

الجُمهُورِيَّةُ الْعَرَبِيَّةُ السُّوْرِيَّةُ  
وزَارَةُ التَّرْبِيَّةِ  
الْمَرْكُزُ الْوَطَنِيُّ لِتَطْوِيرِ الْمَنَاهِجِ التَّرْبِيَّيَّةِ

# Emar

## English Series



10



Workbook

2021 - 2022

حقوق الطباعة والتوزيع محفوظة للمؤسسة العامة للطباعة  
حقوق التأليف والنشر محفوظة للمركز الوطني لتطوير المناهج التربوية  
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# Unit 1



## Youth

### Reading



Read the text and answer the following questions:

1. What is generation gap?
2. What are the stages in man's life?
3. Why is the new generation mentally different?
4. How can we bridge the gap with the old generation?
5. What does "their" in the last paragraph mean?

### GENERATION GAP

Generation Gap means a kind of difference in thoughts, lifestyles and opinions among people of different age groups. Actually, man's life passes through three stages: childhood, middle age and old age. Usually, an extended family includes members of all these three generations with the titles of children, parents, and grandparents under one roof having different thoughts and views. The new generation has a changeable mental status due to the new advanced technology of the 21<sup>st</sup> century.

Some of the old generation neither accept nor try to be involved in this new technology. This mental gap along with the changed outside environment widens the distance among generations.

Lack of communication is the biggest reason for the generation gap. Thus, members in a family should decide to spend more time with one another, so that they can communicate and try to share morals and values. The new generation in one's family should respect and value the elders by following their culture and traditions. On the

other side, the old generation should do their best to cope with the young generation and their preferences to make compatibility with them.

Since every person, of any age, has his own area of interest with different morals and values, it is now our own responsibility to make a balance between our personal and social lives. Elderly people have *their* own experience in life and it is the liability of the new generation to learn the essence of life from the old generation.



**b**

**Read the text again and choose the correct answer (a, b, c).**

1. Generation gap means a kind of .....
  - a. diversity among people of different age groups.
  - b. conflict between two parties.
  - c. misunderstanding among different people.
  
2. The new generation should respect and value their elders by .....
  - a. reading about their childhood.
  - b. following their culture and traditions.
  - c. ignoring their achievements.
  
3. The biggest reason for the generation gap is .....
  - a. the need for a change to cope with life.
  - b. the lack of tolerance when children commit mistakes.
  - c. the unwillingness of both generations to communicate.
  
4. It is the responsibility of the new generation to learn .....
  - a. the real meaning of life from the old generation.
  - b. about fitting the elderly into a box they believe to be right.
  - c. about the old customs and background of others.

**c**

**Match the words with their definitions.**

- |                  |   |
|------------------|---|
| 1. gap           | a. responsibility   |
| 2. environment   | b. the ability to have a good relationship with someone   |
| 3. cope with     | c. the most basic and important quality of something      |
| 4. liability     | d. to succeed in dealing with a difficult situation       |
| 5. compatibility | e. a space between two objects or two parts               |
| 6. essence       | f. the people and things that are around you in your life |

**d**

**Fill in the spaces with words from the list.**

preceded    created    hand    new    values    that

Every <sup>1</sup> ..... generation is different from the one that <sup>2</sup> ..... it. Today the differences are especially considerable.

The adults don't want their <sup>3</sup> ..... to be doubted. The young, on the other <sup>4</sup> ..... , are questioning the assumptions of the adults. They suspect <sup>5</sup> ..... the world <sup>6</sup> ..... by their predecessors was not the best one.



## Grammar

## Present Simple and Present Continuous

Present Simple Form	Present Continuous Form
<ul style="list-style-type: none"> <li>- It has the same form as the infinitive (<b>V1</b>).</li> <li>- If the subject is a third person singular (He, She, It), we add ( <b>s</b>, <b>es</b>) to the verb.</li> <li>• most verbs: add <b>-s</b> (likes, leaves, works)</li> <li>verbs ending in -ch or -sh: add <b>-es</b> (watches, finishes)</li> <li>• verbs ending in consonant + y: y → <b>-ies</b> (studies)</li> <li>• the verbs <b>go</b> and <b>do</b>: add <b>-es</b> (goes, does)</li> <li>• the verb <b>have</b> is irregular (<b>has</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- It is formed with: <b>( to be + -ing )</b> <b>am / is / are + V + ing</b></li> <li>watch      watching</li> <li>e.g. I am carrying He is working She is waiting It is dying They are swimming</li> </ul>

### Present Simple:

We use Present Simple for

#### 1. repeated actions:

e.g. We **play** tennis most weekends

#### 2. a routine or situation that we see as permanent:

e.g. I **work** at a sports shop. It's a permanent job

#### 3. thoughts and feelings:

e.g. I **think** you're right.  
I **feel** happy

#### 4. states and facts:

e.g. Earth **goes** round the sun.  
I **live** in Syria

### Present Continuous:

We use Present Continuous for

#### 1. something that is happening at the time of speaking:

e.g. Ali **is enjoying** his holiday in London.

#### 2. something happening about this time but not necessarily at the time of speaking:

e.g. He **is studying** at Damascus University this year.

#### 3. the near future (personal arrangements):

e.g. I'm **visiting** Ruba today in the afternoon.

a ➤ Put the verbs in brackets in the correct form.

1. They are using the bus today. They usually go by car.
2. He (stay) ----- at home at the weekend, but today he (visit) ----- his relatives in Damascus.
3. I often (work) ----- at night. However, I (do) ----- my homework now.
4. She (watch) ----- TV at the moment, but she (not enjoy) ----- action movies.
5. We (play) ----- football on Fridays, but today we (swim) ----- in a pool.

b ➤ Complete the dialogue using the *Present Continuous* or *Simple*.

- Tarek: Are you waiting for someone? (you/ wait)  
Mary: Yes – for Susan. We walk home together most days. (walk)  
We ..... in the same street. Do you know where I can find her? (live)  
Tarek: I'm not sure, but I ..... (think)  
she ..... to Mr. Samir about something. (talk)  
Mary: Yes, I ..... . She told me. What about you? (know)  
What ..... here? (you/do)  
Tarek: I ..... for the secretary. I can't find her anywhere. (look)  
Mary: She isn't here today. She only ..... two days a week. (work)  
Tarek: Oh, of course. I ..... my time then. (waste)

c ➤ Fill in the chart about yourself.

	Always		Usually		Often		Sometimes		Never	
	Tom	You	Tom	You	Tom	You	Tom	You	Tom	You
drink fizzy drinks	<input checked="" type="checkbox"/>									
buy fast food			<input checked="" type="checkbox"/>							
play tennis							<input checked="" type="checkbox"/>			
eat sweets			<input checked="" type="checkbox"/>							
watch TV in the evenings	<input checked="" type="checkbox"/>									
save money										<input checked="" type="checkbox"/>
play computer games					<input checked="" type="checkbox"/>					

d ➤ Write five sentences from the chart about Tom and you.

Example: Tom always drinks fizzy drinks.

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

## Pronunciation / i:/, /ɪ/

a

R 1.1 Listen to the sound /ɪ/ and compare it with the sound /i:/ in the words below.

fit	feet
sit	seat
kit	key

b

Underline the words that have the sound /i:/.

apple bee circle die tip read field

## Everyday English

### Having a Conversation

a

Complete the following dialogue.

*Shopkeeper:* What do you need for school?

*Ziad:* I need pencils.

*Shopkeeper:* S.....?

*Ziad:* Some pencils, please.

*Shopkeeper:* Do you need a pen?

*Ziad:* A....., I have enough pens.

*Shopkeeper:* S....., do you need a calculator?

*Ziad:* No, thanks.

*Shopkeeper:* How about a dictionary? I think it's necessary to have one.

*Ziad:* I k..... but we have dictionaries at school.

*Shopkeeper:* I didn't quite c..... what you said.

*Ziad:* I mean we can borrow a dictionary from our school library.

*Shopkeeper:* Sounds good!

*Ziad:* Thank you very much.



b

R 1.2 Listen and check.

## Listening

a

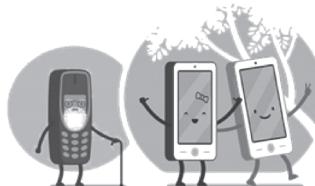
R 1.3 Listen to a conversation between a father and his son. Decide whether these statements are True or False.

1. The father is very glad about the positive effects of technology on young people.
2. The only means of communication used by the son's grandfather was letters.
3. The son is trying to convince his father that his generation isn't different from his father's.
4. The father thinks that PUBG is a useful game.
5. The father told his son that new technology made him lazy.
6. The father advised his son to be social and have outdoor activities.

**b**

**R 1.3** Listen again and check your answers.

Work in pairs. Discuss some similarities and differences between generations.



**Writing**

**a**

Read the following paragraph. Find out the five mistakes and correct them.

"The young are different", adults always complains. These words are repeated in generation to generation. Undoubtedly it is correctly. In fact, today the young are better educated. They are growing up more quickly. They think that they derive joy from more freedom. At present, the young doesn't blindly accept the ideals of their parents. For them, everything that their parents bear in mind are past history.

**b**

Write a paragraph giving advice about how to bridge the gap between the modern and the old generation.

The following prompts may help you:

- Mutual respect
- Communication
- Accept the difference
- Seek to understand
- Attempt to accommodate rather than change

Bridging gaps between generations



# Unit 2



## Lifestyle

1. What food words do you know in English? With a partner, try to think of five food words.
2. Give one kind of food which we often use with each adjective.

fresh

.....

frozen

.....

sour

.....

sweet

.....

spicy

.....



### Reading

a

Look at the photos above which show the Syrian food. Guess the ingredients of these meals.

b

Read the text about different Syrian dishes and check your answers to a.

Syrian *cuisine* is one of the most colourful, tasteful, varied, and healthy food worldwide, mainly consisting of *dairy* products, vegetables, meat, and olive oil. If you want to change your mood, try some of these recipes:

**Fattoush** is basically a Syrian bread salad, it is made by mixing fried bread and chopped fresh vegetables like tomatoes, radishes, parsley, mint leaves, lemon juice, and olive oil. Fattoush has both sweet and sour tastes and the secret behind the dish's amazing taste is sumac.

**Makdous** is baby aubergines stuffed with walnuts and red pepper pickled in olive oil. They are preserved in glass jars and can last for a long time. The best ones are home-made and soft enough to *mash* with a piece of bread.

**Yabraq (stuffed vine leaves)** is made by using vine leaves which are added to boiled water to get them ready for rolling. It is *stuffed* with rice, meat, pepper, and salt. Then it is cooked in lemon juice for about two hours.

**Rose jam** is one of the fantastic kinds of jams, which is not made of fruits, actually it is made of flowers! This kind of jam is known for its wonderful taste. The Levant (Bilad El- Cham) in general, and Aleppo in particular, is famous for its production. Rose jam contains great benefits due to its richness in vitamins, mainly vitamin C. It is used to cure sore throat, strengthen the *immunity* of the body, and prevent cold and flu.

c Look at the words in *italics* and match them to their definitions.

1. style of cooking .....  
.....
2. made from milk .....  
.....
3. crush a food until it is soft and smooth .....  
.....
4. filled with some sort of food .....  
.....
5. the ability to resist infection .....  
.....

d Read the text again and complete the following table.

Types of Syrian food	Ingredients	How you can make it	Taste
fattoush			
makdous	walnuts, red pepper, olive oil		
yabraq		over low heat for two hours	
rose jam			

e Answer the following questions:

1. What does the Syrian cuisine consist of?

.....

2. What is the secret behind fattoush's taste?

.....

3. How is makdous preserved?

.....

4. How much time do we need to cook yabraq?

.....

5. What are the benefits of joury roses jam?

.....

6. Which meal in the text do you prefer? Why?

.....

## Grammar

### order of adjectives

- Sometimes you need to use two or more adjectives to describe something or someone.  
**e.g.** They live in a **modern** house. (NOT a house modern)  
Our teacher is wearing a black Italian jacket.
- When we use more than one adjective, there is a general guide to the correct order.

Opinion (how good?)	Size (how big?)	Age (how old?)	Shape	Colour	Origin (where from?)	Material (made of?)	Purpose (what for?)	Noun
		new		red	Chinese	Silk		shirt
beautiful				white			wedding	dress
ugly		old			Italian	Cotton	sleeping	bag
	small		square	brown				envelope
		ancient			Greek	Clay	flower	vase
wonderful	big		round					table

- Before adjectives + noun, we normally have a **determiner** (a, an, the, my, this, some, etc...)

**e.g.** The old Spanish man / These brown leather shoes

#### a Choose the correct response:

- He was wearing a/an ..... shirt.  
a. dirty old cotton      b. cotton old dirty      c. old dirty cotton
- Pass me the ..... cups.  
a. plastic big blue      b. big blue plastic      c. big plastic blue
- I used to drive ..... car.  
a. a red old German      b. an old German red      c. an old red German
- This is a ..... movie.  
a. new Italian wonderful      b. wonderful Italian new      c. wonderful new Italian
- It's in the ..... container.  
a. large blue metal      b. blue large metal      c. blue metal large
- He sat behind the ..... desk.  
a. big wooden brown      b. big brown wooden      c. wooden big brown
- She gave him a ..... vase.  
a. small Egyptian black      b. black Egyptian small      c. small black Egyptian
- He recently married a ..... woman.  
a. young beautiful Greek      b. beautiful young Greek      c. beautiful Greek young



**b** Describe each picture in one sentence. Use these words: boots, building, car, seat, singer.

They're leather.	1- It's small.	2- It's old.	3- It's wooden.	4- He sings in the opera.
They're big.	It's white.	It's attractive.	It's for the garden.	He's Italian.
			It's expensive.	He's famous.



e.g. They're big leather boots.

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



**c** Order the words below.

1. ....  
man a short friendly old
2. ....  
wooden dark a table long
3. ....  
city this Syrian beautiful ancient
4. ....  
teacher my great maths young



## Pronunciation /e/, /ɜ:/



**a** Put the words in the correct column:

(bread, bed, girl, breakfast, sir, curl, bird, healthy, fur, said)

/e/

bread

.....  
.....  
.....  
.....

/ɜ:/

girl

.....  
.....  
.....  
.....



**b** R 2.1 Listen and check. Practise saying them.

## Everyday English

### Giving Opinions

a Complete the following conversations.

To be honest   I feel that   I don't think   As far as   I'm not sure

1. A: It's always better to do your shopping online.  
B: ..... that's true. It's not always cheaper.
2. A: People who live in rich countries should give money to people in poorer ones.  
B: ..... , that's not the best way to solve the problem.
3. A: I think our product is the best on the market.  
B: ..... about that.
4. A: Some people say that the computer is the school textbook of tomorrow.  
B: ..... I know, computers won't replace textbooks.
5. A: This café is much nicer than the one we came to last time.  
B: ..... its atmosphere is more relaxing.

b R 2.2 Listen and check.

### Listening

a What cookery TV programmes do most people watch in your country? What do you think of them? Do you sometimes cook their recipes?

b R 2.3 Listen to the TV cooking competition and put True or False.

1. The name of the competition is Get Ready! Cook! .....
2. The contestants are George and Rose. .....
3. We have six ingredients in the bag. .....
4. They have four hours to cook. .....



c R 2.3 Listen to the TV competition again and match.

- |                           |  |
|---------------------------|--|
| 1. Do you like cooking?   | a. three dishes.                           |
| 2. They have to cook      | b. I love it. I cook dinner every evening. |
| 3. Basic ingredients like | c. to decide what to make.                 |
| 4. Five minutes           | d. pasta, rice, eggs, etc.                 |

d In pairs, think of the ingredients of one of your favourite dishes. Tell your partner.



## Speaking



Food and Mood



- Bananas help improve sleep and reduce anxiety.
- Blueberries can raise concentration levels for up to five hours.
- Dark chocolate and cocoa lift your mood and are good for your skin.
- Green vegetables like spinach support bone health and increase energy.

a ➤ In pairs, tell your partner about your healthy food. What can you add to the tips above?

b ➤ "All fast food is unhealthy" Do you agree?  
Tell your partner.



c ➤ **Dice Game:** You have six cards and a dice.

Let your partner roll the dice then ask him/her the questions in the card that matches the dice number, take turns with your classmates.

1 Tell me about breakfast.  
What do you usually have?  
What about weekend?

2 Tell me about lunch.  
What do you usually have?  
Where? What time?

3 Tell me about dinner.  
What do you usually have?  
Where? What time?

4 Do you snack very often?  
What do you usually have?

5 Who usually cooks in your home?  
Who is the best at cooking?

6 What are the most popular dishes in your country?



## Writing A Restaurant Review

a Have you eaten out recently? Write a description of a visit to a restaurant, café... choose at least five questions from the list. Answer these questions and add ideas of your own.

- What's the name of the place?
- When did you go there?
- What time did you go?
- Who did you go with?
- What did you eat?
- What did you drink?
- Did you order desserts?
- What did you like about the place?
- What didn't you like about it?
- Would you recommend it? Why? Why not?



Last Saturday, my sister and I tried BEROIA, a new restaurant in Aleppo. I had shawarma and fries. The shawarma wasn't very big, but it was delicious. The fries were hot and crispy but a little too salty. I would recommend BEROIA for their shawrmas and their very friendly service. I hope they improve with time!

## b GROUP WORK

Take turns reading your reviews. Which place would you like to try?

## Outdoor Work: Let's plant our school garden

c Work with a group to plan a small garden in your school. Follow these steps:

- Use the food words that you've learnt in this unit to pick four kinds of plants that can be planted in the garden.
- Search the plants on the internet or in the library to find out when they should be planted and what growing conditions (sunlight, weather, etc.) they need.
- Pick a place to build your garden. Plan your garden.
- Make a poster showing the garden's location and the food that will be planted. Explain why you chose these plants.
- Present your garden poster to the class.

# Unit 3

## Media



Discuss these questions with your partner:

1. What social media platform do you spend the most time on?
2. What are the three best applications on your phone?
3. How is social media helpful to people?
4. How can social media harm people?

### Reading



Social media is a tool that is becoming quite popular these days because of its user-friendly features. Social media platforms like Facebook, Instagram, Twitter – to which all credit goes – make the whole world at our fingertips. The youth is especially one of the most common users of social media. Like how there are always two sides of a coin, the same goes for social media.

#### Advantages of Social Media

The most important advantage is being a great device for education. All the information one requires is just a click away. Students can educate themselves on various topics using social media. Moreover, live lectures are now possible; you can attend a lecture happening in Malaysia while sitting in Syria. Furthermore, a person becomes more socially aware of the issues of the world. Distance is not a barrier anymore because social media strengthens the ties with your friends and relatives overseas.



#### Disadvantages of Social Media

Social media is considered to be one of the most harmful elements of society. If it is not under control, it can lead to grave consequences. It is harmful because it intrudes your privacy and the oversharing on social media makes children a target for hackers. It also leads to cyber bullying which affects any person significantly. Next up is the addiction of social media which is quite common amongst the youth, because it hampers the performance of students as they waste their time on social media instead of studying.



To sum up, social media has both pros and cons but it all depends on the user at the end. The youth must particularly create a balance between their performances, physical activities, and social media. Excess use of anything is harmful and the same thing applies to social media. Therefore, we must do our best to live a satisfying life with the right balance. The sharing of information on social media, especially by children, must be monitored at all times.

a

**Read the text and match the words with their definitions.**

- |             |  |
|-------------|--|
| 1. features | a. to make it difficult for someone to do something          |
| 2. platform | b. serious   |
| 3. barrier  | c. in a foreign country                                      |
| 4. overseas | d. a rule, problem that prevents people from doing something |
| 5. grave    | e. enter unlawfully  |
| 6. intrude  | f. the type of computer system or software that someone uses |
| 7. hamper   | g. qualities   |

b

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

1. What makes social media popular?

.....

2. Who most uses this media?

.....

3. How is social media easy to use?

.....

4. How can a person be more aware of what happens in the world?

.....

5. When may grave consequences happen in social media?

.....

6. What does the writer think about social media in our life?

.....

c

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

- |  |       |
|--|-------|
| 1. Social media plays an essential part in people's lives.         | ..... |
| 2. You can only attend lectures at university.                     | ..... |
| 3. It is not easy enough to contact with your relatives.           | ..... |
| 4. If social media is under control, nothing dangerous may happen. | ..... |
| 5. Children are often victims of social media.                     | ..... |



## Grammar

## Past Simple & Past Continuous

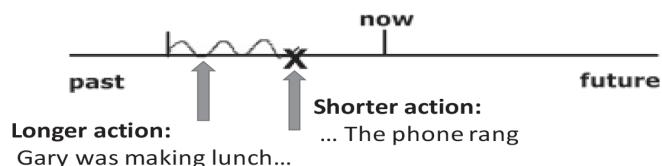
a ▶ Look at this paragraph and compare the rules below.

It was a lovely day, and the sun was shining. I was walking across the field when I saw a plane. It was flying very low. It was making a strange noise, and I knew there was a problem. It came down in the next field, and I heard a crash. I ran to the village and phoned for help.

Past Simple	Past Continuous
<ul style="list-style-type: none"><li>We use the past simple for a complete action in the past. e.g. <i>I walked</i> across the field. (I crossed it completely.)</li><li>Verbs of thinking and feeling and state verbs are usually simple, not continuous. e.g. <i>I thought</i> everything was OK. <i>We liked</i> the film. <i>I knew</i> there was a problem. <i>Mr. Ali owned</i> the field.</li></ul>	<ul style="list-style-type: none"><li>We use the past continuous to say that we were in the middle of an action. e.g. <i>I was walking</i> across the field. (I was in the field.)</li><li>We often use the past continuous to describe the background and the past simple for the actions in a story. e.g. <i>The sun was shining</i> ... <i>I ran</i> to the village. <i>The crowds were waiting</i> ... <i>the prince arrived</i>.</li></ul>
<ul style="list-style-type: none"><li>We use two past simple verbs for one action after another. e.g. When <i>I heard</i> the crash, <i>I ran</i> to the village. (I heard the crash then I ran.)</li></ul>	<ul style="list-style-type: none"><li>We often use the past continuous and simple together when a shorter action interrupted a longer one (came in the middle of it) e.g. <i>I fell asleep</i> while <i>I was watching</i> television.</li></ul>

b ▶ Read the sentence below and notice the timeline related.

Gary *was making* lunch  
when the phone *rang*.



c ▶ Choose the suitable verb from the box below using the past continuous or simple.

**watch play come (X<sup>2</sup>) fall work not miss stop go (X<sup>2</sup>) be**

**Ali:** The lights ...*went*... out last night.

**Ahmad:** Yes. I ... *was watching*... TV at the time. The programme <sup>1</sup> ..... interesting, too. But the electricity <sup>2</sup> ..... on again after about ten minutes. I <sup>3</sup> ..... very much of it.

**Nadia:** While Sarah <sup>4</sup> ..... down the stairs, she almost <sup>5</sup> ..... over.

**Samer:** Omar and I <sup>6</sup> ..... table tennis at the time.

**Taim:** I <sup>7</sup> ..... at my computer. When it happened, I <sup>8</sup> ..... working and <sup>9</sup> ..... to bed.

**d**

### Choose the correct form.

1. Kazem Al-Saher launched his new CD after he (*finished* , *was finishing*) it.
2. He called while I (*read* , *was reading*) my new essay.
3. I studied business when I (*was* , *was being*) in Australia.
4. The secretary spilt coffee while she (*drank* , *was drinking*) it.
5. When Alberto was 26, he (*started* , *was starting*) his own company.

**e**

### Complete this story by filling in the verbs in brackets in the correct form of Past Simple or Continuous.

One day a lion <sup>1</sup> ..... (**walk**) through the forest when he stepped on a thorn. It <sup>2</sup> ..... (**hurt**) him a lot and he cried in pain. Then he <sup>3</sup> ..... (**see**) a shepherd. The lion <sup>4</sup> ..... (**go**) near the shepherd. The shepherd saw that the lion <sup>5</sup> ..... (**limp**). He examined his paw, found the thorn and <sup>6</sup> ..... (**pull**) it out. The lion wagged his tail to thank him. Some people did not like the shepherd.

They <sup>7</sup> ..... (**say**) that he was a thief. One day, the shepherd <sup>8</sup> ..... (**look**) after his sheep when the King's soldiers came to arrest him. They <sup>9</sup> ..... (**take**) him to the King who ordered them to throw the shepherd into a lion's cage. The lion <sup>10</sup> ..... (**roar**) loudly seeing the man, but when it came near him, it at once <sup>11</sup> ..... (**recognize**) the shepherd. It <sup>12</sup> ..... (**be**) the same lion the shepherd had helped in the forest. When the king <sup>13</sup> ..... (**know**) why the lion wouldn't kill the shepherd, he gave orders to free both of them.

**f**

### How did it happen?

1. How did Alice hurt herself? (**play tennis**)  
She hurt herself while she was playing tennis.



2. How did Martin burn himself? (**iron his clothes**)  
.....

3. How did Helen cut herself? (**slice onion**)  
.....

4. How did Marvin break his arm? (**play basketball**)  
.....

5. How did Jennifer meet her husband? (**fix a flat tyre**)  
.....

6. How did you lose your wallet? (**ride a bicycle**)  
.....

7. How did Jeff meet his wife? (**swim at the beach**)  
.....

8. How did Bob find his wallet? (**work in the garden**)  
.....



## Pronunciation

a

R 3.1 Listen and underline the /æ/ sound and circle the /a:/ sound of the letter (a) in bold.

1. I don't mean to praise myself, but I **am** the best.
2. You've put your T-shirt on **back** to front.
3. How **are** you? \_Not **bad**, thanks.
4. Can't you get ready any **faster**?
5. He came to **ask** for help.
6. What was **that**?
7. I'd **rather** take a chance and let my father drive me to the garage in his **fast** car.



b

R 3.2 listen and circle the word you hear.

1. a. bag      b. bog
2. a. sack      b. sock
3. a. rat      b. rot
4. a. cat      b. cot
5. a. crack      b. crock
6. a. hat      b. hot
7. a. shack      b. shock
8. a. map      b. mop
9. a. pat      b. pot
10. a. add      b. odd

## Everyday English

### Agreeing and Disagreeing

Use suitable phrases to express agreement or disagreement.

1. A: Wasn't that a brilliant film?  
B: .....
2. A: It's so exciting when listening to jazz.  
B : .....
3. A: I didn't like the design of the new school.  
B : .....
4. A: What wonderful old buildings!  
B : .....
5. A: Sally is very skilled in playing the piano.  
B : .....
6. A: Children should not spend too much time on their computers.  
B : .....

## Listening

a

R 3.3 Listen to the dialogue and classify the information below to the proper column.

What you CAN do in a social network	What you MUSTN'T do in a social network	What you SHOULD do in a social network

- connect to people
- tell people when you're going on holiday
- share your photos
- share information with people you don't know online
- tell jokes
- see what your friends are up to
- post personal information
- be picky in choosing your online friends
- let your online life get the better of your real life

b

R 3.3 Listen again and compare your answers with your partners.

# Speaking

With your partner, discuss the following questions about your mostly used application of social media.

1. Which social media do you use? What do you use it for?
  2. What does it have that the other media do not have?
  3. If you could keep only three social media applications and the rest disappeared, which ones would you choose and why? If you could keep only one, which would you choose and why?
  4. How many friends have you got on Facebook? How many of them are real friends?



# Writing

**“Social networking sites are observed to have more negative effects than positive ones.” To what extent do you agree or disagree with this statement?**

Write your article giving your opinion and supporting it with three reasons. You may use these linking words: First, Second, Third and Finally. Pay attention to spelling, grammar and punctuation.



# Unit 4



## Inventions

### Reading

a Before reading the text, do the following quiz.

1. Why was the invention of the airplane so important?  
a. to make the world smaller.      b. to make the world bigger.
2. Who invented stockings?  
a. a Syrian      b. an American
3. Who invented TV?  
a. John Logie Baird      b. Mary Curie



# Old Inventions Still Amaze the World

Many of today's devices trace back to the ancient world. Without these inventions and technologies, life would be next to impossible. We no longer consider them revolutionary because they have been around for hundreds or thousands of years.

## Airplanes

Once commercial flights were possible, the world became much smaller. However, by going back a step further, the airplane was invented in 1903 by the brothers Wilbur and Orville Wright, who brought to life a concept that was related to myths. However, the airplane was not taken seriously until Charles Lindberg made his solo flight across the Atlantic Ocean. It changed countless industries such as: transportation, satellite, communication, business and commerce.

## Nylon

Nylon was invented in the early 1930s by an American chemist, Julian Hill. It was introduced to the world on 27 October 1938. It was cheap and strong and soon became successful in making lady stockings, and the best gift for many women was a pair of stockings during World War II, but more importantly it was used to make parachutes and tyres. Nowadays, nylon can be found in many items such as carpets, ropes, seatbelts, furniture, computers, and even spare parts for the human body. It is expected that about 40 million tons of it will be manufactured.

## Television

Though your grandparents may disagree, television changed the world for the better. It was created in 1926 by John Logie Baird to influence the lives of people all over the world, and to this day it is the most popular way of getting information. Television is used for broadcasting both news and entertainment, creating fully new industries and impacting culture. In fact, it influenced the way people think about important issues and business.

In conclusion, inventions are meant to fulfill the need of people positively more than negatively in some manner by making them comfortable and providing them with a kind of security in life.

### b Answer the following questions.

1. Why are inventions no longer revolutionary?

.....

2. What did Charles Lindberg do?

.....

3. When were stockings the best gift?

.....

4. Name some benefits of TV.

.....

5. What is the main advantage of invention?

.....

### c Match the following words with their meanings.

- 1. issues
- 2. revolutionary
- 3. concept
- 4. manufactured
- 5. fulfill
- 6. stocking
- 7. broadcasting

- a. a thin close-fitting piece of clothing that covers woman's leg and foot
- b. idea, thought
- c. matters
- d. markedly new or introducing change
- e. sending a program by TV or radio
- f. achieve
- g. to make something from raw materials

d

Read the text again and decide whether these statements are TRUE or FALSE.  
Correct the false statements.

1. The ancient inventions have existed for hundreds or thousands of years. ....
2. The Wright brothers invented the airplane in 1930. ....
3. Nylon can't be used in making spare parts for the human body. ....
4. TV can affect culture and how people think. ....
5. Inventions make people's lives harder. ....

## Pronunciation

a

Match each word to a vowel sound.

nod - shop - thought - top - cork - knock  
lawn - odd - wall - fox - port - horse

/ɒ/

/ɔ:/

b

R 4.1 Listen and check.

## Everyday English

### Shopping Language

a

Complete the following dialogue using the appropriate expression or phrase from the box below.

That's perfect  
Could you please  
cash or by credit card

What kind of  
satisfied with its  
I'm planning to buy

How can I help you  
It'll cost you  
You should try

*Shopkeeper:* Hello sir, welcome to our store.

*Customer:* Thank you.

*Shopkeeper:* ..... , sir?

*Customer:* Actually, ..... an air conditioner, so could you please help me with that?

*Shopkeeper:* Sure, sir. ..... specify me the brand?

*Customer:* I'm using Panasonic AC these days but I'm not that ..... services.

*Shopkeeper:* ..... the LG air conditioner. It has high specifications.

*Customer:* ..... services does it offer?

*Shopkeeper:* In LG air conditioner, you'll get a two-year warranty. It also has five years services such as maintenance.

*Customer:* ..... ! Could you please tell me the price?

*Shopkeeper:* ..... around SPY 700,000 for one-ton air conditioner.

*Customer:* Perfect!

*Shopkeeper:* Would you like to pay ..... ?

*Customer:* By card, please.

*Shopkeeper:* Ok.

b

R 4.2 Listen and check.

## Grammar

Read the box then do the tasks:

### REMEMBER

1. Comparative adjectives are used to compare the differences between two things or two people.

- e.g. • The black dog is older than the white one.  
• My house is bigger than my sister's.  
• The yellow hat is more expensive than the green one.

Rules for using comparative adjectives:

- "Than" is usually used after the comparative adjective. -er is added to the end of one-syllable adjectives.
  - *cold - colder* → The winter is *colder than* the summer.
  - *tall - taller* → Most basketball players are *taller than* me.
- Adjectives that have two syllables and end in -y, change the -y into -i and add -er.
  - *happy - happier* → I am *happier* now *than* a year ago.
- "more" or "less" are used for adjectives that have two syllables or more and that do not end in -y.
  - *modern - more modern* → Dubai is *more modern than* Amman.
  - *difficult - less difficult* → The previous test was *less difficult than* today's.
  - *comfortable - more comfortable* → A sofa is more comfortable than a chair.
- Adjectives that end in -e, only -r is added.
  - *nice - nicer* → The beach is *nicer than* that park.
  - *safe - safer* → Airplanes are *safer than* cars.
- An adjective which ends with a consonant, vowel, consonant - the last consonant is doubled.
  - *big - bigger* → My house is *bigger than* my sister's house.
  - *hot - hotter* → Summer is *hotter than* winter.

2. Superlative adjectives are used to compare at least 3 things or people.

Superlative adjectives state the highest or lowest degree of something:

- "The" is usually used before a superlative adjective.

- e.g. • I am in *the smallest* class in the school.  
• The house at the end of the street is *the nicest*.

3. Equality: {as + adjective + as} and inequality {not as + adjective + as}

- e.g. • An apple is *as good as* an orange.  
• Silver is *not as expensive as* gold.

4. Irregular adjectives     *good - better - the best*

*bad - worse - the worst*

*far - further / farther - the furthest / farthest*

**a** Choose the correct form of the adjective.

- e.g. This photo is the ...c... in the album.  
a. worse                            b. bad                            c. the worst
1. You are ..... person I have ever known.  
a. lucky                            b. the luckiest                    c. luckier
2. My brother is ..... than me.  
a. tall                              b. the tallest                            c. taller
3. This is ..... car produced in this company.  
a. new                              b. newer                            c. the newest
4. Today the weather is ..... than yesterday.  
a. dry                              b. the driest                            c. drier
5. Ali's new villa is ..... than his old one.  
a. more expensive                b. the most expensive            c. expensive

**b** Fill in the spaces with the correct form of the words in brackets (comparative or superlative).

1. My house is (**big**) ...bigger... than yours.
2. This flower is (**beautiful**) ..... than that one.
3. This is the (**interesting**) ..... book I have ever read.
4. Non-smokers usually live (**long**) ..... than smokers.
5. China is becoming one of (**powerful**) ..... nations in the world.
6. A day by the sea is (**bad**) ..... than a day in the mountains.
7. It is strange but often pizza is (**expensive**) ..... than a hamburger.
8. Who is the (**rich**) ..... woman on Earth?
9. The weather this summer is even (**bad**) ..... than last summer.
10. He was the (**wicked**) ..... thief of all.



**c** Rewrite the sentences as in the example.

Bill is twelve years old and Tom is twelve, too.

Tom is as old as Bill.

1. Computer Studies is difficult and Maths is difficult, too.  
Maths is .....
2. Ali is intelligent but Lara is more intelligent.  
Ali isn't .....
3. Damascus is beautiful and Cairo is beautiful, too.  
Cairo is.....
4. June is hot but August is hotter.  
June isn't .....



## 1) Listening



a

**R 4.2 Listen to a brief story about a famous inventor then choose the correct answer.**

1. What kind of student did Edison's teachers think that he was?  
a. creative                      b. stupid                      c. excellent
2. What did Edison's mother do in response to the teachers' comments?  
a. She encouraged her son.    b. She agreed with the teachers.    c. She did nothing.

b

**R 4.2 Listen again and decide whether the following statements are True or False.**

1. The story is about Thomas Edison.
2. His mother gave him a piece of paper to his teacher.
3. He received his education at school.
4. Edison's mother created the story to show Edison's full ability.

## Speaking

**"Necessity is the mother of invention."**

This proverb means that people are more inspired to create something new when they have to, rather than when they simply desire to. In groups, discuss the following questions:

a

**Do you agree that people invent because they are obliged to?**

b

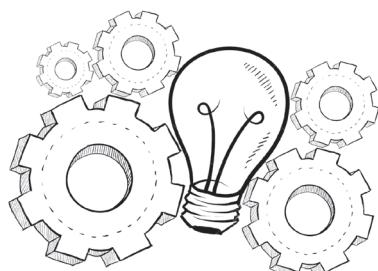
**Inventors develop what previous ones invented. Can you give a brief description of one of the very famous inventions? Don't name it. Your friends should guess the invention.**



# Writing

Think of an invention that was a bad idea and explain why. Perhaps it killed people or destroyed the environment. Use the following questions as a guide to write an article. Use correct spelling, grammar and punctuation.

1. Which invention was a bad idea? Why?
  2. Who invented it? When? Where? Why?
  3. What are the bad effects of this invention on humanity?



# Progress Test 1

## Reading

Read the following text then do the tasks below.

### Your Trend Tells Your Ideology!

Our clothes and accessories are a source of non-verbal communication which send messages about who we are, where we come from and what we do. Fashion has a long history of trials. What was considered fashionable a few decades ago might be a killing fashion in modern times.

The beliefs of that era held by the people living in it, and the culture in that region plays a considerable role in influencing its trends. Ancient Egyptian fashion was largely influenced by its culture in ancient times. They wore clothes that not only looked glamorous but also were comfortable to them in hot climate. White was the most preferred colour due to this reason.

Of course, culture in a specific region changes with time. Fashion trends also get influenced with the changing culture in that particular area. Women in India used to wear a Sari after marriage. This is because they stayed at home while their husbands earned for the family. As women have started contributing to the family income, **they** no longer restrict themselves to wearing a Sari.

Thus, culture has a huge role to play in deciding the fashion of a particular region. Fashion trends in a society are just a mirror to its culture. As the culture changes, fashion changes.

**a. Answer the following questions.**

(8 marks)

1. How can clothes and accessories be a source of non-verbal communication?

.....

2. How was ancient Egyptians fashion influenced by its culture?

.....

3. Why did women in India wear a Sari after marriage?

.....

4. What does the word (**they**) in the text refer to?

.....

**b. Find words in the text which mean the following.**

(3 marks)

1. a period of time, usually in history .....

2. helping to make something happen .....

3. attractive and exciting .....

**c. Rewrite these sentences to correct the information.**

(4 marks)

1. Our trend is a source of verbal communication.

.....

2. Culture has a little effect to play in deciding the fashion

.....

## Grammar

a. Choose the correct form of the verb. (12 marks)

1. The moon (goes, is going) round the earth in about 27 days.
2. Please don't make so much noise. I ('m trying, try) to study.
3. The washing machine has been repaired. It (works, is working) now.
4. Mozart (is, was) an Austrian musician who lived from 1756 to 1791.
5. I (don't buy, didn't buy) anything because I forgot my money at home.
6. Jenny (was waiting, waited) for me when I arrived.

b. Complete the sentences using the correct form of the adjectives in brackets: (12 marks)

1. This restaurant is ..... (cheap) the one we went to last week.
2. You are ..... (lucky) person I have ever known.
3. The town was ..... (small) I expected.
4. This photo is ..... (bad) in my album.
5. I'd like to do something ..... (interesting) this job.
6. Money isn't ..... (important) thing in life.

c. Write the information in a single sentence. Pay attention to adjective order. (9 marks)

1. This game is new. It's for the family. It's exciting.  
This is an exciting new family game.
2. This computer is for business. It's Japanese. It's powerful.

.....

3. This is a chocolate bar. It's new. It's a big bar.  
.....
4. These shoes are modern. They're for sports. They're wonderful.  
.....

## Pronunciation

Put the words in the correct group. (10 marks)

beard    ear    warm    church    curtains    parked    door    floor    four  
girl    horse    large    shorts    near    nurse    pair    dirty    purse    shirt  
            march    stars    fur    third    chair

Words with /ɜ:/

church

.....  
.....  
.....  
.....

Words with /ɔ:/

door

.....  
.....  
.....  
.....

Words with /ɑ:/

car

.....  
.....  
.....  
.....

Words with other sounds

beard

.....  
.....  
.....  
.....

## Everyday English

### Match the sentences.

1. So what do you think of it?
2. what's it like?
3. It's a long way from your office.
4. I can't wait to see it.
5. Are you on your own?
6. I'll call you back.

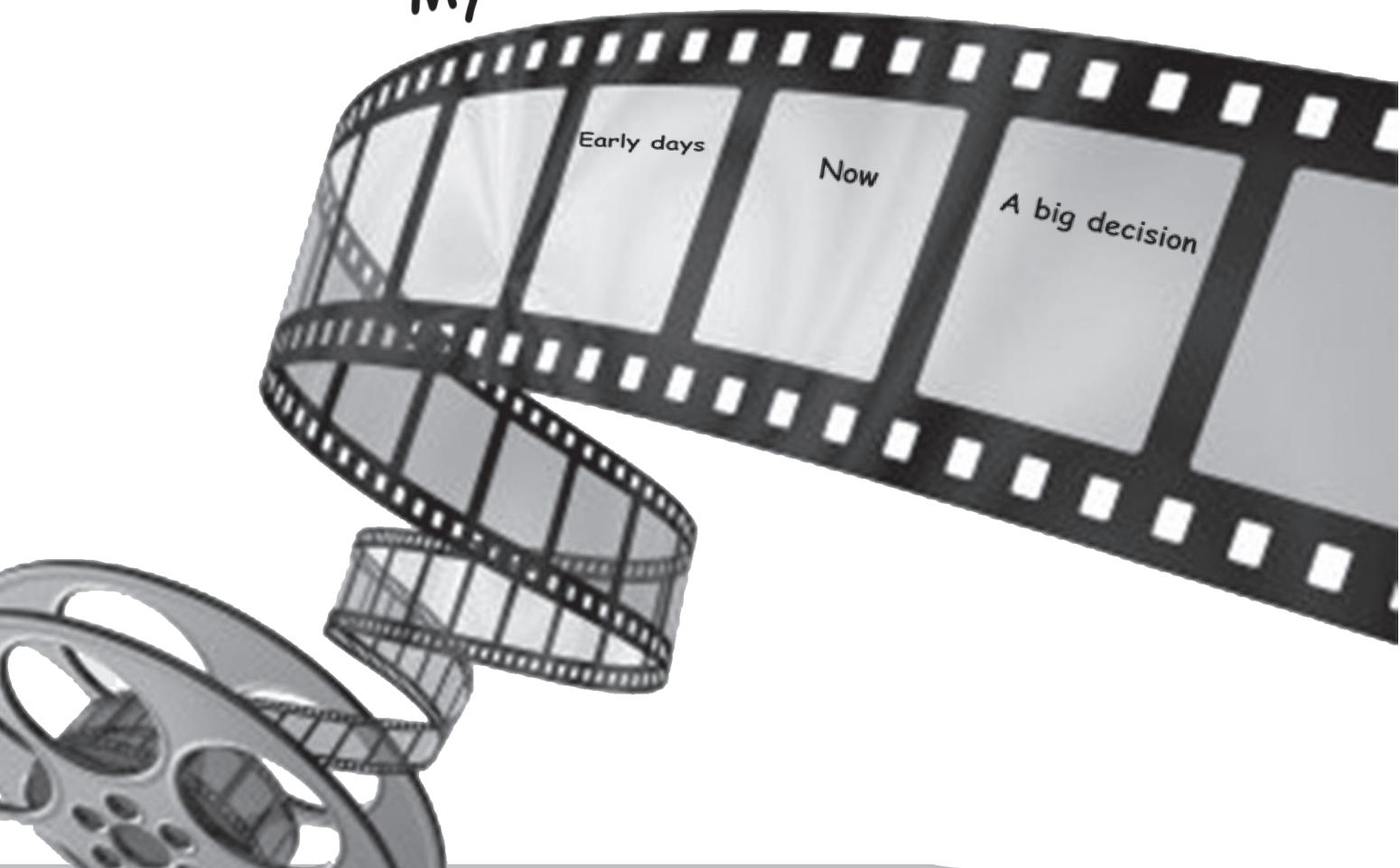
(12 marks)

- a. But it's near a metro station.
- b. I like it! I think I'm going to take it.
- c. It's small but very nice.
- d. No, I'm with the owner of the flat.
- e. Ok. Speak later.
- f. You can come with me tomorrow.

### Writing

Imagine you are going to make a film about your life. Choose five events you would like to include. Write the events in the film strip below. (30 marks)

### My life in film



# Unit 5



## Sport

### Reading

a

Read the text below about *Cristiano Ronaldo* and answer the following questions.

1. What did Cristiano suffer from at the age of 15?

.....  
2. Why did some people call him "cry-baby"?

.....  
3. When did he join Manchester United?

.....  
4. What was the greatest achievement of Ronaldo?

**Cristiano Ronaldo** dos Santos Aveiro is one of the greatest footballers that the world has ever seen. His name Ronaldo was inspired by Cristiano's father's favourite actor in the USA.

Cristiano Ronaldo is known to be very fashionable and that is another fact about him. His passion towards fashion is limitless and the wealth he earned from football allowed him to start his own business, opening his fashion boutique CR7, led by his two sisters, in Portugal.

Cristiano's father, Jose Dinis Aveiro died of alcoholism when he was 52 years old. Consequently, Ronaldo has sworn off alcohol. At the age of 15, Cristiano suffered from a heart problem and was about to have a laser operation. Fortunately, he made a quick recovery.

Many people do not know that Ronaldo's nickname was "cry-baby" as a child due to the fact that he used to cry when he passed the ball but his friends failed scoring. People also called him "little bee" because nobody could catch him. Liverpool was the first choice for Ronaldo, but they thought that he was not good enough a year before he signed for Manchester United for £12.2 million in 2003. Ronaldo scored his first goal for Man United on November 1<sup>st</sup> 2003 against Portsmouth from a free kick.

Later, he joined the great Spanish team the Real to be one of the best players in the football world, winning The European Golden Shoe award five times. Ronaldo led his country, Portugal, in the World Cup more than once, and all the Portuguese refer to him when remembering the win of the European Cup in 2016.



**b** Match the following words with their meanings.

- |                |   |
|----------------|---|
| 1. sworn off   | a. becoming well again after an illness or injury |
| 2. recovery    | b. a strong belief or feeling about something     |
| 3. inspire     | c. to give somebody the idea of something         |
| 4. passion     | d. following a popular style at a particular time |
| 5. fashionable | e. have promised to give up or stop a bad habit   |

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

1. Cristiano was named by his grandfather. ....
2. Cristiano likes fashion, so he has started a business in his country. ....
3. Alcohol was the real cause of Ronaldo's father's death. ....
4. Ronaldo scored his first goal against Man United in 2003. ....
5. Ronaldo has gained The European Golden Shoe award while playing with Man United. ....

## Speaking

**a** Read the following conversation between Jane and Catherine, then in pairs try to practise the dialogue.

*Jane:* Hello Cathy. I'd like to ask about how to get fit.

*Catherine:* Hi Jane. You mean to get in shape. Am I right?

*Jane:* Certainly. Overweight is disturbing me, really.

*Catherine:* Don't worry. We'll start off slow. What type of exercise do you like best?

*Jane:* I think doing aerobics, but I hate jogging.

*Catherine:* I have recently joined the new gym in the city centre. There, you can exercise using modern equipment.

*Jane:* Sounds fantastic, I can't wait to get started. Thanks for your advice.

*Catherine:* Anytime. See you in the aerobics class late evening.



**b** Think of the best way to keep healthy, fit, or in shape. Discuss your thoughts and ideas with the class.

## Grammar Present Perfect Simple and Continuous

The *Present Perfect Simple* is formed with **have or has + the past participle**:

e.g. We *have studied* a lot to pass the exam.

The *Present Perfect Continuous* is formed with **have or has +been + the ing-form**:

e.g. We *have been revising* for the exam all evening.

### Present Perfect Simple

Examples	Explanation
The house is clean. Mum <i>has cleaned</i> it.	<ul style="list-style-type: none"><li>We use the Present Perfect Simple for a past action that has an effect in the present.</li></ul>
I <i>have visited</i> London. I <i>have never visited</i> Paris. Have you ever <i>visited</i> Berlin?  I <i>visited</i> London last year.	<ul style="list-style-type: none"><li>We use the Present Perfect Simple to talk about an action that happened or never happened before now. (time is not important with the Present Perfect). <b>Note:</b> When we have a specific time, we use the past simple.</li></ul>
George <i>has been interested</i> in computers for many years.	Use <b>for + an amount of time</b> : for two months, for one hour, for a long time, etc.
Mona's family <i>has lived</i> in the U.S. since 1979.	Use <b>since</b> with a point of time when the action started: since last week, since Saturday, since he was a child, etc.
How long <i>have you got</i> your laptop?	Use <b>how long</b> to ask about a duration.
It has rained twice so far this week.	<ul style="list-style-type: none"><li>We use the Present Perfect Simple to express the repetition of an action before now.</li></ul>

### Present Perfect Continuous

She <i>has been working</i> since 2 p.m. I <i>have been surfing</i> the Web for an hour.	A continuous action started in the past and continues to the present.
Manar <i>has been using</i> her mobile every minute for the last two weeks.	We use the Present Perfect Continuous for a repeated action or habit that began in the past and is continuing at the present time.
My eyes are red. I've been crying.	A past action with an effect in the present.
How long have you been working here?	Use <b>how long</b> to ask about a duration.

He <i>has been living</i> in Italy since 1979. OR He <i>has lived</i> in Italy since 1979.	With some verbs ( <i>live, work, study, teach, and wear</i> ), we can use either the <b>Present Perfect Simple</b> or the <b>Present Perfect Continuous</b> with actions that began in the past and are continuing now. The meaning is the same.
Google <i>has become</i> one of the most popular search engines. I <i>have had</i> my computer for three months.	We do not use the continuous form with state verbs. e.g. <i>like, know, see, seem, cost want, need, have</i> (for possession).

a Complete the following sentences with the correct form of the verb. Use either the *Present Perfect* or the *Past Simple*.

e.g. Natali *has cleaned* the house twice so far today.

1. Dinosaurs..... (*roam*) the earth millions of years ago.
2. We..... (*not have*) a party for ages.
3. It..... (*not rain*) yet today.
4. I'm tired. We..... (*walk*) 10 miles.
5. ..... (*Emma ever fly*) to France?
6. In her whole lifetime, Isabel..... (*never / see*) snow.
7. When we were on holiday, the weather ..... (*be*) terrible.
8. Ali..... (*read*) the story already.



b Use the *Present Perfect Simple* or *Present Perfect Continuous* tense to fill in the blanks. The first one is done for you. (Sometimes you may use both).

e.g. I'm trying to write a poem. I have been trying (*try*) to write it for an hour, but something always seems to interrupt me. I think I'd better go out for a change.



1. The children are playing tennis right now. They..... (*play*) for almost two hours. They must be tired.
2. The telephone ..... (*just ring*).
3. Someone ..... (*knock*) on the door for two minutes now. Why don't you open it?
4. It ..... (*rain*) all morning. No one knows when it will stop.
5. We ..... (*have*) five accidents so far this month. I wonder how many more we will have if you keep driving this way.
6. The museum isn't far from here. I ..... (*walk*) there several times.

## Pronunciation /u/, /u:/

R 5.1 Listen and circle the odd word.

1. look could pool put would push pull
2. cute value luck argue review new through

## Everyday English *Expressing Preferences*

### a ► Rearrange the questions and responses to make a dialogue.

**Suzan:** Where shall we go for our holiday this year, John? **1**

**John:** Sounds OK to me. Would you prefer to stay in a hotel or rent a cottage? **□**

**Suzan:** But we do that every year. I'd love to do something different this time.

I prefer lying on a beach and windsurfing.

How about Tartous? The weather's usually good and there're some lovely walks around the coast. **□**

**Suzan:** I'm a big fan of hotels! **□**

**John:** How about Aleppo? **□**

### b ► R 5.2 Listen and check.

## Listening

### a ► In pairs, think of your favourite kind of sports. Tell your partner.

### b ► R 5.3 Listen to the "Fight Song" by Rachel Pletten about the Russian tennis star

Maria Sharapova. Try to sing while listening.

### c ► R 5.3 Listen again and try to complete the song.

Like a small <sup>1</sup> .....  
On the ocean  
Sending big <sup>2</sup> ..... into motion  
Like how a single word  
Can make a <sup>3</sup> ..... open  
I might only have one match  
But I can <sup>4</sup> ..... an explosion

And all those things I didn't say  
Wrecking <sup>5</sup> ..... inside my brain  
I will scream them loud tonight  
Can you hear my <sup>6</sup> ..... this time?

Losing friends and I'm chasing <sup>7</sup> .....  
Everybody's worried about me  
In too deep  
Say I'm in too deep  
And it's been two <sup>8</sup> .....  
I miss my home  
But there's a fire <sup>9</sup> ..... in my bones  
And I still believe  
Yeah I still believe

## Fight Song

Rachel Pletten

Music With Meaning



# Writing

**Write a short paragraph of no more than 80 words about the importance of sport in leading a healthy life. Use correct spelling, grammar and punctuation.**



# Unit 6

## Health



### Reading

a ➤ Read the following article and choose the best title.

1. Advantages of Food    2. Pillars of Health    3. Importance of Sleep

.....

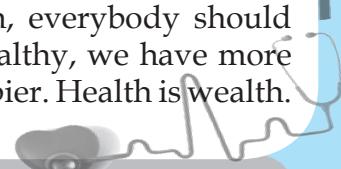
Health has been defined by WHO (World Health Organisation) as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." So it is crucial for human beings to adopt a healthy lifestyle and encourage others to stay fit and healthy.

Along with nutrition and sleep, exercise is one of the three pillars of a healthy life. Exercise is a serious way to lose weight, but its greatest importance is to provide the healthy physical activity our bodies need. Internally, sport works first on the heart, regulating the heart beat and preventing many diseases that may affect the heart and veins. Sport supports bones and nerves, giving us full body health-care. More importantly, people who incorporate exercise into their daily life have a strong immune system which helps them get rid of diseases such as diabetes and blood pressure that are common among young people at present.

Access to good health needs balanced nutrition for the body. People who eat healthy food are used to eat foods containing vitamins, proteins, iron and other nutrients. Thus, fresh fruits and vegetables should be their main concern, reducing fat, sugar and salt intake. The benefits of eating fruits and vegetables vary; lower blood pressure, reduced risk of heart diseases in addition to less digestive problems. Compared with healthy foods, junk foods which are rich in sugars, high sodium, food colors and additives are usually unsafe.

Sleep, in turn, is as vital as regular exercise and eating a balanced diet. Healthy sleep improves your memory and sharpens your mind, so that you can think clearly avoiding making mistakes at school or work. Sleep deprivation can lead to decreased immune function, impaired decision-making and poor mental health. Therefore, the best way to improve your sleep is to create a relaxing bedtime routine.

In short, to develop a good intelligent and healthy generation, everybody should integrate the three pillars of a healthy lifestyle. When we are healthy, we have more energy; our mental health is better and it is much easier to be happier. Health is wealth.





b) Read the article again, then match these words and phrases with their meanings.

- |              |  |
|--------------|--|
| 1. infirmity | a. that can't be affected by a particular disease or illness                           |
| 2. nutrition | b. weakness or illness over a period of time   |
| 3. immune    | c. to combine two or more things so that they work together                            |
| 4. junk food | d. food that is not healthy  |
| 5. impaired  | e. damaged or not functioning normally   |
| 6. integrate | f. a process by which living things receive the necessary food to grow and be healthy. |



c) Decide whether these statements are *True* or *False*. Correct the false ones.

- |   |       |
|---|-------|
| a. WHO has defined health as "the absence of disease".                            | ..... |
| b. Exercise plays a vital role in preventing heart diseases.                      | ..... |
| c. Compared with fruits and vegetables, junk foods are high in nutritional value. | ..... |
| d. Sleep deprivation is one of the real causes of poor mental health.             | ..... |
| e. A healthy lifestyle needs an integration of exercise, food and sleep.          | ..... |



d) Answer the following questions.

- a. In what way can exercise contribute to a healthy lifestyle?  
.....
- b. What nutrients does healthy food contain?  
.....
- c. Mention two advantages of eating fruits and vegetables.  
.....
- d. Why is junk food unadvisable?  
.....
- e. How is healthy sleep useful to human beings?  
.....
- f. What do the words (*which, its*) in bold in the article above refer to?  
.....

## Speaking

Discuss the following questions in pairs or groups.

- What healthy habits should you follow to lead a healthy life?
- How often do you get a regular medical check-ups?
- How many meals do you have a day?
- Do you usually get enough sleep?



## Grammar Countable and Uncountable nouns:

Nouns in English can be *countable* or *uncountable*.

Countable nouns:		Uncountable nouns:	
<ul style="list-style-type: none"> <li>• are things we can count. e.g. <i>a dog, five pens</i></li> <li>• can be singular or plural. e.g. <i>My best friend is a very intelligent girl.</i> <i>My two other friends are good at sport.</i></li> <li>• can be used with <b>a/an/the, numerals, some, any, many, a few, a lot of or lots of.</b></li> </ul>		<ul style="list-style-type: none"> <li>• are things we can't count. e.g. <i>water, light, friendship</i></li> <li>• are only singular. e.g. <i>Chocolate makes you happy.</i></li> <li>• can be used with <b>the, some, any, much, a little, a lot of or lots of.</b></li> </ul>	
<b>Affirmative</b>		<ul style="list-style-type: none"> <li>- There are some seats.</li> <li>- There are a few seats.</li> <li>- There are a lot of seats.</li> <li>- There are too many seats.</li> </ul>	
<b>Negative</b>		<ul style="list-style-type: none"> <li>- There aren't any seats.</li> <li>- There aren't many seats.</li> <li>- There are no seats.</li> </ul>	
<b>Questions</b>		<ul style="list-style-type: none"> <li>- Are there any seats?</li> <li>- How many seats are there?</li> </ul>	
		<ul style="list-style-type: none"> <li>- There is some milk.</li> <li>- There is a little milk.</li> <li>- There is a lot of milk.</li> <li>- There is too much milk.</li> </ul>	
		<ul style="list-style-type: none"> <li>- There isn't any milk.</li> <li>- There isn't much milk.</li> <li>- There is no milk.</li> </ul>	
		<ul style="list-style-type: none"> <li>- Is there any milk?</li> <li>- How much milk is there?</li> </ul>	

N.B. Some nouns can be *countable* or *uncountable*:

hair paper light experience cheese wood  
jam bread time noise tea coffee

e.g. *Coffee is my favourite drink.* (uncountable)

Would you please bring me two *coffees*? (countable)

a) Read the following list of nouns and decide whether they are countable, uncountable or both.

advice glass plastic people room information news man  
space box shoe fish equipment furniture child

**countable**

shoe

**uncountable**

furniture

**both**

fish

### Note:

#### A little

*A little* is used with positive quantity and uncountable nouns and before adjectives.

It means "a small amount" or "some".

e.g. *There is a little milk in the fridge.*

*I am a little tired.*

#### Little

*Little* expresses a negative quantity or shortage. It is used with uncountable nouns. It means "almost nothing" or "not much". e.g. *I'm sorry, I speak little French.*

#### A few

*A few* represents a positive quantity. It is used with plural nouns.

It means "some" or "a small amount". **A few + Plural countable nouns**

e.g. *He has a few good friends so he is happy.*

#### Few

*Few* represents a negative quantity or shortage. It is used with plural countable nouns. It means not many, not enough.

#### Few + plural countable nouns.

e.g. *I have got few friends in the city so I am lonely.*

b

Read the following extract and choose the correct word.

Robert is looking for (**a, the**) job. He didn't have (**much, many**) luck. He always buys (**a, some**) papers and reads them. There are (**a lot of, much**) advertisements but he only likes (**a little, a few**). Yesterday he found (**a, the**) position he was interested in. He got (**a little, a few**) excited. He didn't have (**much, many**) hope after all the disappointment. He decided to go for (**an, a**) interview. He bought (**some, a**) new suit, had (**a, some**) big breakfast and left. There were (**much, many**) people waiting. He felt confident. He read (**much, many**) books and he didn't lack experience. And he had (**a, some**) luck! He got (**a, the**) job. They offered him a cup of coffee and started to discuss when he could start.



c

Read the following sentences and fill in the blanks with the appropriate quantifiers. Some words can be used more than once.

**much many a lot of (a) little (a) few any some no**

- a. I'm afraid there is ....no.... water left. The bottle is empty.
- b. There aren't enough onions to make salad. There are only .....
- c. His bags are full . He has bought ..... grapes.
- d. Martin has got ..... friends. He needs to make new friends.
- e. How ..... cheese do you put in your pizza?
- f. I'm so tired. I paid ..... attention in class.
- g. Can you bring some juice to the picnic? I don't have .....
- h. Let's go and have coffee. We have ..... time before the train.
- i. How ..... sandwiches do you eat a day?
- j. This morning I'm going shopping . I want to buy ..... new shoes.

## Vocabulary

### a Match the phrasal verbs with their definitions.

work out , come down with, burn off, come to , build up, cut down on

1. get an illness: .....  
2. use up calories: .....  
3. increase: .....  
4. consume less of something: .....  
5. train the body by physical exercise: .....  
6. become conscious: .....

### Phrasal verb

A phrasal verb is a verb with a preposition or an adverb which creates a meaning different from the original verb.

### b Complete the following sentences with the correct form of the phrasal verbs from exercise (a).

1. When he ...came to... , he was lying on the floor with his hands tied behind his back.
2. Jane ..... nearly every day . She swims, runs or lifts weights.
3. You need to ..... your strength if you want to run the marathon next month.
4. A lot of people ..... colds or flu in the winter.
5. Mary wishes to lose weight, so she needs to ..... more calories.
6. George should ..... cigarettes. He smokes nearly a packet a day.

## Everyday English

### Making an appointment with a doctor

Complete the following dialogue with questions and phrases from the box below.

A: I need to make an appointment to see the doctor.

B: .....

A: I have a rash.

B: .....

A: No, it just itches a lot.

B: .....

A: It would be better on Tuesday.

B: .....

A: I'd like to see Dr. Salah.

B: .....

• Do you have fever with that rash?

• Fine, I'm putting you down for 9:00 on that day. Would you like to see Dr. Sami or Dr. Salah?

• I have openings on Tuesday or Thursday. Which would be best for you?

• Ok, I'll schedule you with him. We look forward to seeing you.

• What seems to be the problem?

## Pronunciation



**R 6.1** Listen and repeat. Underline the words that contain the /ʌ/ or /ə/ sounds and put them into two lists:

done son sugar muscle unless women put pump flood  
pillar some winter suburb accept much adapt subtle

/ə/ sugar, ..... , ..... , ..... / ..... , ..... / ..... / ..... / .....



Write words that contain the following sounds /ʌ/ or /ə/. Your dictionary may help you (Five words for each )

/A/

A large, empty blue-outlined rectangular box, likely a placeholder for a figure or diagram.

/ə/

# Writing

**Write a paragraph of no more than 80 words about what people should do to keep healthy.**

**The following prompts may help you:**

- Regular exercise fits body and age (sport is a means to get a healthy body).
  - A healthy diet (avoid eating fatty or junk foods) .
  - Have vitamins and minerals (fruits and vegetables are the best sources).
  - Take suitable rest (sleeping comfortably and daily).
  - Quit smoking (smoking causes dangerous diseases).

# Unit 7



## Wonders

### Reading

Read the text, then do the tasks below.

#### *Seven Wonders of the World*

Our world is rich in unique structures, but only seven are selected, which are deemed to be the best. The Seven Wonders of the World are:

##### **Taj Mahal**

It is known for its beautiful architecture, history and the tale of love that led to its creation. Located in the Indian city of Agra, it is built with ivory-white marble and precious stones.

##### **Colosseum**

It is an oval-shaped amphitheater located in the centre of Rome in Italy, built with concrete and sand. It had the capacity to host about 80,000 spectators. In ancient times, it was used for gladiatorial contests and public spectacles.

##### **Machu Picchu**

Located in the Eastern Cordillera of southern Peru on a 7,970 ft. mountain ridge, Machu Picchu is a 15th-century Inca citadel. It is the most familiar icon of Inca civilization, and is often mistaken for the 'Lost City of the Incas'. It was built with polished dry-stone walls.

##### **Christ the Redeemer**

A very well-known work of art in Brazil, Christ the Redeemer is an Art Deco statue of Jesus Christ. Made of reinforced concrete and soapstone, it weighs 635 metric tons and is located at the peak of the 700-metre Corcovado Mountain overlooking the city of Rio de Janeiro. Construction began in 1922 and it was completed in 1931.

##### **Chichen Itza**

Chichen Itza is located in Tinum Municipality of Yucatan State in Mexico. It was a large pre-Columbian city, built by the Maya people, and was likely to have been one of the mythical great cities. It consists of buildings like the El Caracol, Temple of the Warriors, and others.

##### **Petra**

Petra is a historical and archaeological city in southern Jordan. The access to the city is through a 1.2-kilometre-long gorge called the Siq, which leads directly to the Khazneh. Petra is also called 'the Rose City' due to the colour of the stone from which it is carved.

##### **Great Wall of China**

As the name suggests, it is located in China and the Great Wall is the collective name given to a series of fortification systems built across the borders of the country. The purpose of the Great Wall was to protect as well as mark the territories of the Chinese states and empires.

**a** Match the following words with their definitions.

- |                  |  |
|------------------|--|
| 1. deemed        | a. the official line that separates two countries  |
| 2. border        | b. existing only in an ancient story               |
| 3. mythical      | c. considered                                      |
| 4. fortification | d. a deep narrow valley with steep sides           |
| 5. gorge         | e. the act of defending or strengthening something |

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

1. Where is the Taj Mahal located?  
.....

2. What was the Colosseum used for in ancient times?  
.....

3. Which materials is Christ the Redeemer made of?  
.....

4. Who built Chichen Itza?  
.....

5. What was the purpose of the Great Wall of China?  
.....

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

1. Machu Picchu is built with .....

2. Petra is also called 'Rose City' due to .....

## Speaking

**a** Imagine you are a tourist guide. With your partner, discuss the following questions.

1. Have you ever met a tourist in your country?
2. What tourist attractions do you recommend visiting?
3. Why do you think tourists enjoy visiting such places?
4. How can you help tourists get attracted to your country?
5. What recommendations do you offer to promote the most interesting and important historical places in your region or town?



## Grammar Past Perfect Simple and Past Perfect Continuous

Past Perfect Simple	Past Perfect Continuous
<ul style="list-style-type: none"> <li>The Past Perfect is formed with: <b>had + past participle</b></li> <li>The Past Perfect is used to talk about things that happened before other things in the past.</li> </ul> <p>e.g. <i>When Sarah arrived at the party, Paul had already gone home.</i></p> <ul style="list-style-type: none"> <li>To say that one thing finished and then something else happened, we use either <i>when</i> or <i>after</i>.</li> </ul> <p>e.g. <i>When Carol had taken the photos, she developed the film.</i>  <i>After Carol had taken (OR after Carol took) the photos, she developed the film.</i></p> <ul style="list-style-type: none"> <li>We sometimes use the Past Perfect with before, after, by the time, when or until:</li> </ul> <p>e.g. - <i>The ball had hit the back of the net before the goalkeeper moved.</i>  - <i>The chairman didn't speak until he had heard all the arguments.</i>  - <i>By the time we arrived, the film had started.</i></p>	<ul style="list-style-type: none"> <li>The Past Perfect Continuous is formed with: <b>had + been+ v. ing</b></li> <li>We often use either the Past Perfect or the Past Perfect Continuous with a similar meaning.</li> </ul> <p>e.g. <i>I had been working/had worked hard all year.</i></p> <ul style="list-style-type: none"> <li>We use Past Perfect Continuous for an action over period up to a past time:</li> </ul> <p>e.g. <i>The business had been losing money before last month.</i></p> <ul style="list-style-type: none"> <li>We use it for an action of certain duration that had visible results in the past.</li> </ul> <p>e.g. <i>Mark had been studying Spanish for five years that's why he was fluent in Spanish.</i></p> <ul style="list-style-type: none"> <li>We can't normally use the continuous for a state:</li> </ul> <p>e.g. <i>George had seemed unwell for some time before he died.</i>  <i>George had been seeming unwell.</i></p>

**Note:**

- If we talk about how many times something happened, we use the Past Perfect not the Past Perfect Continuous.
- e.g. *How many times had you met him before yesterday? (not how many times had you been meeting...)*

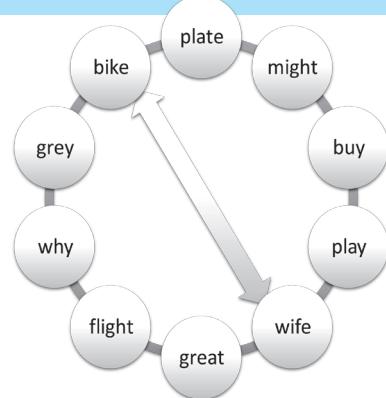
**Read the situations and make sentences using the words in brackets.**

**(Sometimes both Past Perfect Simple and Past Perfect Continuous are possible).**

- Tom was very tired when he got home. (he/ work/ hard all day) *He'd been working hard all day.*  
.....
- Jack and John were both exhausted. (they/ play/ football)  
.....
- I was disappointed when I had to cancel my holiday. (I/ look/ forward/ to/ it)  
.....
- Anna woke up frightened. (she/ have/ a bad dream)  
.....
- Mark had just turned the TV off. (he/ watch/ a film)  
.....
- I was getting impatient. The bus was very late. (I/ wait/ a long time)  
.....

## Pronunciation

- a Find pairs of words that have the same vowel sound /eɪ/ and /aɪ/.



- ### R 7.1 Listen and check your answers.

- C Work in pairs. Think of other words in English that have the same sounds.

# Everyday English

# *Describing People, Places and Things*

**Match each question in the first column with an appropriate response from the second column. (Some questions have more than one appropriate response)**

1. What is your friend like?
  2. What does your brother look like?
  3. What's your office like?
  4. How is the food in the new restaurant?
  5. What's your village like?

- a. He looks like a movie star.
  - b. He's awesome.
  - c. She's nice.
  - d. He's quite the character.
  - e. He has brown hair with black eyes.
  - f. It's very modern and relaxing.
  - g. It tastes good.
  - h. It's peaceful and quiet with fresh air.

# Listening

- a Work in pairs or small groups. Find these pieces of information.

1. The name of two natural wonders      2. The longest river in the world  
3. The location of Niagara Falls

- b** R 7.2 Listen and choose the correct answer.

1. In which continent is Victoria Falls located?  
a. Asia                      b. Europe                      c. Africa

2. What's the name of the river?  
a. Zambia                      b. Zambezi                      c. Zimbabwe

3. Who discovered the falls?  
a. Victoria Livingstone    b. Dr. David Livingstone    c. Queen Victoria

4. What caused the rift that forms the Falls?  
a. a movement of the earth    b. a meteorite                      c. a volcano

5. When is the best time to see the Falls?  
a. in winter                      b. in June and July                      c. in April



## Writing

a ➤ To write an article about a famous building, follow these tips.

- In the introduction, mention what type of building it is, its location and its special features.
- In the body, give historical facts about the building (who designed it, when it was built, etc.). Then describe the exterior and the interior of the building.
- In the conclusion, write general remarks about the building and a recommendation to visitors.
- Use past tenses to write about historical facts and present tenses to describe the building, its location, etc.

b ➤ In no more than 100 words, use the tips above and plan to write your article about Alenno Castle. The following diagram may help you.

### Introduction:

Paragraph 1: Name, location, special features

### Body:

Paragraph 2: historical facts  
Paragraph 3: description of exterior/ interior

### Conclusion:

Paragraph 4: recommendations



# Unit 8



## World Facts

### Reading

a Match the headings with the extracts below.

1. Dancing with the Dead
2. Wishing a Good Luck
3. Celebrating Spring

b Give a suitable title for each of the articles.

1

In Denmark, they have an interesting strange tradition of throwing **cinnamon** at people who are still single at 25. The individual is doused with lots of cinnamon sticks on his/her birthday, mostly by friends and well-wishers. It's interesting because it motivates you to look for a partner before you turn 25. If you like cinnamon though, then this shouldn't **bother** you.

2

This festival honors the dead and celebrates family ties. Every seven years or so, families who can afford lavish dinners for guests and new clothes for the living families and the dead **ancestors**, celebrate the Famadihana festival. They dance with their dead ancestors to show them respect. They even give out gifts for the dead. Families in Madagascar have been practicing this for many years and intend to continue the strange tradition in future, as well.

3

In Bosnia, every March or during spring, hundreds of eggs are cooked in huge pots and given out for free. This is to celebrate the start of a new season. Visitors **flock** to Zenica, Bosnia, every year for this tradition. But not because they want a taste of the scrambled eggs, but because it's fun, interesting, and a sight to behold. In fact, a lot of people support this tradition.

c) Match the underlined words with their definitions.

1. to make someone feel slightly worried, upset, or concerned .....  
.....
2. a sweet-smelling brown substance used for cakes or sweet foods .....  
.....
3. to go there in large numbers .....  
.....
4. members of your family who lived a long time ago .....  
.....

d) Decide if these sentences are *True* or *False* and correct the false ones.

- 1st article:* 1. Cinnamon is thrown by people who are still single at 25. ( )  
2. The tradition is so exciting because the person is doused with lots of cinnamon. ( )

- 2nd article:* 1. The purpose of the Famadihana festival is to esteem the dead. ( )  
2. They dance with their dead to have fun. ( )

- 3rd article:* 1. People in Bosnia cook hundreds of eggs to eat them. ( )  
2. Visitors come to Zenica, Bosnia to taste the scrambled eggs. ( )

e) In your opinion, which tradition is the most interesting or the strangest? Why?



## Pronunciation

R 8.1 Listen, read, then cross the odd ones out with different vowel sounds in each group of words.

1

ice, life, file, pray, apply, smile, line, find,  
higher, iron, liar, range, mind, eye, raise,  
buy

2

voice, poison, obey, oil, employ, violet, joy,  
annoy, biology, loyal, voyage, annoyance,  
oyster

## Everyday English

### Filler Words

Use the appropriate filler words to complete the short dialogues below.

Actually      Well      you know      Umm

1. A: Have you heard the latest news? Marry has got married.  
B: Wow! This is good news!
2. A: Do you like eating pizza?  
B: ...., I prefer eating vegetables.
3. A: Where's your homework?  
B: ...., you see .. My dog ate it.
4. A: What's the good price for jeans?  
B: ...., I guess \$20 is a good price for a pair of jeans.
5. A: Where did you stay?  
B: We stayed at that hotel, ...., the one down the street from the city square.

## Grammar

### Adverbs of Manner

- Adverbs of manner are words that describe VERBS and tell us HOW something happens.

e.g. He spoke to me kindly. →  
*How did he speak?*      *He spoke kindly.*

1. Most adverbs of manner are formed by adding **-ly** to the adjective form.

e.g. *quiet* + *ly* = *quietly*

2. If the adjective ends with "y" then you drop the "y" and add "**ily**".

e.g. *easy (-y)* + *ily* = *easily*

3. Some adverbs have the same form as the adjective.

*late - early - hard - fast*

e.g. *He caught the fast train.* (adj)      *The train went fast.* (adv)

4. The adverb of "good = well"

e.g. *You are a good player.* → *You play the piano well.* ("well" describes the verb play)

a Make adverbs from the adjectives in the box to complete the sentences below.

fast    angry    successful    proper    hard    quiet    quick

1. You shouldn't do your homework ..... quickly..... .
2. Nasser passed his exams .....
3. Please speak .....!
4. Motorists shouldn't drive ..... in the city centre.
5. She shouted ..... at her son when he was late.
6. They are tired. They have worked ..... recently.
7. Be careful! You should use this machine .....



**b**

Answer the questions using the word in brackets.

How did the actors perform the play? (*good*)

They acted well.

1. How does he speak? (*loud*)

.....

2. How do they behave? (*honest*)

.....

3. How does Sara move? (*slow*)

.....

4. How is your brother running? (*fast*)

.....

5. How does Laura sing? (*beautiful*)

.....

## Abilities and Inabilities

**c**

Read these sentences then complete the box below with suitable words.

1. I can't open this window! I think it's stuck.
2. The questions are easy. Everybody can solve them easily.
3. When I lived near the beach, I could go swimming every day.
4. He's amazing. He can speak five languages!
5. I couldn't lift that box. It was too heavy.
6. Could you swim when you were five years old?

- We use the modal verb ..... to express abilities in the present.
- We use the modal verb ..... to express inabilities in the present.
- We use the modal verb ..... to express abilities in the past.
- We use the modal verb ..... to express inabilities in the past.

**d**

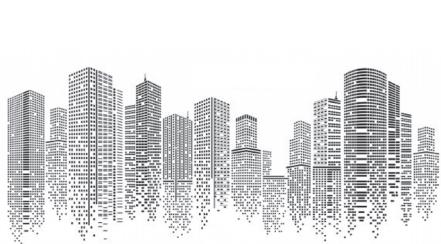
Write *can/can't /could/couldn't* in the gaps.

1. The clown was very brave. He *could* enter the lion's cage.
2. He hasn't got a license. He ..... drive.
3. Lama is very stubborn. Nobody ..... change her mind.
4. The quiz wasn't easy. Nobody ..... solve it.
5. The man was very rich. He ..... buy a luxury car.
6. The story was long and boring. She ..... finish it.
7. Henry is very strong. He ..... lift heavy things.
8. They haven't got a ball. They ..... play basketball.
9. The room was very dark. We ..... see anything.

# Listening

- a** R 8.2 Listen and write as many notes as you can about the city in the audio track.

**b** Use your notes to help you choose a city in your country. Describe it and ask your mates to guess its name.



# Writing

**Write about a tradition people follow to celebrate holidays in your country.**

**The following prompts will help you:** *place, time, activities, your opinion.*

# Progress Test 2

## Reading

**The Olympic Games** is the greatest international sport event in the world. The Olympic idea means friendship, fraternity and cooperation among the people all over the world.

The original Olympic Games began in ancient Greece in 776 B.C. It was a great athletic festival, including competitions in wrestling, foot racing and chariot racing, rowing and others.

The 2020 Olympic Games, commonly known as Tokyo 2020, is an international multi-sport event scheduled to take place from 23 July to 8 August 2021 in Tokyo, Japan - a country with rich culture combining old traditions from past centuries and today's incredible technological advances. In addition, Japan has been an Olympic land since the Summer Games of 1964, which were the first to be staged in Asia. In 2021, the country will host its fourth Games. It was scheduled to take place between 24 July and 9 August 2020, but it was postponed until March 2021 due to the COVID-19 pandemic. This is the first time the Olympic Games have been postponed to another date rather than cancelled altogether. Before the pandemic, the Games had been cancelled because of war, but never postponed.

a. Answer the following questions. (8 marks)

1. What does the Olympic Games refer to? .....
2. How old are the Olympic Games? .....
3. When was the first Olympic Games held in Japan? .....
4. Why was it postponed? .....

b. Find words in the text which mean the following. (3 marks)

1. brotherhood .....
2. a vehicle pulled by horses .....
3. unbelievable/ impossible to believe .....

c. Rewrite these sentences about the text to correct the information. (4 marks)

1. Japan is the only land which hosted the Olympic Games.  
.....

2. The Olympic Games was once cancelled due to a pandemic.  
.....

## Grammar

a. Read the dialogue and circle the correct words. (6 marks)

**Lucy:** How about making <sup>1</sup> (a, an) apple pie?

**Alan:** Great idea! Have you got <sup>2</sup> (some, any) apples?

**Lucy:** Yes. There are some in the bowl. How <sup>3</sup> (much, many) do you need?

**Alan:** A lot, about <sup>4</sup> (a kilo, kilos).

**Lucy:** We haven't got enough. We can buy <sup>5</sup> (some, any) in the corner shop.

**Alan:** And we need some flour, too. Look, at the recipe. How <sup>6</sup> (much, many) flour do we need?

**Lucy:** About half a pound. And we need three spoonfuls of sour cream.

**b. Use the words below to write a correct sentence.** (5 marks)

1. eat/ fast/ I /food/ seldom.  
.....
2. always/ recipes/try out/ sister/ new/ my/.  
.....
3. Fairouz's songs/ usually/ Judy/ to/ listen/ morning/ the/ in  
.....
4. eat/ often/ watching TV/ while/ I.  
.....
5. I / without/ go out/ never/ my /a barbecue/ friends/ for.  
.....

**c. Fill in the blanks with CAN/CAN'T/COULD/COULDN'T.** (12 marks)

1. She is a small baby. She can't eat meat, but she ..... drink milk.
2. I was very tired today. I ..... clean my room.
3. That dress was not expensive. I ..... buy it.
4. You are speaking very quickly. I ..... (not / understand) you.

**d. Use the verbs in brackets in the correct form.** (10 marks)

1. We ..... (play) football for half an hour when it started to rain.
2. Her boss was very angry with her because she ..... (come) to work very late.
3. Joan ..... (travel) twice up till now around the world.
4. When I found the remote control, I ..... (look) for it for an hour.

## Pronunciation

What sound do the letters in bold make in the sentences below? Write 1, 2, 3, or 4.

1 /ʌ/	2 /u:/	3 /eɪ/	4 /ɔɪ/
----------	-----------	-----------	-----------

(12 marks)

1. You can't buy the boots soon.
2. Somebody is coming to lunch.
3. The boy annoys by this noise.
4. The train may arrive late.

## Everyday English

Complete the following dialogue. (10 marks)

1. Q: ..... ?  
A: Al-Azem Palace is located in the ancient city of Damascus.
2. Q: ..... ?  
A: It was built in the 18th century.
3. Q: ..... ?  
A: It is famous for its Islamic architecture style.
4. Q: ..... ?  
A: The palace was built by 800 workers.
5. Q: What other historical places do you know in Syria?  
A: .....

## Writing (30 marks)

In no more than 100 words, write an paragraph about a famous town or city you know.

# Unit 9

## Environment

### Reading

a Read the following text and write the suitable heading for each paragraph.



### *Ways to Protect the Environment*

Our environment consists of natural resources like soil, water, air etc. It has been affected in many ways like increasing pollution, depletion of energy resources, poisonous air, and adverse weather conditions and so on and so forth. However, nowadays people are becoming aware of protecting our environment. Here are some of the ways in which every person can contribute to some extent in saving the environment.

1. ....

Trees not only help in purifying the air around us but also benefit in million other ways; one of which is climate control. Trees contribute to maintaining the air quality by emitting oxygen and thus reduce the greenhouse effect from the atmosphere. As a result, trees save us from extreme weather conditions.

2. ....

We must turn to other forms of energy like wind energy, solar energy, geothermal energy etc. as they do not leave any after-effects and work in an environment-friendly manner.

3. ....

Recycling is the best way to reuse objects in different ways. By recycling, we can use the same object all over again in different forms and, as a result, the production of materials like plastic could be reduced.

4. ....

The gases coming out of the vehicles by the combustion of fuels are adding to the air pollution even more. Thus, it is better to use public transportation for going to work to reduce pressure on the environment.

5. ....

Plastics are non-biodegradable substances that do not decompose ever. We must stop the use of plastics that are available in the form of bags, toys and other daily use objects and turn towards better options like jute bags or paper bags, clay toys etc, which are eco-friendly as well.



**b** Answer the following questions.

1. What are the main threats to the environment?

.....

2. Name two ways in which people can preserve the environment?

.....

3. How do trees save us from harsh weather?

.....

4. Which is better for the environment: *using public transportation or private one?* Why?

.....

**c** Write the words in the box next to the correct definitions.

depletion contribute jute geothermal extreme non-biodegradable

1. .... : very great in degree, harsh

2. .... : materials, chemicals etc that aren't changed naturally by bacteria

3. .... : to give money, help, ideas, etc. to something that a lot of other people are also involved in.

4. .... : when an amount of something is greatly reduced or nearly all used up.

5. .... : relating to or coming from the heat inside the Earth

6. ....: a plant fibre used in making rope or sacks

**d** Discuss the following questions with a partner.

1. Who do you think is more responsible for pollution, individual people or the government? Explain.

2. What can be done to save our environment?

Complete the survey below by checking ✓ the boxes that apply to you.

e

Are you a friend to the environment?

	Always	Sometimes	Never
1. I turn off lights when I leave the room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I recycle paper, or write on the reverse side of the page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I recycle aluminum cans and plastic drink bottles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I use public transportation such as buses or trains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I buy used or recycled products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I take short showers and use water carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I eat more vegetables than meat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I avoid buying products with wasteful packaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f

Compare your results to the answers below. Can you think of more ways to be environmentally friendly?

*If most of your answers were ...*

**always:** You look for ways to use less and recycle more, even if it requires more effort or time. Congratulations for being a true friend of the environment!

**sometimes:** It's awesome that you're thinking about the future! Keep doing what you are doing, and think of more ways you can help out.

**never:** Don't worry if you've never done these things before- it's not too late to start! Take small steps, like turning off electronics when you're not using them, or taking showers instead of baths.

## Grammar Future Forms

a  Read the box and do the tasks below.

1. We use the *Present Simple* for something scheduled.

e.g. *The train arrives at 6.30 in the morning.*

2. We use the *Present Simple* in time clauses to express future.

e.g. *When my friend arrives, we will start the match.*

3. We can use the *Present Continuous* for plans or arrangements.

e.g. *We're having a party at Christmas.*

4. We use *will* for:

- sudden decisions

e.g. *I feel thirsty. I'll have something to drink.*

- predictions

e.g. *I think Brazil will win the World Cup.*

5. We use *be going to*:

- to talk about plans or intentions.

e.g. *I'm going to drive to work today.*

- to make predictions based on evidence we can see.

e.g. *Look at those black clouds. I think it's going to rain.* (= I can see that it will rain.)

b

 Put the verbs in brackets in the suitable future form. (Sometimes more than one future form is possible).

1. They (*drive*) ..... to New York tomorrow morning.

2. I hope the weather (*be*) ..... nice at the weekend.

3. I offered him this job. I think he (*take*) ..... it.

4. I promise I (*not tell*) ..... your secret to anyone.

5. Take your umbrella with you. It (*rain*) ..... The sky is cloudy.

6. After Jane leaves home, she ..... (*meet*) her friends.

7. Before dad arrives, I ..... (*complete*) this essay.

8. That exercise looks difficult. I (*help*) ..... you.

9. (*he go*) ..... to the football match?

10. She (*probably stay*) ..... till Thursday.

## Time clause

### Expressing the future in time clauses

e.g. When my friend arrives, we will start the match.

↓      ↓      ↓

When + subject + verb = a time clause

- A time clause begins with such words when, before, after, as soon as , until.
- The time clause can be at the beginning of the sentence or in the second part of the sentence.

e.g. *We will start the match when my friend arrives.*

*Will or be going to is not used in a time clause.*

### c Choose the correct answer.

1. I'll do my homework before I (*watch, will watch*) TV.
2. We'll go to the cinema as soon as we ('ll *finish, finish*) work.
3. While Richard is watching the game this afternoon, he (*won't answer, doesn't answer*) his phone.
4. We'll have a family celebration when I (*graduate, will graduate*).
5. After Jane leaves home, she (*will meet, meets*) her friends.

### d Complete the following sentences using clauses in the *Simple Present or Future*.

1. The moment he leaves, .....
2. Soon after Jack sees the doctor, .....
3. I will tell my boss about my project before .....
4. We will live in Moscow as soon as .....
5. We will stay here till .....

## Pronunciation

/ uə / & / ɪə /

### a

#### R 9.1 Listen and put the words in the correct column.

(doer, ear, atmosphere, usual, furious, rural, fear, mature, peer, theory)

/ uə /

doer

/ ɪə /

fear

### b

#### Check the words in your dictionary.

## Listening

### a Rearrange the following dialogue between a student and his teacher about littering.

**Teacher:** It's on April 22nd, and it is a time to think about protecting our planet and reducing waste and pollution.

**Student:** Yes, but actually I don't know a lot about it.

**Teacher:** Do you know about Earth Day?  1

**Student:** What about littering?

**Teacher:** Yes. We need to reduce what we use like water and other resources. We need to reuse things that we can and recycle stuff that can't be reused.

**Student:** Oh, you mean like recycling and reusing things?

**Student:** People litter for many reasons; for example, because they don't feel responsible for taking care of the environment.

**Teacher:** Well, littering is a problem and quite a common sight in our country, and our school students are no exception. I just wonder why people litter so much knowing well it looks so bad and ugly?



### b R 9.2 Listen and check your answers.

## Speaking

In groups, name at least two benefits of protecting our environment on: (*humans, animals, plants*).



## Everyday English Asking for and Giving Clarification

### Asking for and Giving Clarification

→ Go to page 77 in The Student's Book to help you.

1. A: "Como estas?"

B : Sorry, .....

A: I ..... "how are you?" in Spanish.

2. A: You know what? I can't depend anymore on Suzan.

B: .....?

A: ..... she's a little bit slow at work and wants others to do the job for her.

B : ..... she makes excuses all the time?

A: That's right. She always tries to make up stories.

# Writing

**Write an article suggesting some recommendations to stop littering. You can use these ideas.**

- bad effects of littering
  - steps that should be followed to solve this problem
  - your role as an individual
  - the necessity of cooperation



# Unit 10



## Nature

### Reading

#### *Enjoy the Scent*

Syria is a fertile country and is located in the heart of the world at the crossroads between various vegetation zones. So the flora is affected by Asia, Europe, and Africa. Two kinds of flowers are considered the natural identity of Syria. These are jasmine and the Damask rose.

Although it is not usual for a city to be named after a rose or a flower, many people in Syria consider jasmine as a symbol of Damascus; that is why Damascus is called the "City of Jasmine". Jasmine is widely spread in many areas in Syria. Jasmine which is a five or six-petalled flower can be evergreen or deciduous and it can also be yellow or white in colour. It has a strong scent and its oil is exported for making perfumes.



The Damask rose, which is also known as 'Rosa Damascene', is one of the oldest flowers in history. The 30-petalled flower, which is famous for its fine fragrance, is usually exported to other parts of the world. It is cultivated all year around and especially used to produce essential oils and flavouring ingredients such as rose water. The plant is deciduous and the roses grow in groups and are usually pink or red.

Syria is very rich in a thriving agricultural area. From the coastal mountains and plains to the dry climates in the Jazeera, there is a huge variety of plants. Olives, figs, pistachios, sunflowers, corn and wheat are common plants and they are essential for agricultural and industrial production.



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

1. Why is flora in Syria various?

2. What is the nickname of Damascus?

3. Find similarities and differences between the jasmine and Damask rose.

4. What role does the varied flora play in Syria?

**b** Match the following words with their meanings.

1. evergreen
2. zones
3. fragrance
4. deciduous
5. essential
6. thriving

- a. a sweet or delicate odour
- b. when trees lose their leaves in winter
- c. extremely important and necessary
- d. a plant that retains green leaves throughout the year
- e. very successful
- f. areas or places

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

1. Syria is an unproductive country. ....

2. The government of Syria has officially named 'Jasmine' as a national rose. ....

3. Jasmine can be white or yellow. ....

4. The Damask rose is an evergreen plant. ....

5. Both flowers can give oil. ....

## Pronunciation Diphthongs /ɪə/, /eə/

### R 10.1 Listen and circle the word with different sound.

1. hair eye wear there
2. ear cheer near fail

## Everyday English

### Making Suggestions

**a** Correct the mistakes in sentences 1-5 and a-e, and then match each suggestion with the appropriate response.

1. Let go shopping. e
2. How about go for a bike ride?...
3. Why don't we going to an art gallery?...
4. What about staying at home and cook something?...
5. Who about making spaghetti and meatballs?...

- a. That don't sound very interesting.  
Looking at paintings is boring!
- b. I don't really feel like do that. I'm too tired.
- c. Sound good. You make the meatballs; I can make the pasta.
- d. Brilliant! What would you like eat?
- e. That isn't a very good idea. I haven't got much money.

**b** Look at the sentences in Exercise A again. Match suggestions 1-5 with responses a-e.

## Grammar Passive Voice

We usually use the passive form:

1. when we are more interested in the action than the doer (agent) of the action.

e. g. *A new hospital is being built in my town.*

2. when we do not know the doer of the action.

e. g. *The vase was broken.*

3. when the doer of the action is obvious.

e. g. *English is spoken all over the world.*

4. when we use formal English (facts and processes).

e. g. *Soya beans are turned into food for both humans and animals.*

- The passive is formed as follows: Object + (be) + past participle.
- (be) should be in the same tense as the verb in the main sentence.
- Add (*by-phrase*) to refer to the doer of the action (subject) when necessary.
- In the passive, the object of an active verb becomes the subject of the passive verb.

N.B. 1. Only transitive verbs are used in the passive. It is not possible to use intransitive verbs in the passive.

e.g. *He works in Homs.* (cannot be changed into passive)

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

e.g. Farmers grow crops.

Crops are grown by farmers.

1. The teacher is correcting the exam papers.

.....  
2. The city council has given the green light to building a new school.

.....  
3. Shakespeare wrote *Hamlet*.

.....  
4. The police officers were chasing a thief at 1 a.m. yesterday.

.....  
5. My mother had prepared the meal before she went out.

.....  
6. My friends will visit me next week.

.....  
7. You should wash your hands before eating.

.....  
8. They are doing a new research about endangered animals.

.....  
9. Plants play a vital role in people's lives.

**b**

Put the verbs in brackets in the passive form using the correct tense.

While we were driving home yesterday evening, an old man standing by the side of the road was seen. The cover of his car engine (*open*)<sup>1</sup> ..... and a traffic triangle (*put*)<sup>2</sup> ..... . The old man seemed to be so worried and he did not know what to do. Immediately, we stopped for help. He (*ask*)<sup>3</sup> ..... about the problem and we knew that the car had a flat tire. The package of the car (*open*)<sup>4</sup> ..... and the spare tire (*take out*)<sup>5</sup> ..... A jack (*use*)<sup>6</sup> ..... to lift the car. After about fifteen minutes, the problem (*solve*)<sup>7</sup> ..... and everything was OK. We (*thank*)<sup>8</sup> ..... by the old man then we continued our journey. We (*tell*)<sup>9</sup> ..... by our dad that we had to help others especially in critical situations.

## Vocabulary

### Plants

**a**

Write the words in the correct group.

olive, pine, apple, cypress, orange, cherry

Evergreen	
Deciduous	

**b**

Add two more examples to the box above in each group.

## Listening

a  Before you listen, discuss the natural resources used in your country to produce energy.

b  R 10.2 Listen and complete the text below:

Have you ever thought of making good use of plants to ..... energy?

Have you ever imagined getting ..... from flowers and trees?

Scientists in Massachusetts, USA have created plants that glow in the .....

..... They are hoping to produce plants that can light up our .....

They desire that their discovery could ..... to plant lights replacing

electric ones. One day, even light that trees produce could replace .....

streetlights. One of the scientists working on the project ..... that the

idea is to make the plant ..... as a desk lamp which you do not have to

plug in. The light is ..... powered by the energy metabolism of the plant

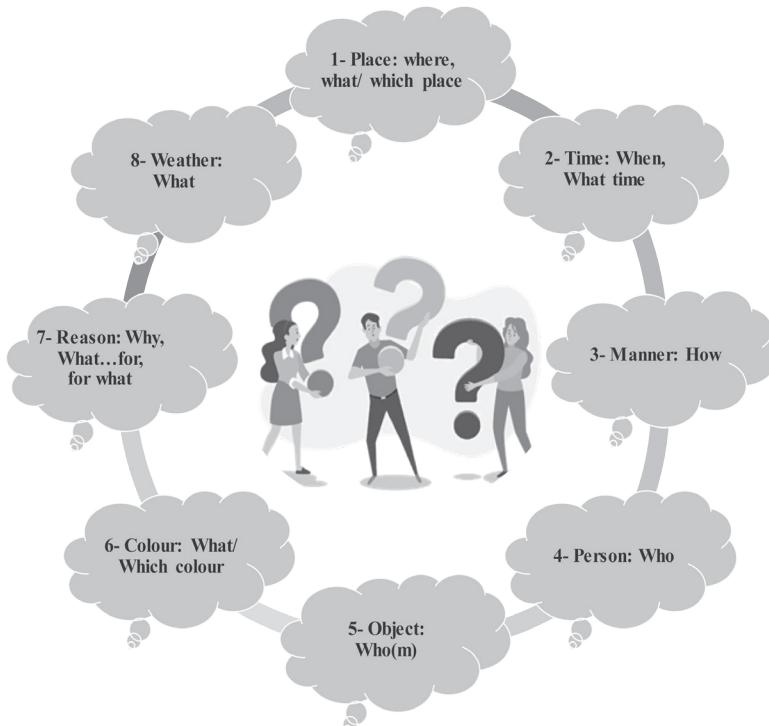
itself. To sum up, plant lights will be a part of our life in the .....and it

is an idea whose time has come.

c  Think of some other sources which may give us power. Tell the class.

## Speaking A plan to visit the International Flower Fair

In pairs, ask and answer about the following points. Use the hints given:



# Writing

- a** Write a list of the well-known plants found in the area where you live.
  - b** Write about the most common plants in your area, giving details about their features and uses. Search the Internet to help you.



# Unit 11



## Happiness

### Reading



a Read the following text, then answer the questions below.

1. Mention three places where extreme ironing is performed.

.....  
2. How are natural flowers different from soap flower souvenirs?

.....  
3. What tool is used in soap carving in Thailand?

.....  
4. What is train surfing?

### Unusual Hobbies from around the world

**Extreme Ironing in the UK**  
Hate ironing? Some people love it so much that they go to extremes to do it...!  
Extreme ironing is an extreme sport in which people take ironing boards to remote locations and iron items of clothing. Some other locations, where such performances have taken place, include a mountainside of a difficult climb, a forest, in a canoe, in the middle of a street, underwater, in the middle of the M1 motorway, whilst parachuting and under the ice sheet of a frozen lake.



What's your favourite hobby? Do you like to collect coins, do some knitting or take interesting photographs? While none of these hobbies seem that strange, there are some rather interesting ones around the world.

#### Soap Carving in Thailand

Soap carving in Thailand is a very popular kind of applied art. To date, soap flower souvenirs are produced throughout Thailand. The only difference between these beautiful flowers and natural flowers is that they will never fade and are very realistic to their originals. This art has been passed from generation to generation for many years. The work itself is done using a certain type of knife, so that the result of soap flower depends only on the skill of the master, who is working on it.



#### Train Surfing in Germany

While this hobby is dangerous, it doesn't stop some of the locals when it comes to participating in train surfing. Hundreds of people have died during this dangerous act of jumping on the outside of a moving train. Between 1989 and 1995 there were 41 train surfing accidents. Eighteen of these 41 accidents resulted in the person's death and the age range was from 13 to 25. Still though, it doesn't stop those who love this hobby.



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

- |                |   |
|----------------|---|
| 1. to extremes | a. jumping from a plane using special equipment       |
| 2. ironing     | b. a long light boat                                  |
| 3. fade        | c. to a point beyond what is normal or acceptable     |
| 4. canoe       | d. the activity of making clothes smooth with an iron |
| 5. parachuting | e. to lose colour and brightness                      |

**c** Read the text again and decide whether these statements are *True* or *False*.

1. Collecting coins, doing knitting or taking photographs are examples of strange hobbies. ....
2. Performances of extreme ironing happen on land. ....
3. Soap flower souvenirs never fade . ....
4. Danger prevents people from doing train surfing. ....

## Speaking

**a** Look at this picture. Which of these hobbies do you prefer? Why?



**b** Discuss the following questions with your partner.

1. What hobbies or interests do you have?
2. Do you require any special equipment for your hobby?
3. Do you enjoy doing hobbies with other people or do you prefer to be alone?
4. Why do you think people have hobbies?

**c** As a class, one student chooses a hobby in his mind. Other students should guess the hobby by asking him/her yes/no questions.

## Grammar

### Zero Conditionals

**Uses:**

- Facts
- Habits
- Cause and consequence

**Structure:**

If + present Simple → present Simple

**Example Sentences:**

- If you *freeze* water, it *turns* into ice.
- Babies *cry* if they *are* hungry.
- If you *smoke*, you *hurt* yourself.
- If you *don't water* plants, they *die*.

a Make a zero conditional sentence using the words in the correct form as in the example below.

e.g. my daughter /if /eat / sick/ too much chocolate /get/she  
If my daughter eats too much chocolate, she gets sick.

1. not rain / it / if / not grow / the grass .....
2. If / ice / float / you / drop / it / in water .....
3. you / not / eat / you / die / if / .....
4. iron / if / rust / it / get / wet .....

b Complete the following zero conditional sentences using your own words.

1. If people eat too much,.....
2. If you touch fire, .....
3. People die if .....
4. Snakes bite if .....
5. My sister feels frightened if .....

## Everyday English

### Thanking and Responding

Complete the dialogue using the appropriate expression or phrase from the box.

Don't mention it    grateful    appreciate    thank you very much

A: Hi! I have got something for you.

B: Really? What's that?

A: Here you are.

B: Oh, ..... for your kindness.

A: It was the least I could do.

B: How could you find this novel? I've been looking for it for months.

A: Actually, I found it in a big bookstore.

B: I'm so .....!

A: ..... Would you like me to give you a lift?

B: I really ..... your help, but I'll take a taxi.

## Listening

a  Think briefly about the questions below before listening.

1. What would you say happiness is?
2. Would you describe yourself as a happy person?
3. What makes you happy?
4. Who is the happiest person you know? Why?

b  R 11.1 Listen to an extract, then read the sentences below and tick the correct box.

	True	False	We don't know
1. Both Ahmad and Marina don't mind staying at a hotel.			
2. Camping is one of Nagham's interests.			
3. Feras likes boat racing.			
4. Ahmad likes windsurfing.			
5. Everyone likes mountain camping.			
6. Nobody likes cooking.			

## Pronunciation

### Diphthongs /əʊ/ and /aʊ/



R 11.2 Circle the word you hear.

/aʊ/

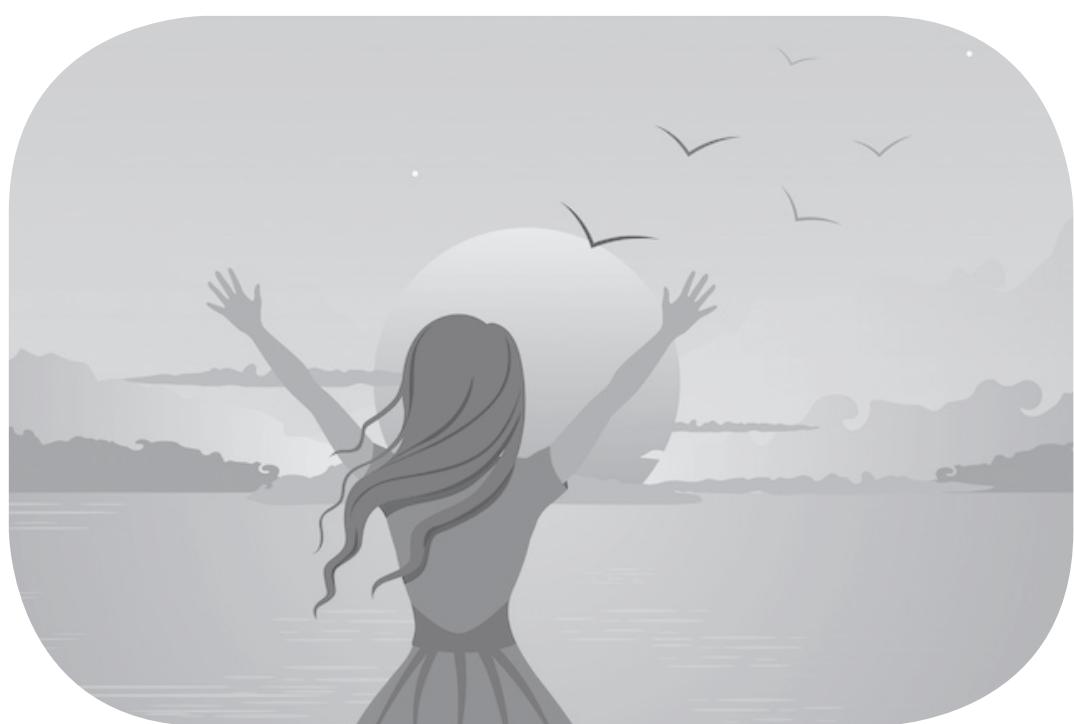
/əʊ/

1	blouse	blows
2	house	hose
3	foul	foal
4	howl	hole
5	allowed	load
6	town	tone



b Complete the transcriptions with one of the following diphthongs /əʊ/, /aʊ/.

1. town /t \_ \_ n/
2. home /h \_ \_ m/
3. soul /s \_ \_ l/
4. noun /n \_ \_ n/
5. know /n \_ \_ /



# Writing

**Write an paragraph of about 80 words to explain how hobbies affect the life of children.**

**The following prompts may help you:**

*A hobby can help kids.....*

- try new things.
  - have fun
  - develop emotionally, mentally and physically.
  - develop a healthy imagination,
  - acquire useful skills for life.



# Unit 12



## The World of Fun

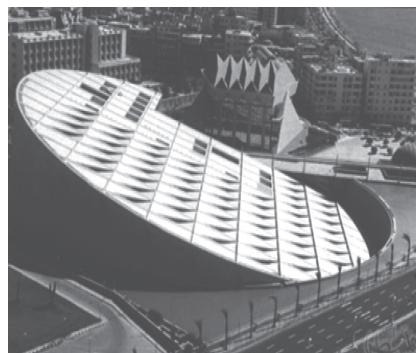
### Reading

a Before you read the article, match the following words with their meanings.

- |              |   |
|--------------|---|
| 1. pearl     | a. refers to ancient Egyptians                    |
| 2. Pharaonic | b. lighthouse, guide                              |
| 3. beacon    | c. white shiny object commonly used for jewellery |

### A Great Place in the Arab World

Alexandria was the capital of Egypt in ancient times, and it was called the 'Bride of the Mediterranean'. It was built by Alexander the Great, so it was named after him. Alexandria is the second largest city in Egypt after Cairo, and it contains many distinctive attractions and tourist places. Therefore, tourism in Alexandria is considered one of the most important economic sources that attracts large numbers of tourists from outside and inside Egypt. It is the pearl of the country that contains many ancient Pharaonic museums, in addition to some newly established landmarks. It also contains entertainment places, and there are many internationally known beaches that tourists come to from all over the world.



The library of Alexandria is one of the most important places of tourism in the city and in Egypt in general, as it is a beacon of different cultures, arts and civilisations around the world.

Another attractive tourist site is The Roman Theatre which dates back to the Roman era. The theatre was discovered by chance when the tomb of Alexander the Great was being searched.





### b Read the article then answer the questions.

1. What does the name Alexandria refer to?

.....

2. What was Alexandria called?

.....

3. Why is the Library of Alexandria very important?

.....

4. How was the Roman Theater discovered?

.....

5. What does the word (**It**) in bold refer to?

.....



### c Read the article again and decide if the following statements are True or False.

1. Alexandria is the capital city of Egypt. ....

2. There are many religious places in Alexandria. ....

3. The Roman Theatre dates back to the Pharaonic era. ....

## Listening



### a Discuss the following questions as a class:

1. Have you ever heard about Niagara Falls?

2. What do you know about them?



### R 12.1 Listen to the following talk about Niagara Fall, then answer the questions below.

1. Where are Niagara Falls located?

2. How are the Falls useful?

3. How old are Niagara Falls as expected by historians?

4. When is the best time for tourists to visit the waterfalls?

5. What happened in October 1928?



### R 12.1 Listen again and decide if the following sentences are *True* or *False*.

1. The waterfalls on the Canadian side is higher than the American one. ....

2. Niagara Falls was thought to be formed at the end of the last Ice Age. ....

3. Over 25 million tourists visit the waterfalls monthly. ....

4. 'Cave of the Winds and Rainbow Bridge' are two of the most important areas to visit. ....

## Pronunciation Vowel Sounds and Diphthongs

Look at the vowels in bold. Which vowel sound is different in each line?

1. that	Italy	bag	man
2. play	stay	near	pray
3. nine	fine	read	fly
4. people	six	Miss	single
5. please	eat	police	he's
6. husband	much	son	dog

## Grammar First Conditionals and Time Clauses

First conditionals				
Form: If + present simple, will +infinitive without to				
Positive and Negative				
If	she leaves home early, we have enough money, I am sick, he doesn't find a job, they don't play very well,	she we I he they	'll will won't	catch the train. move to a bigger house. go to work. be able to buy a car. win the match.
Question				
What	will	you do	if	you fail the test? it rains?

a Complete the following sentences using the correct form of the verb in brackets.  
Check your answers with a partner.

- I won't see her again if she ..... today. (*not come*)
- If he ..... time, he will play with us. (*have*)
- What will they do if they ..... their exams? (*not pass*)
- I'll give you a piece of chocolate if you ..... quiet. (*be*)
- He won't go until I ..... him the truth. (*tell*)
- Please call me as soon as you ..... (*arrive*)
- Mother will make us a cake when she ..... back. (*get*)
- He must train very hard before the competition ..... (*start*)

b Complete the following sentences using clauses.

- She will come to help you if .....
- Adel will start work as soon as .....
- please wait for me until .....
- When I do my homework, I .....
- He will be very happy if .....
- She will tell me the news when .....

c Choose the correct words to complete the following sentences.

- He will be happy **before/if** you give him a present.
- We will go to university as soon **as/until** we finish school.
- Laila will always help you **before/while** I am away.
- Don't worry **if/after** you don't know the answer.
- They will receive the postcard by Thursday as soon **as/if** you send it today.
- I'll always drive you there **when/while** you need.
- The meeting won't start as soon **as/until** the boss comes.
- After/Before** the storm stops, the sun will rise again.

**a** Complete the dialogue using the appropriate questions or responses from the box.

A: Hello?

B: Hi. Is that Sue?

A: Yes, speaking

B: Hi, Sue. It's Kate.

A: .....

B: Fine. How about you?

A: .....

B: Sue, are you doing anything on Saturday night?

A: Saturday? Er... let me see.....

B: Oh I see. We're having a party, you see.

A: Oh right.....We'll be finished by about ten.

B: ..... You'll bring Mike, of course.

A: Yes sure. ....to come.

B: Oh good. Well, I'll see you on Saturday then.....

A: Yes, I know the way.....

B: That would be great. See you, then.

A: Bye.

- I'm sure he'd love
- Oh, hi Kate. How are you?
- That would be great!
- Well, I could come after we've had dinner
- Yeah, fine. Can't complain.
- Yes, actually I'm going for a meal with Mike.
- I'll bring some cake.
- You know how to get here?

**b**

R 12.3 Listen and check.

### Vocabulary

#### - ed/ing Adjectives

##### -ing adjectives

They describe the characteristics of a person, a situation or a thing. They CAUSE a feeling.

e.g. The books are *boring*. We are describing a characteristic of these books.

What do these books cause? They make people feel bored.

##### -ed adjectives

They describe a feeling or an emotion. They show how we FEEL about something.

e.g. He is *bored*. This is his feeling right now. This feeling was caused by the books.

He is not going to be bored forever. He feels bored for now. (It is temporary).

a

**Choose the correct type of adjective: -ed or -ing.**

1. This food is (*disgusting, disgusted*). I can't eat it.
2. She is (*interested, interesting*) in music.
3. The film was (*terrified, terrifying*).
4. The football match was great. It was so (*excited, exciting*).
5. I was (*amazed, amazing*) by the actors' performance in the play.
6. He's easily (*shocking, shocked*) by what he hears.

b

**Describe each situation and how you feel about it using the words in brackets.**

e.g. You are waiting for the bus. The bus is too late.

It is boring. I feel bored. (*bore*)

1. You are having a meal in a restaurant. You spill the juice on your shirt. (*embarrass*)  
.....
2. You were walking in the street. It was too dark. (*frighten*)  
.....
3. You have a basketball match next week. You have trained very well. (*excite*)  
.....
4. There will be a big storm next week. You have a trip to Aleppo. (*worry*)  
.....
5. You see a spider in the bathroom. It is somehow big. (*terrify*)  
.....

## Writing

You are going on holiday with your family. You want to book five nights in a hotel.  
In no more than 80 words, write an email to the hotel in which you decide the following.

- Which dates you want.
- What sort of room you want.
- The price of the room.
- If you can pay by credit card.
- Include the following in the e-mail: your name, address and phone number.

→ Go to Appendix III to help you.

The image shows a digital representation of an email client interface. At the top, there is a header bar with the text "New message". Below this, there are two input fields: "To" and "Cc Bcc". Underneath these is a "Subject" field. The main body of the email is a large, empty text area consisting of several horizontal dotted lines. At the bottom of the interface, there is a toolbar with various icons (including A, U, smiley face, etc.) and a "Send" button.

# Progress Test 3

## Reading

Read the following text then do the tasks below:

Global warming is an aspect of climate change, referring to the rapid increase in the temperature of the earth's atmosphere. This change happens due to human activities such as burning fossil fuels and deforestation. The world faces new challenges for survival because of **its** effects like rising sea levels, expansion of deserts, water shortages, flooding and extreme weather events. Nevertheless, understanding the causes and effects of global warming helps us fight for the health of our planet. The starting point is at your home: consider getting power with renewable energy and look into community solar projects in your area. Take a hard look at household food waste in your home and only buy what you need and eat what you buy. Reduce fossil fuel impact of your daily travel to work or school by riding your bike, or using public transport one or more days per week. The solutions for global warming will be more effective when individuals change their lifestyles and habits. People must try their best to reduce and slow down this problem for the sake of future generations.

a. Answer the following questions: (8 marks)

1. What is global warming?
2. Give some examples of some human activities that cause global warming.
3. How can human beings be more helpful in reducing global warming?
4. What does the word (**its**) in bold in line 3 refer to?

b. Find words in the text which mean the following: (3 marks)

1. Formed from plant or animal remains millions of years ago
2. The act of increasing in size, range etc.
3. Relating to the sun

c. Complete the following sentences with information from the text. (4 marks)

1. realizing the reasons and impacts of global warming .....
2. If you want to reduce household food waste in your home, .....

## Grammar

a. Rewrite the sentences in the passive: (12 marks)

1. They grow this fruit in very hot countries.
2. The price includes all taxes.
3. The government was building a new road around the city.
4. The room looks nice. Somebody has cleaned it.
5. The kangaroo carried her baby in her pouch.
6. Companies will introduce anti-theft devices on all cell phones.

**b. Choose 'will' or 'be going to' in each situation.** (12 marks)

1. You want to express your intention to have a meal with your family.

I (will/ 'm going to) have a meal with my family.

2. You predict that your team is the winner.

I think our team (is going to/ will) win the game tomorrow.

3. You see from the present situation that the weather is fine today.

There isn't a cloud in the sky. It ('s going to/ will) be a lovely day.

4. You suddenly decide to post a letter to your friend.

There's a post-box over there. I (will/ 'm going to) post a letter to Diana.

**c. Complete the following sentences using clauses.** (9 marks)

1. If you visit Oxford, .....

2. As soon as I get the money, .....

3. Water freezes if .....

## Pronunciation

Read the words and circle the one with the different vowel sounds. (8 marks)

- |         |       |        |       |       |
|---------|-------|--------|-------|-------|
| 1. /əʊ/ | snow  | low    | show  | cow   |
| 2. /aʊ/ | found | ground | south | point |
| 3. /ɪə/ | here  | chair  | near  | clear |
| 4. /eə/ | wear  | plane  | hair  | care  |

## Everyday English

Complete the following dialogue: (12 marks)

1. Q: .....?

2. A: Susan is at the zoo.

3. Q: .....?

4. A: She can hear an elephant.

5. Q: .....?

6. A: Her favourite animals are monkeys and kangaroos.

7. Q: Why was Susan happy?

8. A: .....

## Writing

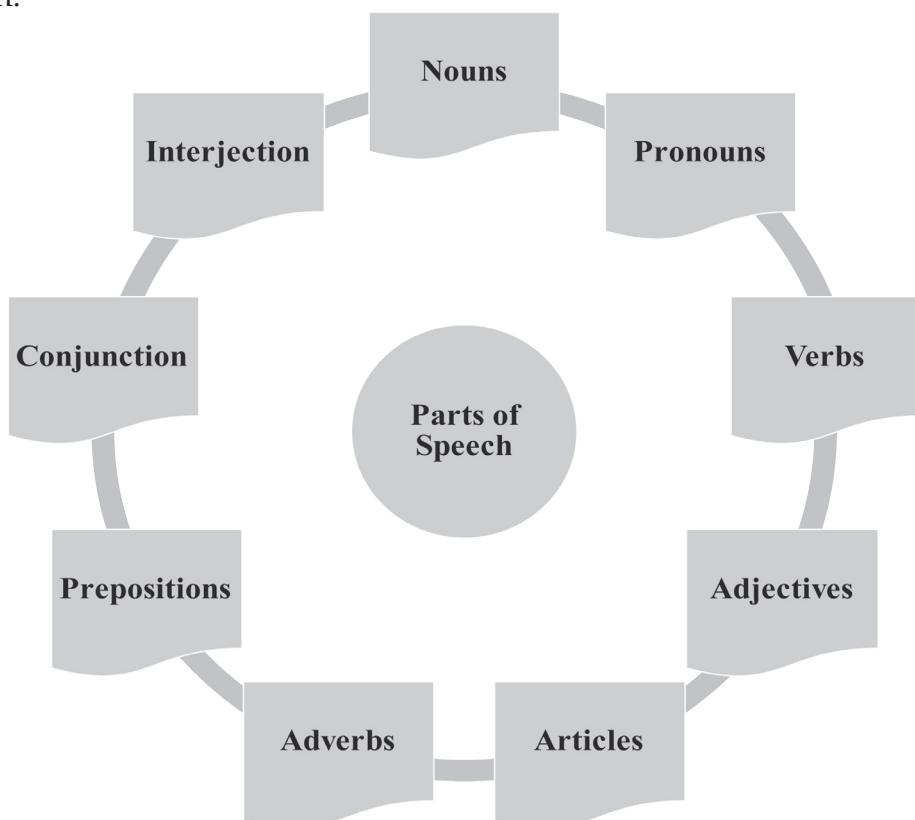
(32 marks)

Love and money are both important in our life. In no more than 80 words, Write a paragraph about which one you choose to live a happy life. Give your reasons.

# Appendix I

## Parts of Speech

- 1. Nouns:** A noun is the name of a person, place, thing, or idea.
- 2. Pronouns:** A pronoun takes the place of a noun in a sentence.
- 3. Verbs:** A verb tells what action someone or something is doing or expresses a state of being.
- 4. Adjectives:** An adjective describes a noun or a pronoun. It tells what kind, how many, or which one.
- 5. Articles:** the words *a*, *an* and *the* are special adjectives called articles. An article is used before a noun.
- 6. Adverbs:** An adverb describes a verb, adjective, or adverb. It tells how, when, where, or to what extent.
- 7. Prepositions:** a preposition describes a relationship between a noun or pronoun and another word in the sentence.
- 8. Conjunctions:** A conjunction joins words or phrases in a sentence.
- 9. Interjections:** An interjection is a word or phrase that expresses strong feeling or emotion.



# Appendix II

## Punctuation Rules

**Full Stop (.):** This is the most popular punctuation mark because you simply cannot write even a single sentence without using it. So, there are two most common uses of a full stop: to indicate the end of a sentence, or to follow an abbreviation.

**Comma (,):** A comma is often used to separate different ideas in a sentence. However, it has many other uses as well, and it is important to remember them as well.

**Question Mark (?):** A question mark, as its name suggests, needs to go at the end of every interrogative sentence instead of a full stop.

**Exclamation Mark (!):** An Exclamation mark added at the end of a sentence shows emphasis. Depending on the meaning of the sentence, it can indicate anger, happiness, excitement, or any other strong emotion.

**Quotation Marks (" "):** As their name suggests, quotation marks indicate direct quotations. You can also use them to show that a word or a phrase is being used ironically or for titles of articles, book chapters, episodes of a TV- show, etc.

**Apostrophe ('):** An apostrophe has two very important uses. Firstly, it can be used in contractions in place of omitted letters. Secondly, it can show possession.

**Hyphen (-):** Even though it looks very similar to a dash, a hyphen has very different uses. It is commonly used to create compound words.

**Dash (–):** There are two different dashes, the en dash and the em dash, the first being slightly shorter than the second one. The en dash is usually used to show a connection between two things, as well as a range of numbers, years, pages, etc.

**Colon (:):** A colon is a punctuation mark you will come across very often in different circumstances. It can introduce an example, a list, an explanation, or a quotation. Or, you can also use it to emphasize a certain point.

**Semicolon (;):** a semicolon is a punctuation mark that creates a longer pause than a comma but a shorter pause than a full stop. So, it can be used to create a pause between two independent clauses that are still closely related to each other.

**Parentheses (( )):** In most cases, you will see additional information in parentheses. Usually, it can be omitted without creating any confusion for the reader.

**Brackets ([ ]):** Brackets are, in a way, similar to parentheses. However, they are mostly used in academic writing and when presenting quotes. For instance, the writer can add extra information or fix mistakes in brackets, without changing the original quotation.

**Ellipsis (...):** an ellipsis creates an intriguing and mysterious atmosphere in the text. In addition, it can be used to show that some letters or even words are omitted.

**Slash (/):** You might need to write a fraction, a measurement, or to suggest alternatives in your text. There are just three of the instances where you will have to use a slash.

# **Appendix III**

## **Writing Process**

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organise their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

*Writing process, as a classroom activity, incorporates the four basic writing stages:*



**Let's explore each one of them**

### **1. Planning**

Pre-writing is any type of activity that encourages learners to write. Before you start writing, consider the following things:

1. Make sure you understand the type of essay you are about to write.
2. Decide the topic you will write about and narrow it down.
3. Consider your audience.
4. List some sources that cover information about your topic.
5. Learn as much as you can about the topic you are going to write about.

The following activities will help you gather as many ideas as you can, ideas that will be used in the drafting stage.

#### **Group Brainstorming:**

- Group member share ideas about a particular topic and spontaneity is the most important factor since there are no right or wrong answers.
- All ideas are welcome in this stage.

#### **Rapid Free Writing:**

- Students write as much as they can about a topic during 1 or 2 minutes. Student write freely and quickly single words and phrases about a specific topic.

#### **Wh- Questions:**

- Students generate who, why, what, where, when and how questions about a topic. Students can gather information from different sources to answer the questions they generate.

### **2. Drafting**

- Once enough ideas are gathered during the planning stage, the first attempt at writing is *drafting*.
- In this stage, authors of a piece of writing are focussed on writing fluency rather than focusing on accuracy or the neatness of the draft.
- Writers usually take into account the readers since that can dictate a certain style to be used.
- Before moving to the revision stage, learners usually receive feedback from instructors. This feedback can be oral or in writing.

### 3. Revising

Students should revise their draft based on the feedback given in the responding stage. They reexamined what was written and see how effective they were at communicating their ideas.

Revising is not only checking for language errors, it is done to improve the global content and organisation of ideas.

**You can do the following things during this stage:**

1. Rearrange words, sentences or paragraphs.
2. Take out or add parts.
3. Do more research if you think you need to
4. Replace overused words.
5. Read your text aloud to make sure it flows smoothly.

### 4. Editing

A good writer must learn how to evaluate their own language through checking their own text looking for errors.

Learners can also interchange text with peers, it is common for writers to ask friends and colleagues to check texts for spelling, etc.

*Don't submit your writing before checking these points:*

1. Correct Spelling
2. Capitalisation
3. Punctuation
4. Unclear words that need to be changed
5. Appropriate style or formatting.

#### a. How to write a paragraph

1. Introduction/Topic Sentence: a paragraph has a TOPIC SENTENCE to answer directly the question or prompt.
2. Support or explanation: it USUALLY has 3-5 sentences to explain, give reasons for, tell more about, or prove your answer.
3. Conclusion: it has a concluding sentence "clincher" to finish the paragraph.

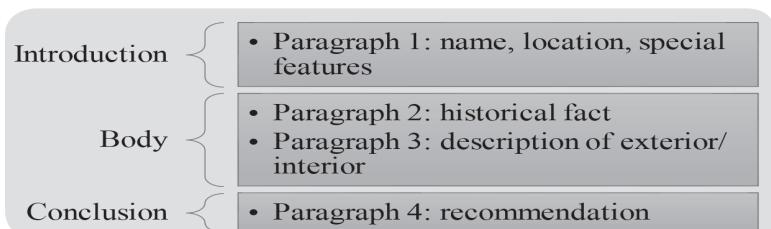
#### Remember .....

- A paragraph is ABOUT 1 SUBJECT. - A paragraph is INDENTED.

#### b. How to write an article about a famous building

When we want to write an article about a famous building, we follow these tips:

1. In the **introduction**, we mention what type of building it is, its location and its special features.
2. In the **body**, we give historical facts about the building (who designed it, when it was built, etc.). Then we describe the exterior and the interior of the building.
3. In the **conclusion**, we write general remarks about the building and a recommendation to visitors.
4. We use **past tenses** to write about historical facts and present tenses to describe the building, its location, etc.



c. How to write an informal letter

**Writer's Address**

Street,  
Town,  
Country,  
Postcode.

**Date**

Day/ Month/ Year

**Name or title**

Dear

**Introduction**

**Body of the letter**

**Conclusion**

**Signature**

**Your name**

#### d. How to write a formal letter

##### Writer's Address

Street,  
Town,  
Country,  
Postcode.

##### Date

Day/ Month/ Year

##### Recipient's Address

Name,  
Street,  
Town,  
Postcode.

##### Name or title

##### Introduction

##### Three main points of the letter

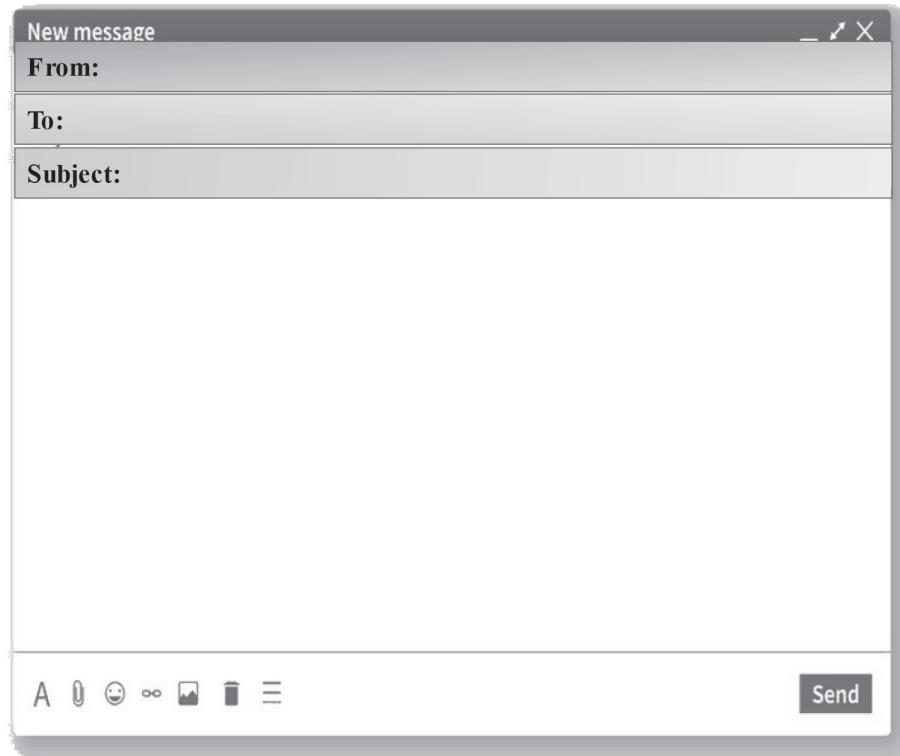
- 1.
- 2.
- 3.

##### Conclusion

##### Signature

##### Your name

### e. How to write a formal email



### f. How to write a report

#### Parts of a report:

1. The title of the report

2. **Introduction:** It introduces the topic and purpose of the report and may summarize the material in the report.

3. **Key facts:** A table of contents listing the main parts of the report. The use of bullet points to separate the information under the Key facts heading. The use of figures and numbers.

4. **Recommendations:** They tell what action should be taken based on the information you have presented. Some short reports and form reports do not have explicit recommendations.

5. **Conclusion:** To summarise the key points. It is a summary the report telling the main idea and conclusions of the report (many readers will only read this part of the report!)

### g. How to write a review of a play or a film you have seen

- Follow the format:
- The name of the play or a film
- The story and main characters
- The performances/the set/the special effects
- Your opinion

## **h. How to write a Curriculum Vitae ( CV )**

**Name:** Amer Hallak

**Date of birth:** 15/06/1985

**Nationality:** Syrian

**Marital Status:** Single

### **Qualifications:**

2005                   Obtained a degree in Pharmacology, Aleppo University

2008                   Obtained a diploma in marketing, Aleppo University

### **Professional Experience:**

2009-2012           University of Damascus  
                        Scientific Research in Pharmacology

# Appendix IV

## Irregular Verbs

- Several of the most frequent verbs in the English language have irregular forms in the past. It is not difficult to learn these forms once you know the simple rules. The verbs are divided into eight sections for this purpose.
- In sections 8 & 4, the past and past participle forms are always different from each other. In all other sections (except section 1), the past participle form is always identical with the past.
- These patterns are based on pronunciation. Occasionally sounds change where spelling does not, or vice versa; we have indicated the pronunciation where necessary.

1. Essential verbs (no particular pattern)		
be	was / were	been
do	did	done
get	got	got
go	went	gone
have	had	had
2. Verbs with no change		
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
spread	spread	spread
3. Verbs with one vowel change		
dig	dug	dug
feed	fed	fed
bleed	bled	bled
fight	fought	fought
find	found	found
hang	hung	hung
hold	held	held
lead	led	led
light	lit	lit

meet	met	met
read	read	read
shine	shone	shone
shoot	shot	shot
sit	sat	sat
slide	slid	slid
speed	sped	sped
spit	spat	spat
stick	stuck	stuck
strike	struck	struck
swing	swung	swung
win	won	won
wind	wound	wound

#### 4. Verbs with two vowel changes

become	became	become
begin	began	begun
come	came	come
drink	drank	drunk
ring	rang	rung
run	ran	run
sing	sang	sung
sink	sank	sunk
swim	swam	swum

#### 5. Verbs changing to -ought or -aught

bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought

#### 6. Verbs with no vowel change, but a change in the final consonant (-t or -d is added)

bend	bent	bent
build	built	built
burn	burnt	burnt
lay	laid	laid
learn	learnt	learnt

lend	lent	lent
make	made	made
pay	paid	paid
say	said	said
send	sent	sent
smell	smelt	smelt
spend	spent	spent
spill	spilt	spilt

#### 7. Verbs with one vowel and one consonant change

creep	crept	crept
deal	delt	dealt
dream	dreamt	dreamt
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
lean	leant	leant
leave	left	left
lose	lost	lost
mean	meant	meant
sell	sold	sold
sleep	slept	slept
stand	stood	stood
sweep	swept	swept
tell	told	told
understand	understood	understood

#### 8. Verbs with one or two vowel changes and past participle ending in (-n or -en)

bite	bit	bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen
see	saw	seen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written