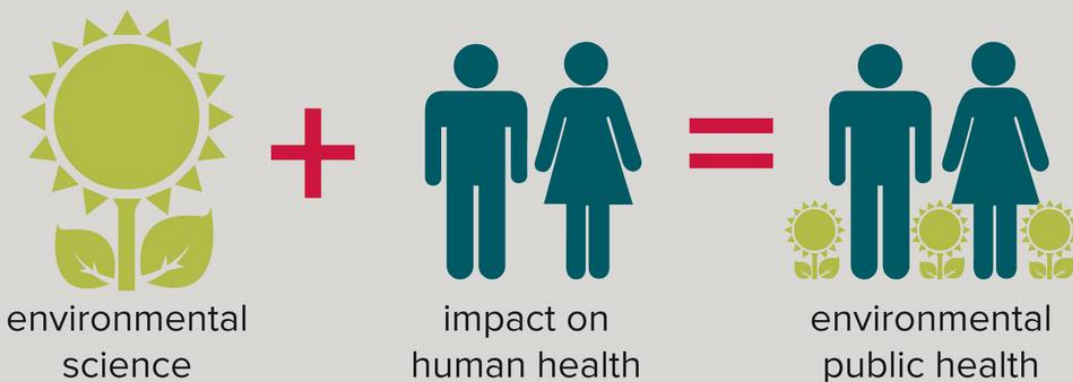
**a** In groups, discuss the following questions.

- 1 What do you know about environmental health?
- 2 To what extent are humans environmental friendly?
- 3 How can we reduce health problems in public places?

**b** In no more than (100) words, write a paragraph about environmental health.

*The following prompts can help:*

- setting laws to limit pollution.
- laws prohibiting smoking in public areas.
- awareness and health education.
- uncontaminated water, air, soil and food.



### ELEMENTS THAT AFFECT OUR HEALTH



food we  
eat



air we  
breathe

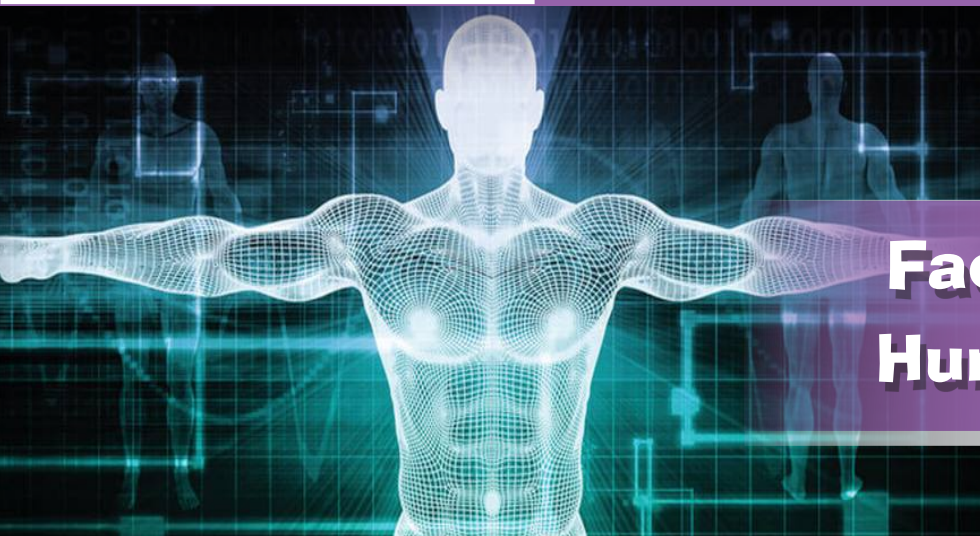


water we  
drink



soil we  
live on

# Unit 8



## Facts about Human Body

**Listening:** Listening for details

**Speaking:** Asking for and giving information

**Reading:** Human Body

**Writing:** An online message

**Grammar:** Expressing wishes

**Pronunciation:** Syllable stress

**Vocabulary:** Body idioms

**Everyday English:** Asking for help

### Preview

**a**

How much do you know about the human body?  
Guess the correct answer to these questions.

- About ..... percent of the brain is made up of water.  
**a** 25                                      **b** 50                                      **c** 75
- The largest organ in our bodies is .....  
**a** the heart                                      **b** the skin                                      **c** the head
- The heart pumps about ..... gallons of blood a day.  
**a** 2000                                      **b** 2500                                      **c** 30000
- The ..... is the soldier of our body.  
**a** immune system                                      **b** blood                                      **c** cell
- The human hand has ..... bones.  
**a** 43                                      **b** 32                                      **c** 27



**b**

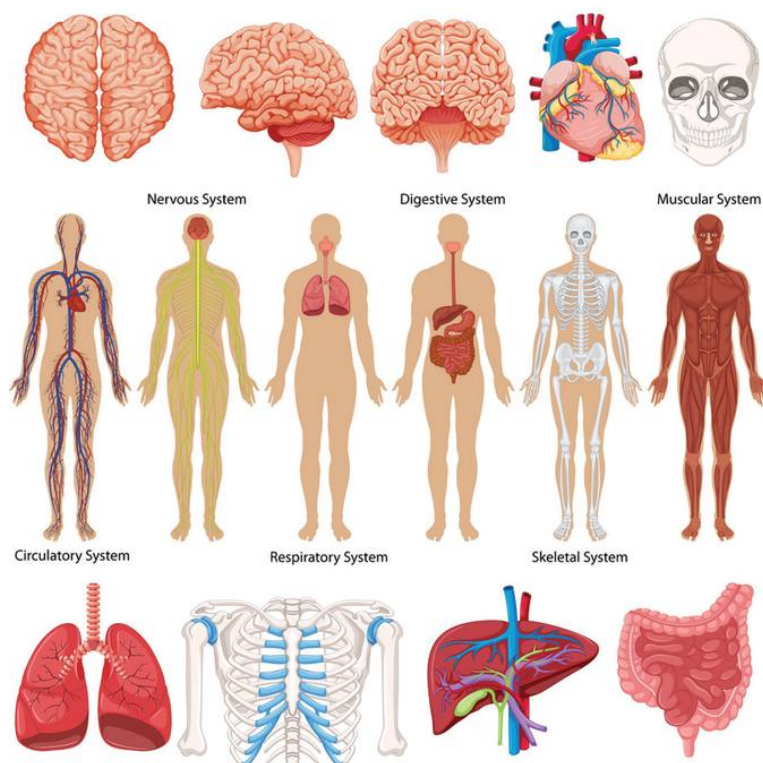
Check your answers  
with your teacher.



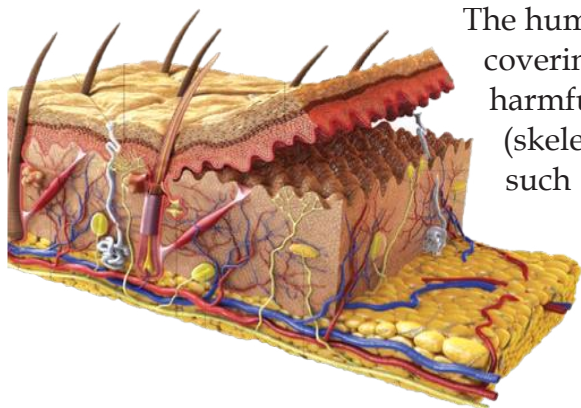
## Reading

# Human Body

The human body is a wonderful machine which performs several functions without rest from birth. Our body continues to work, without stopping for a second. The main organs of the human body are lungs, heart, kidney, liver and brain. These organs work together and are controlled by the brain. Each system such as digestive system, excretory system, circulatory system, endocrine system, nervous system or muscular system carries out a major function. All of them are controlled by the brain which gives us intelligence to use our physical and mental abilities.



An average person is estimated to contain trillions of human cells, according to recent research. These cells include neurons (nerve cells) and glands (specialised cells). The hormones and enzymes are produced and secreted by these glands that perform different functions.



The human body is covered by the skin, which is a flexible covering that protects the body and keeps water and harmful germs out. The body's strong internal framework (skeleton) is made of 206 bones, connected at the joint, such as in legs. These joints help us to move. The backbone supports the head and limbs and protects the spinal cord. Between the skeleton and the skin, there are about 500 muscles. Nerves spread from the brain to all parts of the body, carrying signals in the form of tiny electrical impulses. The sense organs namely eyes, nose, ears, tongue and skin pass the messages to the brain through nerves, which

take the instructions from the brain to the muscles. The brain automatically controls breathing, heartbeat, digestion, etc.

The body keeps on growing. The peak of physical growth is reached at about 18 to 25 years of age. When we grow old, the skin becomes wrinkled and less elastic, the joints become inflexible, muscles loose, and bones become weak.

Here are some tips for aging gracefully: be kind to your skin which is your largest organ. You should also keep your salt intake to a minimum to keep your blood pressure down. Also, getting enough sleep has been proved to lower the risk of heart disease and stroke.



*Adapted from evirtualguru.com*

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

- 1 Why is the human body considered a great machine?
- 2 What controls all the body organs?
- 3 Where are hormones and enzymes produced?
- 4 How can the body be protected from harmful germs?
- 5 What is the function of the nerves in our body?
- 6 What happens to our body when we become older?

**b** Match these words 1-7 with their meanings from a to g.

- |             |                                                                       |
|-------------|-----------------------------------------------------------------------|
| 1 excretory | a to make less tight, to loosen                                       |
| 2 endocrine | b with small lines and folds                                          |
| 3 secreted  | c capable of stretching                                               |
| 4 limbs     | d relating to the system in your body that produces hormones          |
| 5 wrinkled  | e produced                                                            |
| 6 elastic   | f an arm or a leg                                                     |
| 7 loose     | g having the function of getting rid of waste material from the body. |

## 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** boring                      **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.

**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 limits absence in our school. I wish our head teacher would limit absence in our school.
  - a Does the head teacher limit 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 sentence expresses 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?

**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 launderette. 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** **R8.3** Listen to the following extract. What is the main idea?

**b** **R8.3** Listen again and choose the correct answer a, b, or c.

- 1 The skin is a / an .....  
**a** system                      **b** organ                      **c** cell
- 2 The skin ..... the body.  
**a** protects                      **b** strengthens                      **c** supports
- 3 The skin has .....  
**a** fibers                      **b** bones                      **c** tissues
- 4 The skin ..... the temperature of our bodies.  
**a** regulates                      **b** increases                      **c** decreases
- 5 The skin provides the human body with vitamin .....  
**a** D                      **b** A                      **c** B
- 6 The dangerous radiation of the sun is reduced by producing ..... by the skin.  
**a** vitamins                      **b** melanin                      **c** new cells

## Speaking

**Your friend is suffering from a medical problem. He/ She has an appointment with a doctor. Ask him/her about the following:**

- 1** the main purpose of this visit.
- 2** any test results to be discussed.
- 3** procedures during this visit.
- 4** foods and activities that should have been avoided before the appointment.
- 5** the duration of treatment.

## Writing

- a** Many people look for medical advice on the internet before they visit their doctor. Do you think this is a good idea? Why? Why not?
- b** Imagine you want some pieces of advice from an online forum. Choose a medical problem. Then write a message to the doctor in the forum.
- c** Exchange your message with your partner. Imagine you are the doctor. Write a reply with two or three pieces of good advice.



# 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 talk 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

- 9 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 could 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

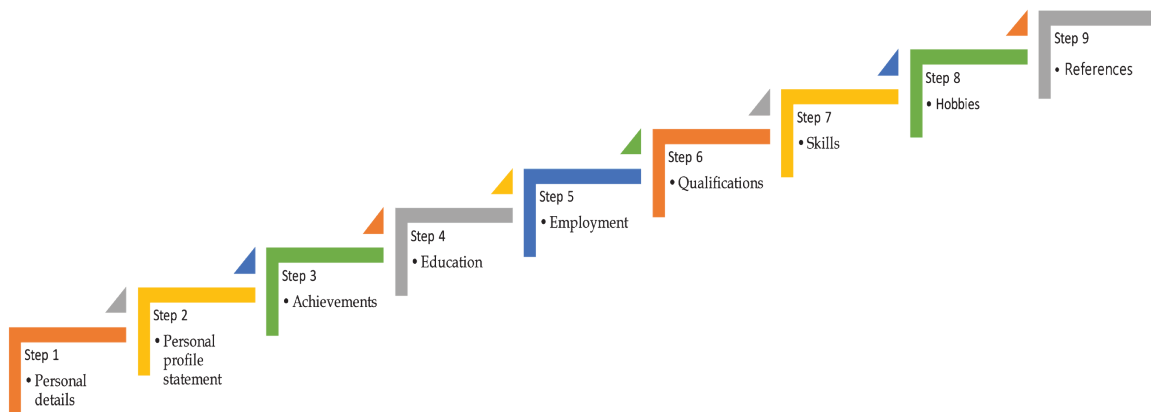
### 1 Discuss these questions with your partner

- 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



**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

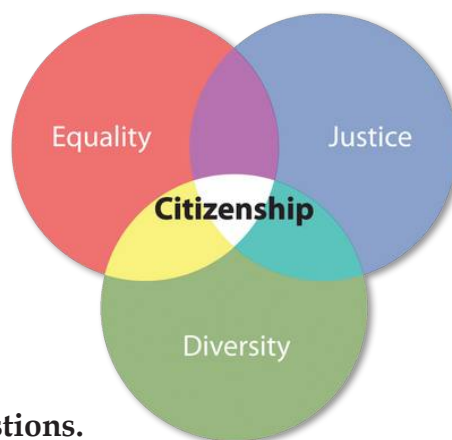
- 1 What do you think it means to be a good citizen?
- 2 Give examples on how to be a good citizen.
- 3 Work in pairs. Make a list of citizens' rights and responsibilities.

### 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 18<sup>th</sup> 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.





**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    |



**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



**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.*

**a**

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/ her)

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 word in bold.

- 1 After shooting the bull with his **bow**<sup>1</sup>, the Spanish archer made a grand **bow**<sup>2</sup> 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**<sup>1</sup> to her house, the woman was careful to **close**<sup>2</sup> and lock the front door.  
**a** to shut      **b** being nearby
- 3 The city took the **lead**<sup>1</sup> in getting **lead**<sup>2</sup> out of the municipal waste.  
**a** a type of metal      **b** starting in front
- 4 The **wind**<sup>1</sup> blew softly as we watched the river **wind**<sup>2</sup> its way through the valley.  
**a** to move or have a curving course      **b** the moving of air
- 5 I **object**<sup>1</sup> to being given this **object**<sup>2</sup>!  
**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"> <li>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>.</li> <li><i>Not only...but also</i> is used for emphasis or to indicate <i>surprise</i>.</li> </ul> |
| (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            | <ul style="list-style-type: none"> <li>Notice the parallel structure in the examples. The same grammatical forms should follow each part of the paired conjunctions.</li> <li>Paired conjunctions are usually used for emphasis; they draw attention to both parts of the parallel structure.</li> </ul>                                         |
| (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. |                                                                                                                                                                                                                                                                                                                                                  |
| (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.



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...?<br>Would you like ...? /<br>Do you want me to...?<br>I'd be glad to help... | Yes, please. I'd love to.<br>If you wouldn't mind.<br>Thank you. That would<br>be great. | It's OK. I can do it<br>myself.<br>Don't worry. I'll do it.<br>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



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

When it comes to what it takes to be a good <sup>1</sup>....., the public has a long list of traits and <sup>2</sup> ..... that it says are important. It is important that you understand the <sup>3</sup> ..... of good citizenship. These rules help you at <sup>4</sup>....., at <sup>5</sup>....., and everywhere you go. You should use these rules in your everyday life because they <sup>6</sup> ..... 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 <sup>7</sup> ..... things if someone needs something. If you are able to offer <sup>8</sup> ..... 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 <sup>9</sup> ..... taking turns, asking nicely before borrowing someone's things, and <sup>10</sup> ..... 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



- a** In groups, agree or disagree with the following statement:  
**“ To be a good citizen, one should be polite in everyday activities”.**
- b** How can we be polite to others? Give two examples about polite behaviour.

- C** 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  | <b>a</b> a change in the way that someone behaves or thinks                  |
| 2 homesickness | <b>b</b> the feeling of being annoyed because you cannot control a situation |
| 3 disturbance  | <b>c</b> extremely useful                                                    |
| 4 invaluable   | <b>d</b> an unhappy and worried mental state                                 |
| 5 adjustment   | <b>e</b> the process of fitting into a community                             |
| 6 integration  | <b>f</b> 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.<br>..... | It's an opportunity to learn a new language.<br>..... |

## 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 Spain.



### "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, a 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.

- 1 Do you like pop music?
- 2 Would you like to walk or to take the bus?
- 3 The movie was great, wasn't it?
- 4 What time does the museum open?
- 5 People use first name here, don't they?

| R                        | F                        |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <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*).

- 1 Use ..... to express personal obligation.
- 2 Use ..... to express general obligation: a law, a rule at school or work.
- 3 Use ..... to give an opinion or a recommendation.
- 4 ..... expresses negative advice.
- 5 ..... is used to express absence of obligation.
- 6 ..... 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.

- 1 ( ) In Britain, you ..... drive on the left.
- 2 ( ) He has a backache. He ..... carry heavy things.
- 3 ( ) I'm very hungry. I ..... eat something.
- 4 ( ) You ..... use your mobile phone in a gas station.
- 5 ( ) Tom doesn't study enough. He ..... study harder.
- 6 ( ) 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 sports shoes and clean clothes    | • have a shower        |
| • pay before you play                    | • finish on time       |
| <b>But these things are not allowed:</b> |                        |
| • disturb other players                  | • take club balls home |
| • eat or drink outside the canteen       |                        |

- 1 You *mustn't* disturb other players, but you *don't have to* be silent.
- 2 You ..... finish on time, but you ..... start on time.
- 3 You ..... play with club balls, but if you do, you ..... take them home.
- 4 You ..... eat or drink outside the canteen, but you ..... buy your food in it if you don't want to.
- 5 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 behavior.

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

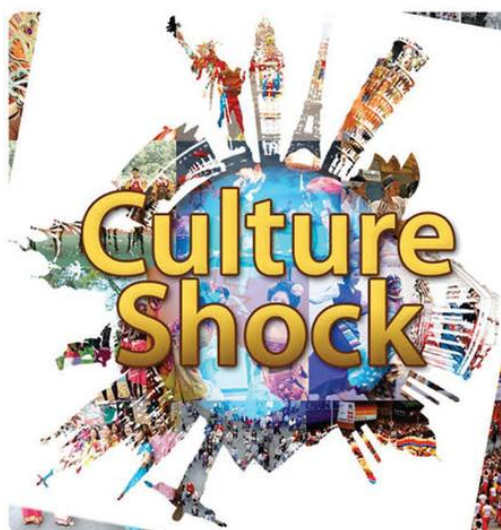


- It is important to learn Mandarin. Chinese is the most spoken language in the world.
- Make slurping sounds and noise while eating. It is a way of indicating that you're really enjoying the food.
- Be sure to leave a little food behind. In China, finishing everything on your plate is a sign that your 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.

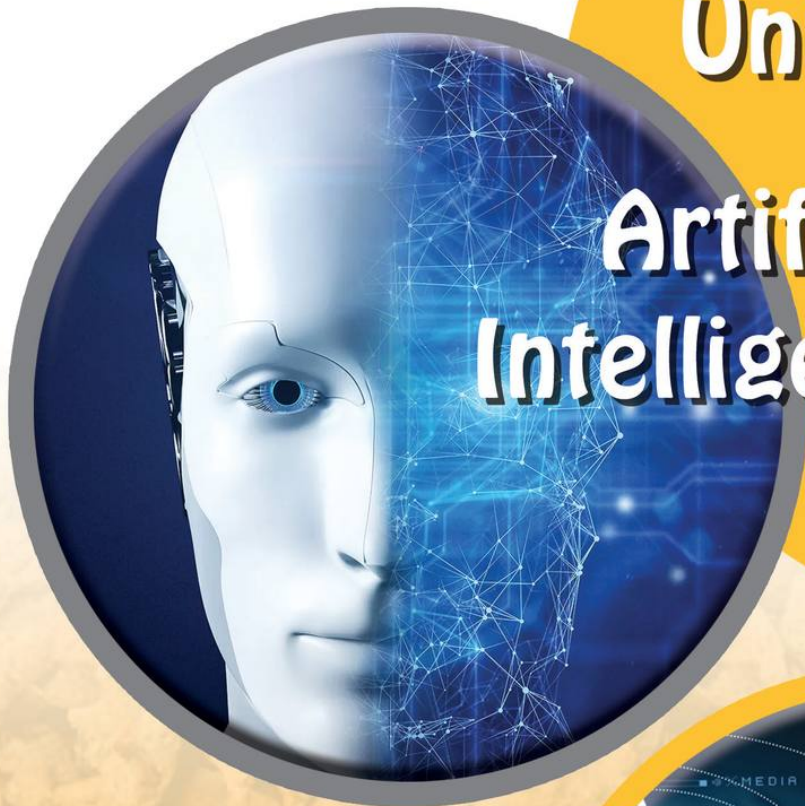
Exchange emails with your partner and make suggestions and comments.



# Module 6

## Unit 11

### Artificial Intelligence



## Technology

## Unit 12

### Digital Literacy



# Unit 11



## Artificial Intelligence

**Listening:** Listening for specific information

**Speaking:** Discussing opinions

**Reading:** Artificial Intelligence

**Writing:** A composition about uses of artificial intelligence

**Grammar:** Reported speech

**Pronunciation:** Strong and weak forms of auxiliary verbs

**Vocabulary:** Common verbs in science and technology

**Everyday English:** Being tactful

### Preview

- 1 What is the difference between science and technology?
- 2 What are some of the greatest technological achievements nowadays?
- 3 How could technology change human life for better?
- 4 In your opinion, how will technology be in the future?

### Reading

Artificial Intelligence (AI) is the branch of science and engineering specialised in making clever machines, capable of thinking and imitating human-level intelligence.

One of the primary targets of AI field is to produce fully intelligent **agents** that interact with the surroundings and conduct human-like behaviours. These agents are tools, having the ability to judge matter and differentiate what is wrong.

The field has started with robots, which can sense and react to the world around them. They also cover purely software-based agents, which can be actuated with natural



language and multimedia. Currently, the field expands to driving, **aviation**, medicine, online advertising, image recognition, and personal assistance. The AI field is based on computer science, information engineering, mathematics, psychology, linguistics, philosophy and many other fields.

The first **spark** started in the year 1950, when a test of the ability of a machine to exhibit intelligent behaviour **equivalent** to that of a human was done. Since then, the term AI has been introduced and closely associated with the field of artificial intelligence which was popular until the end of the 1980s. In the 1990s, the new concept of "intelligent agent" emerged when AI was not only limited to computer science, but developed to include other areas like health, security, education, music, art, and business applications. Many AI applications are deeply embedded in the infrastructure of every industry, and they are expected, in a few years, to touch nearly all the industries.

However, AI technologies are still limited to very specific applications. One of the AI limitations is the lack of "common sense"- the power to judge information beyond its acquired knowledge. AI is also limited in terms of emotional intelligence. Moreover, AI can only detect basic human emotional states such as anger, joy, sadness, stress, pain, fear, and **neutrality**.

Emotional intelligence is one of the next hurdles to higher levels of personalisation. Rational and harmonic interactions are required between application-specific projects and research ideas to sustain the progress of AI.

There are also fears about the impact of technology on our society. Such fears should not **hinder** the progress of AI, but motivate the development of a systematic framework on which future AI will flourish, so it is quite important to distinguish science fiction from practical reality. Despite the common belief that machines are man-made products, many think of them as the new controllers of our near future!



**a** In pairs, try to guess the meanings of the **highlighted** words. Then match them with their definitions below.

- |                                                                                 |       |
|---------------------------------------------------------------------------------|-------|
| 1 a very small burning piece of material                                        | ..... |
| 2 equal in value, amount, meaning, importance, etc.                             | ..... |
| 3 the state of not supporting either side in a disagreement, competition or war | ..... |
| 4 the designing, building and flying of aircraft                                | ..... |
| 5 to make it difficult for somebody to do something                             | ..... |
| 6 people or things that do an action                                            | ..... |



**Read the text about artificial intelligence and answer the questions.**

- 1 What distinguishes artificial agents from other machines?
- 2 How did the idea of artificial intelligence come to the human mind?
- 3 What was intelligent agent limited to during the 1990s?
- 4 How do people expect the future of artificial intelligence?
- 5 How can intelligent machines control every aspect of our life in the near future?



**Read the text again, then decide whether the following sentences are True or False. Correct the false ones.**

- 1 Clever machines, capable of imitating humans, are examples of natural intelligence.
- 2 Clever machines have the ability to judge matter and distinguish what is wrong.
- 3 Artificial intelligence emerged after doing many experiments on machines to imitate humans' behaviour.
- 4 Nowadays, AI applications are used in all industries.
- 5 To sustain the progress of AI, there should be a consistent interchange between research theory and practice.

## Vocabulary

### Verbs used in science and technology

*Note the collocations in bold.*

- He **experimented with** different materials before **utilising** the most suitable one.
- The engineer **pressed a button** and **lights** started **flashing**.
- When she **pulled** the large **lever**, the **wheel** began to **rotate**.
- The vet **dissected the animal** and **extracted its organs**.
- When they were **combined**, the two **chemicals** **reacted** violently with each other.
- After **analysing** the **problem**, she **concluded** that there was a **flaw in the theory**.
- **Insert the disk** into the DVD drive to **install the software** or visit the website to download it.

**a** Match the sentence beginnings on the left with the endings on the right.

- |                             |                                                |
|-----------------------------|------------------------------------------------|
| 1 These chemicals           | <b>a</b> that button, it turns the printer on. |
| 2 If you pull               | <b>b</b> to flash after a few seconds.         |
| 3 The zoologist extracted   | <b>c</b> react with each other.                |
| 4 When you press            | <b>d</b> in the theory.                        |
| 5 They experimented         | <b>e</b> that lever, it starts the machine.    |
| 6 I believe there is a flaw | <b>f</b> the animal to see why it died.        |
| 7 They had to dissect       | <b>g</b> the organs from the animal.           |
| 8 A red light started       | <b>h</b> with different liquids.               |

**b** Make other parts of speech from the words in brackets to complete the following sentences.

- ..... is an essential factor for making any success in life. (*motivate*)
- He should be able to solve the problem. He's reasonably ..... (*intelligence*)
- Before going to the airport, you should check your travel ..... s. (*require*)
- Many colours are used in the national flag. Each has a specific ..... (*symbolic*)
- The necklace would be worth over SYP 500,000 at ..... prices. (*currently*)
- After finishing secondary school, he's going to ..... in medicine. (*specialisation*)

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



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

- |                           |                                                           |
|---------------------------|-----------------------------------------------------------|
| 1 He's my best teacher.   | 5 Have you ever seen it?                                  |
| 2 Do they play any sport? | 6 Yes, there are.                                         |
| 3 She was late.           | 7 Does she speak French?                                  |
| 4 Yes, we have.           | 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 me .....
- 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 to 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.

Choose one of the situations and make a short dialogue as in the example.

- 1 Your sister has just moved into a new flat, which you think is horrible. Give your opinion.
- 2 Your friend is excited about a CD he's bought which you really dislike. Give your reaction.
- 3 Your aunt invites you to a party, but you really don't want to go. Apologise in a tactful way.
- 4 Your partner has taken you to the cinema as a birthday present. You didn't like it but your partner did. Express your dislike.



## Listening

**a**

**R11.2** Listen to three young people talking about inventions. Choose the correct answers for the following questions.

- 1 For John, the air conditioner is the most useful because .....

- a her apartment doesn't smell very good
- b she lives in a very hot place
- c she often gets sick



- 2 Tom says that the Internet helps him to .....

- a sell air conditioners to people around the world
- b keep in touch with family and friends
- c use the telephone more cheaply



- 3 Suzan thinks electricity is the most useful invention because .....

- a many machines cannot work without it
- b Benjamin Franklin invented it
- c it isn't really man-made



- 4 Who is most likely to agree that communication is the most important?

- a John
- b Tom
- c Suzan

**b** Answer the following questions by checking (✓) John (J), Tom (T), or Suzan (S).

| Who .....?                                   | J | T | S |
|----------------------------------------------|---|---|---|
| 1 chose an invention that people didn't make |   |   |   |
| 2 mentioned trains, cars, and planes         |   |   |   |
| 3 sells clothing                             |   |   |   |
| 4 talked to friends about the topic          |   |   |   |
| 5 has a website                              |   |   |   |

## Speaking

In pairs, discuss the following questions.

- 1 How has technology changed in your lifetime?
- 2 What do you think has been the most important invention in the last 100 years?
- 3 Are there any new gadgets that you really want to get? Why?
- 4 How can countries help to create more inventors?
- 5 Are there any disadvantages of using machines? Mention some of them.

## Writing

- a** Write a composition of no more than 120 words about different uses of artificial intelligence in our modern life. (Mention at least three uses).
- b** Make use of some of the connecting words such as (in addition to, not only ... but also, furthermore, besides, etc.).
- c** Check your composition for spelling, punctuation and grammar mistakes.



# Unit 12



## Digital Literacy

**Listening:** Listening for general understanding

**Speaking:** Asking for and giving information

**Reading:** E-government

**Writing:** A composition about using the Internet in Learning

**Grammar:** Inversion

**Pronunciation:** Sound linking

**Vocabulary:** Phrasal verbs

**Everyday English:** Asking for giving and refusing permission

### Preview

- 1 How much time would it take to have some paper services from different administrations in your country?
- 2 Do you think using online services makes things quicker and easier? How?
- 3 What kind of services does the government offer for citizens in your country?

### Reading



E-government means everything from online government services to exchange of information and services electronically with citizens, businesses, and other bodies of the government. Traditionally, e-government has been considered as the use of Information and Communication Technology (ICT) for improving the effectiveness of government agencies and providing government services online. Nowadays, the framework of e-government has been evolving to include the use of ICT by government for conducting a

wide range of interactions with citizens and businesses as well as open government data and the use of ICT to enable novelty all over the country.

E-government enables the use of ICT more effectively and professionally by the delivery of government services to citizens and businesses, applying ICT to government operations and achieving public goals by digital means. The essential principle of e-government is to improve the internal mechanisms of the public sector. This can be done to reduce financial costs and transaction times, integrate work flows and processes and enable effective resource applications across the various public sector agencies aiming for workable solutions. Through innovation and e-government, governments around the world can be more efficient as they provide better services and respond to the demands of their citizens by transparency and liability. They can be more comprehensive and restore the trust of citizens in their governments.



E-government services have three classifications. Firstly, Government-to-Government (G2G) involves sharing data and conducting electronic exchanges between governmental sectors, as well as exchanges between the national, regional, and local levels. Secondly, Government-to-Business (G2B) includes business-specific transactions (e.g. payments, sale and purchase of goods and services) as well as delivery online of business-focused services. Finally, Government-to-Consumer (G2C) comprises initiatives designed to simplify people's interaction with the government as consumers of public services and contribute to the consultation and decision-making process.

### **E-government in Syria**

In recent years, Syria has adopted this new technology to facilitate public services for its citizens. This requires links to governmental organisations that supply services and information such as governmental documents, fees, etc. electronically. Various ministries are working on completing the data-entry process. This will pave the way to have more e-services. Many observers, experts and politicians expect that Syria will witness a great progress in all fields in the coming years.

**a****Match the words with their meanings.**

- |                 |                                                                     |
|-----------------|---------------------------------------------------------------------|
| 1 effectiveness | <b>a</b> the state of being legally responsible                     |
| 2 novelty       | <b>b</b> the quality of something to make it easy to understand     |
| 3 transaction   | <b>c</b> the act of producing a successful result                   |
| 4 transparency  | <b>d</b> a new plan for achieving a particular purpose              |
| 5 liability     | <b>e</b> being new, different and interesting                       |
| 6 purchase      | <b>f</b> discussion with a group of people before making a decision |
| 7 initiative    | <b>g</b> a business deal such as buying or selling something        |
| 8 consultation  | <b>h</b> the act of buying something                                |

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

- 1 What are some services provided by the e-government?
- 2 To whom does the e-government offer its services?
- 3 Which category of e-government service is in charge of payments?
- 4 Why are links to state sectors important?
- 5 What procedures do ministries take to enhance e-government in Syria?

**c****Correct the following statements according to the text.**

- 1 Information technology can reduce the effectiveness of government bodies.
- 2 Financial costs and transaction times will be increased by applying e-government.
- 3 Sharing data and conducting electronic exchanges between governmental sectors can be done through Government-to-Consumer service.
- 4 E-government has already been applied in the Syrian governmental sectors.

## Vocabulary

## Phrasal Verbs

**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.

**3** as soon *as* possible.

**2** an *interesting* film.

**4** a car *accident* at night.

**b**

**R12.1** Listen and repeat.



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.



**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.*



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.



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



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. ....

## Everyday English

## Asking for, Giving and Refusing Permission

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

**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** What do you understand from the term “Digital Literacy”?

**b** **R12.3** Listen to an extract about “Digital Literacy” and decide whether the following statements are *True* or *False*

- 1 The internet, social media and smartphones are digital literacy technologies.
- 2 When you have a lot of information, critical thinking skills are important to evaluate the information.
- 3 In virtual environments, you are not allowed to express your ideas clearly.
- 4 Using technology does not require practical skill.

**c** **R12.3** Listen again and choose the correct ending.

| A                                                                                        | B                                                                                                |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 Digital Literacy is                                                                    | <b>a</b> constant new apps and updates.                                                          |
| 2 It's a continual learning process because of                                           | <b>b</b> use information in appropriate ways, and create new ideas and products collaboratively. |
| 3 In your workplace, you'll be required to interact with people in digital environments, | <b>c</b> the ability to live, learn and work in a digital society.                               |

## Speaking

In your country ...

- 1 In which fields is the internet applied?
- 2 In education, how is the internet useful?
- 3 Are there schools making use of the Internet in teaching? Tell your partner.
- 4 Can you make a small comparison between a traditional school and an e-school? Mention three points.



## Writing

a

Read this statement about using the internet in learning, *“The Internet could be a very positive step towards education, organisation and participation in a meaningful society.”* Write an article about the topic using the following prompts:

- Engaging in email / video chat with students from other countries.
- Using storytelling media to create and publish stories
- Posting on your Facebook page some discussion questions about your study



b

Pay attention to spelling, grammar and punctuation.



# 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? (ASK)
- 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 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 be (*got out, got off*) next month.
- 6 Your jacket is wet. (*Take it off, Take off 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. (ABSENCE)
- 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.

**2** 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.**

### 3 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