

الجُمهوريَّة العربيَّة السوريَّة
وزارةُ التَّربيَّة والتَّعليم

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حقوقُ الطَّباعةِ والتَّوزيعِ محفوظةٌ للمؤسَّسةِ العامَّةِ للطَّباعةِ
حقوقُ التَّأليفِ والنَّشرِ محفوظةٌ لوزارةِ التَّربيَّة والتَّعليمِ
الجُمهوريَّةِ العربيَّةِ السُّوريَّةِ

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Module 1 Learning for Life

| Topics | Skills | Sub-Skills | Everyday English |
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| Unit 1 Creativity | Listening: Listening for gist Speaking: Discussing opinions Reading: Creativity Writing: A paragraph about a creative person | Vocabulary: Idioms about creativity Grammar: Present tenses Pronunciation: Consonants | Starting and finishing conversations |
| Unit 2 Things you can't live without | Listening: Listening for details Speaking: Presenting things Reading: Things You Can't Live without Writing: A profile about an artist | Vocabulary: How machines work Grammar: Articles and determiners Pronunciation: Stress in compound words | Buying things |

Module 2 Energy

| Topics | Skills | Sub-Skills | Everyday English |
|---|---|--|---------------------|
| Unit 3 Natural Resources | Listening: Listening for gist Speaking: Discussing facts Reading: Renewable and Non-renewable energy Writing: An article about preserving energy | Vocabulary: Make and Do Grammar: Present perfect Simple or Continuous Pronunciation: Consonants / tʃ / and / dʒ / | Making reservations |
| Unit 4 Nuclear Power | Listening: Listening for gist Speaking: Asking for and giving information Reading: Nuclear Energy Writing: An essay about a reliable resources of energy | Vocabulary: Confusing verbs Grammar: Past tenses Pronunciation: Short vowels | Persuasion |

Module 3 Health

| Topics | Skills | Sub-Skills | Everyday English |
|---|--|---|--------------------|
| Unit 5 Smoking and Health Problems | Listening: Listening for gist Speaking: Giving advice Reading: A Bad Habit Writing: An email about smoking | Vocabulary: Phrasal Verbs Grammar: Past Simple and Present Perfect Pronunciation: Long Vowels /ɑ: /, / ɜ: /, / i: /, /ɔ: / and /u: / | Being a good guest |
| Unit 6 Physical Education | Listening: Listening for gist Speaking: Asking and giving information Reading: Benefits of Sport Writing: A paragraph about a healthy lifestyle | Vocabulary: Health idioms Grammar: Future forms Pronunciation: Diphthongs /aɪ /, / eɪ / and /ɔɪ / | Giving warnings |

Module 4 Critical Issues

| Topics | Skills | Sub-Skills | Everyday English |
|--|---|--|---------------------------|
| Unit 7 Space | Listening: Listening for details Speaking: Discussing future issues Reading: Space Invasion Writing: A paragraph about disadvantages of space exploration | Vocabulary: Space words Grammar: Deduction Pronunciation: Diphthongs / eə /, / ɪə / and / uə / | Clarifying opinions |
| Unit 8 The Atmosphere | Listening: Listening for gist Speaking: Asking for and giving information Reading: Greenhouse Gases Writing: A composition about solutions to the waste production | Vocabulary: The ending - ever Grammar: Reflexive pronouns Pronunciation: Diphthongs / aʊ / and / əʊ / | Awkward social situations |

Module 5 The Environment

| Topics | Skills | Sub-Skills | Everyday English |
|--|---|---|-----------------------|
| Unit 9 Challenges | <p>Listening: Listening for specific information</p> <p>Speaking: Discussing a problem</p> <p>Reading: Overpopulation</p> <p>Writing: A composition about solutions to the increased waste production</p> | <p>Vocabulary: Phrasal verbs</p> <p>Grammar: Conditionals II, III</p> <p>Pronunciation: Intonation</p> | Talking about weather |
| Unit 10 Life Conservation | <p>Listening: Listening for details</p> <p>Speaking: Asking for specific information</p> <p>Reading: Oceans</p> <p>Writing: Writing a letter</p> | <p>Vocabulary: Word families</p> <p>Grammar: Verb patterns</p> <p>Pronunciation: Polite stress</p> | Giving news |

Module 6 Science

| Topics | Skills | Sub-Skills | Everyday English |
|---------------------------------------|--|---|----------------------------------|
| Unit 11 Maths | <p>Listening: Listening for details</p> <p>Speaking: Asking for and giving information</p> <p>Reading: Maths</p> <p>Writing: A composition about the importance of mathematics in people's lives</p> | <p>Vocabulary: Maths operation</p> <p>Grammar: Modals</p> <p>Pronunciation: Stress of surprise and disbelief</p> | Making polite requests |
| Unit 12 Solar System | <p>Listening: Listening for details</p> <p>Speaking: Asking for and giving information</p> <p>Reading: The Solar System</p> <p>Writing: An article about life in space</p> | <p>Vocabulary: Gradable and non-gradable adjectives</p> <p>Grammar: Subject-verb agreement</p> <p>Pronunciation: Tongue twisters</p> | Dealing with unexpected problems |

Module 1

Unit 1 Creativity



Learning for Life

Unit 2 Things You Can't Live Without?

Reading

a

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

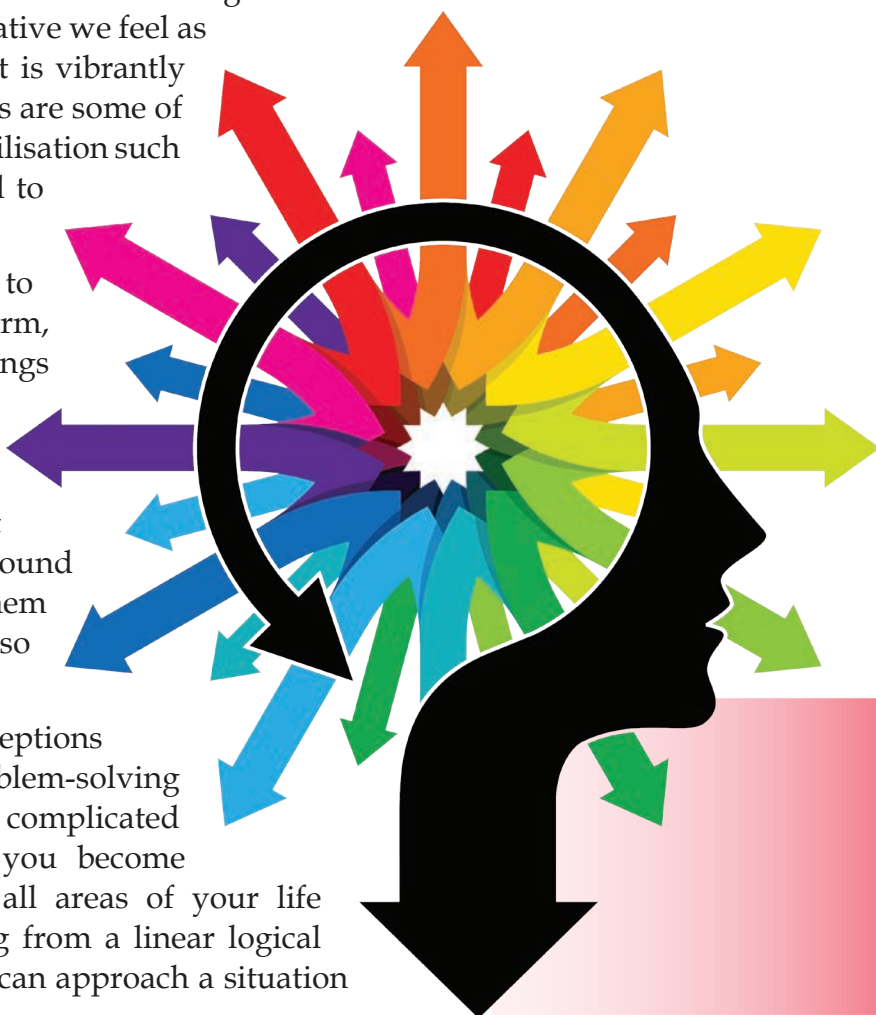
- | | |
|-------------|--|
| 1 negotiate | a in a manner full of life and energy |
| 2 exquisite | b quality that exists and can be developed |
| 3 potential | c to discuss something to reach an agreement |
| 4 vibrantly | d delicate and sensitive |

CREATIVITY

Creativity is the ability to join ideas together in a unique way or to make uncommon connections between ideas. It allows individuals to develop different ideas and methods to use when approaching tasks and problems. Most individuals have creative potentials, but they do not know how to access them. We often think about creativity as making something, but in fact the root meaning of the word is 'to grow'. When we are creative we feel as if the world and all that in it is vibrantly alive. Creativity's by-products are some of the major achievements of civilisation such as the invention of the wheel to Mozart's sonatas.

The small three key steps to creativity are copy, transform, and combine. Human beings are born creative as from early stages on, we find innovative ways to negotiate life. The most creative people find ways around obstacles because they see them not just as roadblocks, but also as opportunities.

Creativity expands our perceptions to produce new ways of problem-solving from the simplest to the most complicated ones. Being creative helps you become a better problem solver in all areas of your life and work. Instead of coming from a linear logical approach, your creative side can approach a situation



from different angles. Moreover, creativity helps you see things differently and deal better with uncertainty.

Creative thinking decreases negative emotions, reduces stress and anxiety, and improves medical outcomes. Therefore, it does not only help you live longer, but also it can improve your quality of life.

Engaging in the creative process builds great confidence, because you find out that failure is survivable and it is a part of the process. In addition, *it* helps us develop our work more and more, so that we can release the fear and try new things even at the risk of failing.

b Answer the following questions.

- 1 How do creative people evaluate obstacles?
- 2 What is the impact of creative thinking on the quality of life?
- 3 How does creative thinking build confidence?
- 4 What does the word *it* refer to?
- 5 Think of some ways that improve your society.

c Match the sentences from 1 - 4 with their completions (a-d).

- 1 Despite the challenges, most things worth doing in life are
 - 2 Creativity provides one of the most rewarding canvases
 - 3 Creative people are continually learning, and the drive to create
 - 4 Whether you're a beginner or a master,
- a there is always something to learn.
b for learning these highly transferrable skills.
c means you are never standing still.
d making an effort, persistence and dedication.

Vocabulary Verb + preposition

1 After some verbs we use a particular preposition.

- *wait for*: I was *waiting for* a bus.
- *listen to*: She *listens to* the radio a lot.
- *belong to*: Does that book *belong to* you?
- *Ask for*: Have you *asked for* the bill?
- *apply for*: He has *applied for* another job.
- *depend on*: The salary *depends on* your age.
- *agree with*: I don't *agree with* you.

2 arrive at / in:

We *arrive at* the airport. (You arrive at a place, for example a building.)

We *arrived in* Portugal. (You arrive in a town or country.)

Look at / for:

Look at that strange man over there! (You look at something you can see.)

I'm *looking for* my diary. (You look for something that you are trying to find.)

Talk to / about:

She was *talking to* some friends. (You talk to somebody.)

They were *talking about* something.

3 In questions that begin with a question word like, *What, Who* or *How many*, we usually put the preposition at the end:

Who are you *waiting for*?

Who does this jacket *belong to*?

4 We do not usually use a preposition after these verbs:

phone/ ring/ discuss/ answer/ reach:

He *phoned/ rang* me last night.

Note that we *pay* someone, but we *pay for* something:

She *paid* him yesterday. (You pay a person.)

I *paid for* the books. (You pay for something that you receive.)

Complete the questions using the words in brackets. Add the correct preposition.

A: What are you doing here?

B: I'm just waiting.

A: (*who/ you/ wait*) Who are you waiting for?

B: Nancy. She's talking to the boss.

A: (*what/ they/ talk*)¹

B: She wants pay rise.

A: (*how much/ she/ ask*)²

B: I don't know, but she's thinking about looking for a new job.

A: (*how many jobs/ have / she/ apply*)³

B: Five or six, I think. By the way, is that a new mp4 that you've got?

A: It's brand new.

B: And (*what/ you/ listen*)⁴

A: A broadcast about the environment. It's great!

Pronunciation

Consonants 1 /ð/ and /θ/

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

| /θ/ |
|----------|
| thigh |
| breath |
| three |
| nothing |
| Thursday |

| /ð/ |
|---------|
| thy |
| breathe |
| these |
| brother |
| other |

b Classify the words according to /ð/ and /θ/.

teeth, the, throw, birthday, worth, either, though, south, month, that

| /θ/ |
|-----|
| |
| |
| |
| |
| |
| |

| /ð/ |
|-----|
| |
| |
| |
| |
| |
| |

Grammar

Present Tenses

a Read the sentences and answer the questions below.

- 1 Mike is waiting for his friends.
- 2 He isn't studying much this month.

- 3 His parents own a shop.
- 4 He practises the guitar most mornings.
- 5 He frequently uses the Internet.
- 6 His cousin is living in America at the moment.
- 7 He doesn't support any football teams.

- Which sentences are about a situation that is permanent or a fact?
- Which sentences are about everyday habits?
- Which sentence is about an action happening at the moment of speaking?
- Which sentences are about a temporary situation?
- Which sentence shows criticism?

b

Choose the best endings for sentences 1 - 6.

- 1 Ali is watching television
 - a because his favourite film star is on.
 - b when he has free time.
- 2 I'm having my dinner
 - a early today as I have an appointment.
 - b at nine o'clock every day.
- 3 I do the shopping
 - a at the same time every week.
 - b today for a friend who's ill.
- 4 What are you doing
 - a to your brother when he behaves badly?
 - b to your brother? Leave him alone!
- 5 I wear casual clothes
 - a at the weekend.
 - b because we're having a party at lunchtime.
- 6 Peter is thinking of retiring early
 - a every time something bad happens at work.
 - b because he isn't happy at work any more.

c

Complete the conversation. Choose the correct form of the verb.

A: Hi, Mary. What ~~do you look~~ *are you looking* at?

B: Oh, hi. These are photos of me when I was a child.

A: Oh, look at this one. ¹ *I think / I'm thinking* you look very lovely.

B: ² *I have / I'm having* some more photos here.

A: Look at this! Why such a big dress?

B: It was my sister's. That's why it didn't fit properly.

A: ³ I see / I 'm seeing. And ⁴ you have / you're having your tea here. And in this one ⁵ you think / you're thinking about something very serious.

B: This is a photo of the village ⁶ I come / I'm coming from.

A: Sounds nice.

Everyday English

Starting and Finishing Conversations

One way to maintain a conversation is to ask questions to find out more.

e.g. A: I come from Montreal.

B: Oh, that's interesting... isn't that in Canada?

Oh, really ?! I've never been there. What's it like?

a Discuss the following questions in small groups.

- 1 When people meet for the first time, what kind of things do they usually talk about?
- 2 Do you ever find it difficult to keep a conversation going in these circumstances? Why?

b **RI.2** Read and listen to the following dialogue.

A: I've been looking at your brooch. It's very unusual. Where did you get it?

B: I got it in Dubai.

A: Oh did you? How long were you there? By the way I'm Carol Smith.

B: I'm Rose Melton. I was there for three years actually.

A: Really? That must have been a wonderful experience. What did you enjoy most?

B: I enjoyed the skyscrapers there.

A: How fascinating! Well, it's been very interesting talking to you Rose. I must go and have a word with some people over by the door, so will you excuse me for a moment? See you later I hope.

c Work in pairs. Choose a situation and a relationship from the list.

| Situation | Relationship |
|-------------------------|--|
| at an airport | old friends who haven't met for ten years. |
| in a hotel lounge | relatives who meet unexpectedly |
| in a library | new school friend |
| in a café | complete strangers |
| at a tourist attraction | good friends |

Discuss your roles, then act out your conversation. Try to keep the conversation going for at least two minutes.



Listening

a Work in groups and discuss the following questions.

- 1 Have you ever designed a product? What is it?
- 2 What field do you prefer to design in?
- 3 What is your biggest design challenge?

b **RL.3** Listen to a short presentation about product design. Decide whether these sentences are *True* or *False*.

- 1 They have redesigned an old product.
- 2 The product is aimed at men and women aged 18–40.

c **RL.4** Listen to a part of the presentation, and complete it with the words you hear.

You'll notice it has an ergonomic ¹ That means it fits smoothly into your hand and can be ² opened and squeezed using one hand. And, it looks like a flask you might use when ³ outdoors. The imitation digital displays are designed to remind the user of other tech ⁴ they may have, such as a smart watch or smart displays in their home.

I'd now like to tell you about the sizes. It ⁵ in two sizes: the regular size and a small ⁶ size. The travel size is the same type of design – a flask, also with imitation digital displays on the ⁷ We were thinking of starting with one and following with the travel-size in a few months, but we've worked hard and both are ready now.

d In your opinion, what would be your future design? Tell the class.

Speaking

Work in pairs, discuss the following questions.

- 1 Do you think creativity comes with time and thoughts or you are born with a creative talent?
- 2 In which field do you think you are most creative?
- 3 How do you think about creative people?

Writing

Failure is not the end. Rather, it may be the first step to the world of success. This is proven by the experiences of many geniuses and inventors. Although failure interfered with their way in the early days of their lives, it didn't discourage them from reaching the top. Effort and creativity make their success stories a mark in the human creativity.

Write a paragraph about a creative person from history who turned his failure into a success.



Unit 2



Things You Can't Live Without?

Listening: Listening for details

Speaking: Presenting things

Reading: Things You Can't Live without

Writing: A profile about an artist

Vocabulary: How machines work

Grammar: Articles and determiners

Pronunciation: Stress in compound words

Everyday English: Buying things

Preview

1 Which of these things in the box do you have experience of?

the Internet laptop mobile phone e-mail texting

2 Are you interested in using them? Why/Why not?

Reading

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

1 stranded

2 stack

3 zither

4 execute

5 sentimental

a to perform an action

b relating to your feelings rather than on practical reasons

c a pile of things

d unable to move from the place where they are

e a musical instrument consisting of a flat box with strings stretched across it



Things You Can't Live without

We all know the **age-old** question – if you were stranded on a deserted island, what are the three things you'd bring along? This question is meant to make us think about the three things that are the most important in our life and we can't live without. Sure, you'll get the person who says, water, food, and shelter. Yes, those are things that would help in a **real-life** scenario, but what are the three things you really need to be happy in your life? Is your life filled with those things? If not, how can you find a way to make them more of a priority in your life? I chose George, one of my **17-year-old** students, to ask him these questions and he replied:



"I can't live without books, namely my atlases. I've almost always participated in book clubs and scout rallies in geography. Plus I have many digital books downloaded on kindle app on my **mobile phone**. You can find stacks of paper books in every single room next to my bed. In fact, life without books would be pretty dull for me."

"Another thing I can't live without is my qanun (a plucked trapezoidal zither). It's a string instrument which has a twenty-six sets of triple strings. I've had it for over ten years, and I play on it most of my time. Traditional and classical music executed on the qanun is based on maqamat that has a really unique melodramatic sound."

"Finally I can't live without my **football**. It was given to me by my dad as a **birthday present** when I was thirteen years old. I don't think I've actually stopped playing with it since. It's made of red and black leather with AC Milan logo on it, which is my favorite team. May be it's not valuable to others, but according to me it's got purely sentimental value."

So it doesn't matter if someone else has a bigger house or more things than you. Focus on the most important things in your life that truly bring you joy, and don't be afraid to say no to the things that don't fit you.

b Read the text and answer the following questions.

- 1 What are the things that would help in a real-life scenario?
- 2 How can George have his own digital books?
- 3 What does the qanun look like?
- 4 Which kind of music is executed on the qanun?
- 5 Why can't George live without his football?

c Which statement best reflects the text? Choose one of the options (1-3).

- 1 The author thinks that the things which bring happiness come from material things.
- 2 The author thinks that the things which bring happiness come from moral things.
- 3 The author doesn't express his opinion of the things which bring happiness.

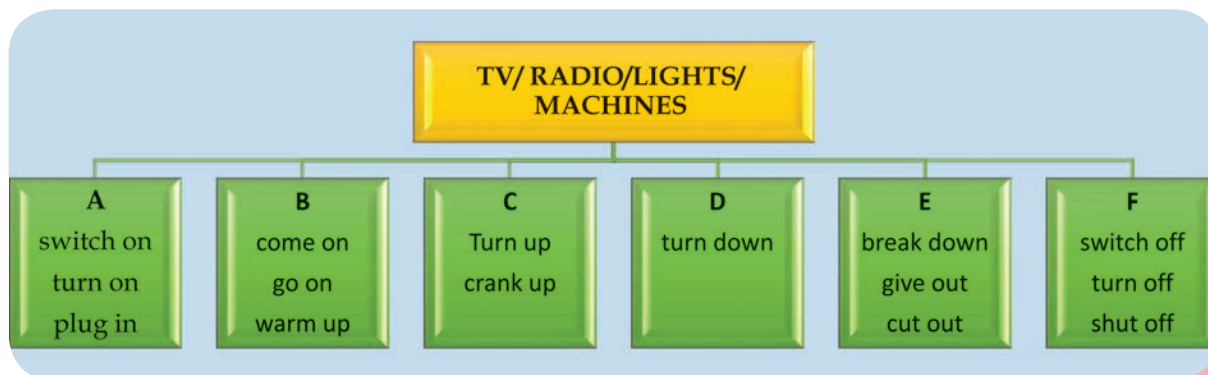
d Is it good or bad to have something you can't live without? What's your opinion?

Vocabulary

How Machines Work

a Match the phrasal verbs (A-F) in the chart with their meanings (1-6).

- 1 to make something start working
- 2 to make something stop working
- 3 when something starts working
- 4 when something stops working
- 5 to make something louder
- 6 to make something quieter



b Check your dictionary to find out exactly what each phrasal verb means.

c In pairs, write three sentences about one of the items below, using the phrasal verbs in the chart.

a tablet

a fax machine

a refrigerator

a blu-ray player

a wireless speakers

a vacuum cleaner

Example: (refrigerator)

It has to be **plugged in** before it works.

It needs electricity to **go on working**.

Pronunciation Stress in Compound Words

a Pronounce the compound words in bold in the text and underline the stressed syllable. Then read the following rules and check your answers.

- We can often put two words together to make a compound word.
e.g. class + room ⇒ classroom.
- We write some compound words as one word, some as two words, and some with a hyphen (-).
class + room ⇒ classroom
car + park ⇒ car park
second + hand ⇒ second-hand

1 The stress is normally on the first part of the compound word.

e.g.

O o **bus** stop

O oo **news**paper

Oooo **photo**copy

oO oo **police** station



2 Some compound nouns have stress on both parts if the first part is an adjective.

e.g.

Oo O **single** room

3 Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part.

e.g.

OO glass jar

OoO plastic bag

oOoO tomato soup

4 Some compound nouns have stress on both parts if the first part tells us where the second part is.

e.g.

OO ground floor

OoOo city center

5 When a compound is an adjective, there is often stress on both parts.

e.g.

OO home-made

OoO second-hand

b Make four compounds from these parts

first part: ear dining hand birthday
second part: room present bag rings

Now use the compounds to complete the dialogue.

A: Oh no, I can't find my

B: Have you looked in your

A: Of course!

B: May be you left them in the

A: May be I did!

B: Are they important?

A: Yes, they were a from my mother.

c **R2.1** Listen to check your answers.

d **R2.1** Listen again and circle the stressed part of each compound.

Grammar

Articles and Determiners

Determiner: a word like “the, a, an, this or some” that comes at the beginning of a noun phrase.

Articles: a/an, the

Demonstrative Determiners: this, that, these, those

Possessive Determiners: my, your, his, her, its, our, their

Quantifiers: all, every, most, many, much, some, few, little, any, no.

Numbers: one, two, etc., first, second, etc., twice, three times, etc.

Choose the correct determiner to complete each sentence.

- 1 Lisa saw shooting star yesterday. **a** a **b** an **c** the
- 2 Don't look directly at sun. **a** a **b** an **c** the
- 3 Is there any milk left in fridge? **a** a **b** an **c** the
- 4 I need to pack apple for my lunch. **a** a **b** an **c** the
- 5 The dogs were fed. one was given some meat. **a** Each **b** Any **c** No
- 6 The police spoke separately to suspect. **a** any **b** each **c** some
- 7 She was wearing a bracelet on wrist. **a** each **b** any **c** every
- 8 She got her license without problems. **a** some **b** any **c** every
- 9 He went with younger sisters. **a** his **b** one **c** each
- 10 I always keep money in my wallet for emergencies. **a** any **b** every **c** some

Everyday English

Buying Things

a

R2.2 Listen to the following dialogue. Practise it with your colleagues.

(John and his two sisters, Perla and Diana, were discussing what to buy for their father's birthday.)

Perla: There is no doubt about it, a **book would be the best thing**.

John: That's true, the only trouble is that we don't know which books dad's read already.

Diana: I know for a fact that he hasn't read Khalil Gibran's works. I heard him saying this morning that he had tried to get one of Gibran's books, but they didn't have it in the library.

Perla: It's a good idea, **let's go and buy the present**.

John: Hang on, I'll come with you. I need some books for college too.
Diana: But what if we meet dad in the shop, he goes there a lot you know.
John: I expect so. Just in case I'll go in to the shop first and check it's safe.
Perla: Right you are. I'm very excited, it'll be a nice present.

b Make a similar dialogue with your colleagues using the expressions and phrases in bold.



Listening

a **R2.3** Listen to the following types of music. Which type(s) do you like?

b Look at the list of music genres. Match them with the suitable country.

- | | |
|------------------|-----------|
| 1 flamenco | a Algeria |
| 2 rai | b Japan |
| 3 taiko drumming | c Syria |
| 4 al qudud | d Spain |

c **R2.4** Listen to the following extract. Check your answers in b.

d **R2.4** Listen again to the extract. Complete the sentences.

- 1 Singers of rai are called
- 2 The fundamental elements to define flamenco are a flamenco, the compass rhythm, and the performer.
- 3 The themes of al qudud al halabia are most often,, and spirituality.
- 4 The stages of taiko construction include making and shaping of the drum and preparing the drum

Speaking

In pairs, choose three things from box (A) that you can't live without. Tell your partner, using the expressions in box (B).

A

clothes / jewelry
CDs / books
machines / smart phone
camera / laptop
car / bicycle

B

One thing I'd hate to be without is ...
I bought it when I ...
It's really important to me because ...
I need it for ...
It reminds me of ...

Writing Writing a profile

- a** Complete the text about Fayrouz with the suitable linkers.
(*which, Consequently, where, but, that, and*)



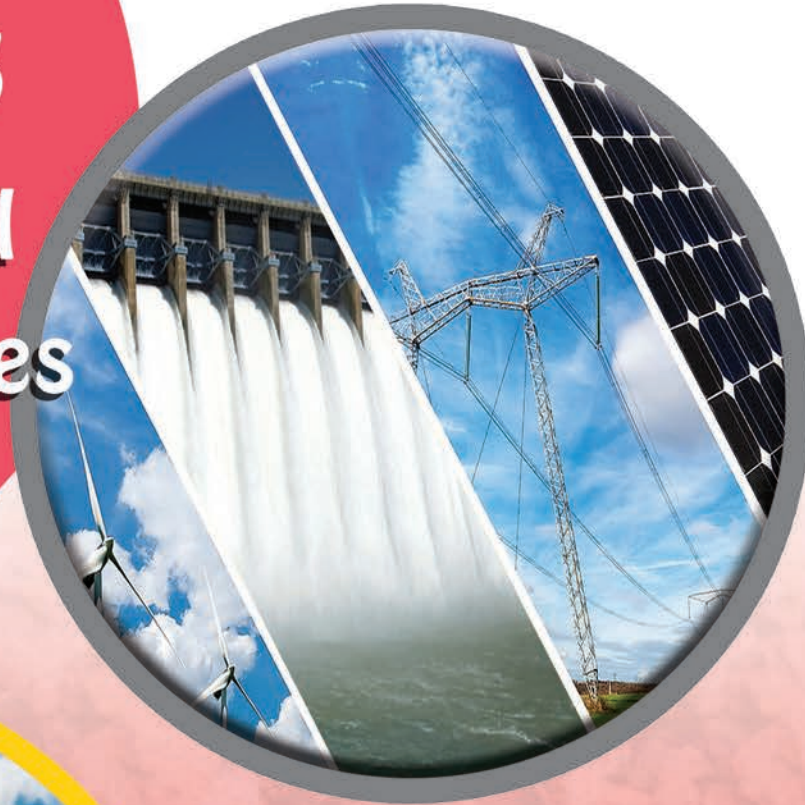
Fayrouz, is a Lebanese singer, born on November 20, 1934. She is considered by many as one of the leading vocalists most famous singers in the Arab world. Fayrouz held her first live performance at the Baalbeck International Festival she was awarded with the honour of "Cavalier". In a career has been spanning over six decades., Fayrouz has recorded nearly 1500 songs, and has played the leading role in her musical plays. She sold over 150 million records worldwide made her one of the best-selling music artists in the world.

- b** Write a profile of an artist mentioning his/her works that you enjoy most. Use the prompts below to help you.

- Basic personal information
- Facts (career, achievements)
- Opinions (mine, others)

Module 2

Unit 3 Natural Resources



Unit 4 Nuclear Power

Energy

Unit 3



Natural Resources

Listening: Listening for gist

Speaking: Discussing facts

Reading: Renewable and Non - renewable energy

Writing: An article about preserving energy

Vocabulary: Make and Do

Grammar: Present perfect Simple or Continuous

Pronunciation: Consonants /tʃ/ , /dʒ/

Everyday English: Making reservations

Preview

- 1 Which energy do you use most every day?
- 2 Do you try to save energy?
- 3 What types of energy are common in the world?
- 4 How can energy meet our future needs?

What kind of energy does each item in the picture need to work?



Reading

Renewable and Non-renewable Energy

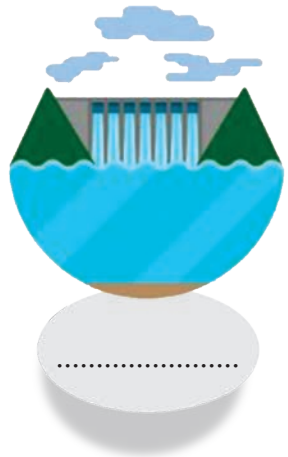
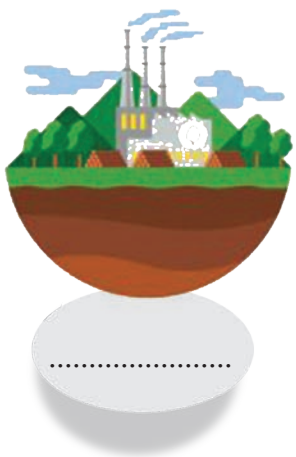
Energy represents one of the main **pillars** of industrial and technological development that the world knows today. It is possible to transform energy from one form into another to do work, walk and bicycle, move cars along roads and boats through water, cook food on cookers, light our homes and offices, manufacture products, and send astronauts into space. Energy sources can be classified as non-renewable or renewable.

Non-renewable energy resources are those that take millions of years to form and cannot be easily **replenished**. Non-renewable energy includes: fossil fuels such as coal, crude oil, and natural gas. Although they can produce large amounts of energy, they endanger the environment or human health. For example, oil **drilling** can cause water pollution, and coal power plants foul the air. On top of these, all these activities **contribute** to global warming.

However, renewable energy resources - that can be easily replenished - are better for the environment and do not cause pollution. This energy is often called “green energy” because it is natural and always **available**. The resources include solar energy from the sun; **geothermal energy** from heat within the Earth; **hydroelectric energy** from moving water; **biomass energy** from living or once-living plants and animals and finally energy from the wind.

As with both renewable and non-renewable energy resources, there are advantages and disadvantages. In Syria, to produce electricity, some energy **consumption** is from the renewable energy of the sun and wind. As a matter of fact, the use of renewable energy in Syria and the whole world will continue to grow into the future to reduce greenhouse gases.

a Match the words in **red** in the text to the pictures below.



b Match the words in **blue** in the text to their meanings.

- 1 using up
 - 2 help to make something happen
 - 3 cutting a hole of in solid materials
 - 4 filled after being emptied
 - 5 can easily be found
 - 6 very important members or parts of a group, organization, system, etc.

c Answer the following questions about the text above.

- 1 What is the main pillar in technology or industry at present?
- 2 What is non-renewable energy?
- 3 What is wrong with the non-renewable energy resource?
- 4 Which energy is green? Why?
- 5 What types of renewable energy does Syria depend on?
- 6 Which type of energy is the most environmentally friendly?

Vocabulary **Make and Do**

| Make | Do |
|--|--|
| <p>Communication make an objection = complain or dispute something 'If anyone would like to <i>make</i> an objection, please raise your hand now.'</p> | <p>Daily Routine do housework = perform routine cleaning/ tidying around the house 'Women still <i>do</i> the majority of housework in the UK, and that's not fair!'</p> |

| | |
|---|--|
| <p>Food and Drink make a cup of tea/ cappuccino 'Work has been an absolute nightmare today! <i>Make</i> me a nice cappuccino, would you?'</p> | <p>Study and Thought do homework = complete tasks given by your teacher 'When I was at school, I used to <i>do</i> my homework after I had a nap.'</p> |
| <p>Money and Work make a living = earn enough money to cover expenses 'How do British people <i>make</i> a living in Spain if they don't speak the language?'</p> | <p>Criminal do time = spend time in prison 'The criminal <i>did</i> time for breaking the law.'</p> |
| <p>Human Relationships make friends = become friends with someone 'Maggie's really outgoing, so she <i>makes</i> friends easily at home and abroad.'</p> | <p>Sports and Hobbies do sport = engage in sports 'How often <i>do</i> kids do sport at your school?'</p> |
| <p>Planning and Choices make the best/most of = take advantage, seize the opportunity 'In the final, Salah <i>made</i> the most of the defender's mistake and scored a goal.'</p> | <p>Work and Business do business = to trade '<i>Doing</i> business internationally can be a real challenge.'</p> |

▶ Complete the sentences with the correct form of make or do.

- 1 Shall I a cup of tea?
- 2 I go to the gym every day to sport.
- 3 What do you do to a living.
- 4 Siham has to all the housework because her mum is busy at work.
- 5 Taim is very cautious, so he finds difficulty in friends.
- 6 Finally, he was set free after time.

Pronunciation

Consonants /tʃ/ and /dʒ/

a ▶ Pronounce all of the words in 1, then, all of the words in 2.

| | | | | | | | | |
|---|------|-------|-------|------|-------|--------|--------|---------|
| 1 | /tʃ/ | choke | cheap | chew | cheer | cherry | beach | much |
| 2 | /dʒ/ | joke | jeep | Jew | jeer | Jerry | orange | message |

b ▶ **R3.1 Listen and check.**

a Read the sentences and underline the verbs.

- 1 I 've collected plenty of information for the assignment.
- 2 When I was in the bookshop last Sunday, I read these books.
- 3 I 've been feeling tired since I started this course!
- 4 I 've just got up and I'm already tired.

b Find examples of each of the following.

- something that only happened recently
- something that happened at some time before now, but we don't know when
- an action + the length of time it has been going on
- something that happened at a stated time in the past

c Look at these conversations and put in the correct form of the verb.

➤ **A:** I feel tired.

B: It's because you've been doing (you / do) too much.

A: Well, at least I've finished (I / finish) that report now, and I can relax.

1 **A:** Someone (leave) the ladder outside, look.

B: I expect that's Jack. (he / clean) the windows. I don't think (he / finish) yet.

2 **A:** (I / hear) that you and Marry are establishing a company. How long (you / do) that?

B: Oh, for about a month now. (we / do) about half of it.

d Answer the following questions about yourself.

- 1 How long have you been studying English?
- 2 Have you studied any other languages? (Which ones? For how long?)
- 3 Have you travelled very much? (Where have you been to?)
- 4 What have you been doing to prepare for the exam?
- 5 How has your life changed over the past ten years?

a

R3.2 Read and listen to the following dialogue.

Receptionist: Good morning, Black Hotel. How may I help you?

Guest: Hello, this is Karol Bond. **I'd like to confirm you received my reservation email.**

Receptionist: Just a moment, I'll check.

Guest: Thank you.

Receptionist: Okay Miss Karol. **We do have reservation for you.**

Guest: Is it from Sunday to Friday.

Receptionist: That's correct.

Guest: Great. So four nights. **Can you also confirm I booked a single room?**

Receptionist: Yes, you did. **Would you like me to send a confirmation email?**

Guest: Yes, that would be very helpful. Thank you.

Receptionist: You're welcome. We are looking forward to your stay.

Guest: Me too. Thanks again.

Receptionist: Goodbye.

b

Make dialogues out of the information below, and present them in front of the class.

Customer

- a table for six
- at 7:30 on Friday evening
- **name:** Clarke
- **phone number:** 02721 5992108

Restaurant

- a table for six is not possible until after 8:30
- ask customer for their name and phone number
- ask customer to spell their name

Customer

- a double room
- from Friday to Monday/ next week
- ask how much it will cost
- ask if you can pay by card
- **name:** Roberts
- **phone number:** 04588 5598711

Hotel

- the hotel is fully booked on Friday night, but there are vacancies from Saturday to Monday or Tuesday.
- double room: £50 per night, breakfast included
- ask for customer's name and phone number
- ask customer what time they will arrive

Listening

a Before you listen, match the words with their definitions.

- | | |
|----------------|---|
| 1 toxic | a to fight or struggle |
| 2 depleted | b producing electricity under the influence of light energy |
| 3 photovoltaic | c board |
| 4 combat | d used up, consumed |
| 5 panel | e poisonous |

b **R3.3** Listen to the following talk about natural resources and decide if the statements are *True* or *False*.

- 1 Fossil fuels include oil, coal, wind and water.
- 2 Renewable energy resources do not produce toxic substances or pollutants that could harm the environment or us.
- 3 One day renewable energy will finish.
- 4 Wind and solar power require large masses of land to erect wind turbines or solar panels.
- 5 Installing photovoltaic panels on one percent of croplands worldwide wouldn't meet all humanity's global electricity needs.

Speaking

a Read the following extract about fossil fuels.

"Nations around the world are working to shift the global economy from dirty fossil fuels to clean energy. We must be vigilant in working to accelerate this transition, not slow or reverse it."



b In pairs, discuss the following questions:

- 1 What are the bad effects of using fossil fuels?
- 2 What type of fossil fuels is the most common in Syria?
- 3 How does it damage the environment?
- 4 What should the government do to stop damage?
- 5 Are there local societies that lead awareness campaigns for clean energy?

Writing

a Use your own words to answer the following questions:

- 1 Do you think using up the non-renewable natural resources will form a problem in the future?
- 2 How can we reduce the consumption of these resources?

b Write an article of no more than 80 words about the following topic:
“Recommendations to conserve non-renewable natural resources”

→ (Go to Appendix III in the Workbook to help you)

The following may help you:

- the types of energy that are mostly consumed
- bad effects of using up non-renewable resources
- suggestions to find other sources

c With a partner, check spelling and grammatical mistakes.



Unit 4



Nuclear Power

Listening: Listening for gist

Speaking: Asking for and giving information

Reading: Nuclear Energy

Writing: An essay about a reliable resource of energy

Vocabulary: Confusing verbs

Grammar: Past tenses

Pronunciation: Short vowels

Everyday English: Persuasion

Preview In pairs, discuss the following questions.

- 1 What renewable resources of energy are commonly used in your country?
- 2 Do you think there are other kinds of energy used in the world?
- 3 Guess other forms of energy the world will depend on in the future.

Reading

Is Nuclear Energy a Complete Answer?

Since the beginning of industrial revolution, the demand for energy has increased dramatically. Today the majority of energy demand is met with the **combustion** of fossil fuels, which has risen costs and harmful effects on the environment. Nuclear energy has all the technology required to be used on a large scale.

How do most **nuclear power plants** actually work? First, the fuel, usually Uranium, must be mined, enriched and then formed into **pellets** that are placed in rods within the reactor. The **atoms** of Uranium undergo a controlled chain reaction which emits heat. Pressurised water around the **reactor** vessel is heated and circulated through pipes in a steam **generator**, which produces a water vapour that spins a turbine attached to the generator. After leaving the turbine, the steam is **condensed** so that the cycle can continue.

The benefits of using nuclear fuels are numerous: the lack of carbon emission, the ability to create huge amounts of energy, and the reliability of power production are all extremely important. Besides, nuclear plants do not depend on the conditions around them to function, so they are perfect for the **constant** base load of the electrical system.

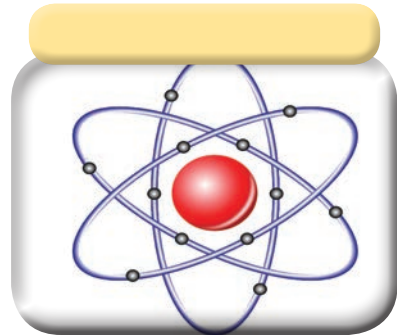
The main **concerns** surrounding nuclear energy are safety, waste management, and total expense. Contrary to the popular belief, nuclear energy is among the safest sources of energy that is currently in use. Despite the huge impact reported by the media, there have been no deaths as a direct result of **meltdowns**. Sometimes people are forced to leave their homes and change the land around them for a very long time in case there is a nuclear disaster.

For the treatment of waste, there are two main options that are currently employed; containment and reprocessing. **Containment** is the placement of exhausted fuel into safe containers where it will remain for a very long time. The second is a more expensive method, reprocessing, which treats the waste so that it can be used within a reactor again.

To sum up, technologies are being developed which can further decrease these disadvantages. So then how can nuclear energy play into our energy future? Combined with renewable sources, nuclear energy allows us to enjoy our energy needs without the impact on our environment that is coupled with fossil fuels.



a Match the words in **red** in the text to the pictures below.



b Match the words in **blue** in the text with their meanings.

- | | |
|---------------------------|-------|
| 1 compressed | ..... |
| 2 disasters or breakdowns | ..... |
| 3 involvement | ..... |
| 4 ignition or burning | ..... |
| 5 endless or perpetual | ..... |
| 6 fears or anxieties | ..... |
| 7 apparatus or device | ..... |
| 8 producer | ..... |

c Answer the following questions about the text above.

- 1 How is the majority of energy demand met?
- 2 Where is Uranium found?
- 3 Is nuclear energy permanent or temporary?
- 4 Where does nuclear waste go?
- 5 What are the advantages of using nuclear energy?
- 6 What is the world's ambition when using energy in the future?

d Decide if these statements are true or false.

- 1 Nuclear energy has some technology required to be used on a large scale.
- 2 Nuclear energy disasters cause a lot of deaths.
- 3 A water vapour spins a turbine attached to the generator.
- 4 For the treatment of waste, reprocessing is not practical.

Vocabulary

Confusing Verbs

Some verbs make us confused when using them in a certain context.

Complete the sentences with the correct verb in the right form.

| Verbs | Meaning |
|--|---|
| <p>argue / discuss</p> <p>1 I need to the problem with my boss.</p> <p>2 I often with my parents about doing housework.</p> | <p>(= talk about sth)</p> <p>(= speak angrily to sb)</p> |
| <p>notice / realise</p> <p>3 I didn't you were so unhappy.</p> <p>4 I didn't that Karen had changed her hair colour.</p> | <p>(= understand fully)</p> <p>(= see, observe)</p> |
| <p>avoid / prevent</p> <p>5 Imad always tries to arguing with me.</p> <p>6 No one can me from seeing my friends.</p> | <p>(= try not to do sth)</p> <p>(= stop)</p> |
| <p>remember / remind</p> <p>7 Can you me to call my mum later?</p> <p>8 to turn off the lights before you go.</p> | <p>(= help somebody to remember)</p> <p>(= try not to forget)</p> |
| <p>look / seem</p> <p>9 I've spoken to her husband twice and he very nice.</p> <p>10 Samer doesn't very well. I think she's working too hard.</p> | <p>(= general impression)</p> <p>(= physical appearance)</p> |

► Use the suitable verb in the correct form to complete the sentences.

- Jason (*remember/remind*) me of my father. They had the same way of talking.
- The children (*argue/discuss*) over the remote control for the T.V. all the time.
- We spilled the tea, but Mrs. Whitley did not (*notice/realise*)
- Vitamin E (*avoid/prevent*) heart attacks.
- I will always (*remember/remind*) you. You have helped me so much.
- Tim did not (*notice/realise*) his mistake until the next day.

Pronunciation

Short Vowels /æ/, /e/, /ɪ/, /ʌ/, /ɔ/, /ʊ/ and /ə/

a **R4.1** Listen to the words and practise them.

| /æ/ | /e/ | /ɪ/ | /ʌ/ | /ɔ/ | /ʊ/ | /ə/ |
|------|--------|--------|-------|------|-----------|--------|
| ant | desk | fish | love | sock | insurance | about |
| cat | when | big | much | salt | pull | April |
| that | get | eating | luck | lot | should | cousin |
| mat | set | sit | young | shop | book | pencil |
| hat | wallet | win | bus | box | woman | woman |

b **R4.2** Listen and cross out the word that does not contain the short vowel sound on the left.

- | | | | | |
|-------|--------|--------|----------|-------|
| 1 /e/ | bread | man | petrol | any |
| 2 /ɪ/ | little | milk | bird | build |
| 3 /æ/ | tall | park | apple | bad |
| 4 /ə/ | enemy | supply | calendar | ball |

Grammar

Past Tenses

a Look at the highlighted verbs in the sentences below A-C. What three tenses are they?

- Our school team **were playing** in the final when it began to rain.
- Our team **scored** a goal but the referee cancelled it.
- When the rescue team arrived, the storm **had damaged** many buildings.
- Which of the three tenses do we use for.....?

- completed actions in the past?
- an action in progress at a particular moment in the past?
- an action that happened before the past time we are talking about

b Look at these sentences and then tick the right answer.

- John and July were talking together when a young woman spoke to them. Which took more time what John and July said, or what the woman said?

- 2 Tom had found a camp site, but Edward was still unloading things from the car.
Which finished first, finding the campsite, or unloading?
- 3 Daniel went home and switched off the computer.
What did he do first, went home, or switched off the computer?
- 4 When Mona arrived, Hala was walking up and down.
Which started earlier, Mona's arrival, or Hala's walking?
- 5 When the match had finished, the result was two for us to one for the other team.
What happened first finishing, or scoring.

Everyday English

Persuasion

a

R4.3 Read and listen to the following conversation.

- A: **Why don't you** get a decent job for a change?
 B: But I like my job.
 A: Look, gardening isn't a job for a university graduate.
 B: But the money's not bad and there's plenty of fresh air.
 A: **If I were you**, I'd go on some kind of course –teaching, accountancy.
 B: Accountancy? Anything but that. It's too boring.
 A: Come on, you really must think of the future. **Why don't you** just write a few application forms?
 B: I'll try dear.
 A: Good luck!

Note: When persuading others, we use these phrases and expressions.

- Why don't you
- I think you should
- My advice would be
- I'm sure you ought to
- If I were you, I'd
- Don't you think it would be better if
- If you did that, then you'd be able to ...
- If you don't do it, you won't be able to

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

- 1 You're in London. You are on the telephone to your head office. You have thirty seconds to persuade them to let you stay for another week.
- 2 You have invited an English friend to visit you in your country but he's decided to go somewhere else instead. Try to make him change his mind.
- 3 You've got tickets for a play. At the last moment your sister says she has a headache and can't come. How can you persuade her?



Listening

a Before you listen, discuss these questions.

- 1 Is nuclear energy safe?
- 2 What are the most major applications of nuclear energy in our daily life?
- 3 Do you agree to the idea "Nuclear energy is our future."? Why (not)?

b **R4.4** Listen to an extract about nuclear energy in Japan. Choose the right date of each event.

- 1 The first world oil crisis took place in
a 1973 b 1976 c 1979
- 2 The first time Japan used a nuclear power reactor was in mid
a 1956 b 1966 c 1976
- 3 Japan's dependence on nuclear reactors to generate electricity increased to 40% in
a 2011 b 2015 c 2017

c **R4.4** Listen again and decide whether the statements below are *True* or *False*.

- 1 Japan is very rich in natural resources.
- 2 Japan imports about 18% of its primary energy requirements.
- 3 The Middle East exports nearly 90% of Japan's needs of crude oil.
- 4 Japan began to use nuclear energy before the world's oil crises.
- 5 About 60% of electricity in Japan comes from nuclear energy.
- 6 Japan is planning now to reduce its dependence on non-renewable resources.
- 7 In recent years, nuclear reactors have decreased in number.

Speaking

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

Role Card A:

Your partner is a member of a scientific club, you think you would like to join, but want more information. Ask your partner questions to find out as much as you can.

Some things to find out are:

- | | |
|------------------------|--------------------------|
| 1 Number of members | 2 Membership cost |
| 3 Joining procedures | 4 Frequency of meetings |
| 5 Location of meetings | 6 Activities of the club |

Role Card B:

You are a local member of a scientific club, a friend of you would like to join. Answer his or her questions about the club using the information below.

- **Number of members:** Most local groups 150 - nationally 3000
- **Membership:** 10,000 SYP a year
15,000 SYP a year for a couple
5,000 SYP a year for a student
- **Joining:** Application form from the office
- **Meetings:** Once a month at the main office
- **Activities:** Collecting and discussing new information about energy, awareness-raising, fund-raising

- b** Exchange roles.

Writing

a Use your own words to answer the following questions:

- 1 Is using nuclear energy risky?
- 2 What countries are using nuclear energy nowadays?
- 3 In what fields can nuclear energy be used?

b Write an essay about this idea *“Nuclear energy can be considered highly reliable.”*

These questions are helpful:

- What is the raw material of nuclear energy?
- Where can it be generated?
- Is it a long-term or short-term energy?
- Why is the nuclear energy safe?
- What are the latest uses of nuclear energy in science?

↳ Make sure you use addition linking words in your article such as:

and *too* *as well* *as well as* *in addition*
not only.... but also *besides* *Moreover* *also*

c With a partner, check your essay for spelling and grammatical mistakes.



Review 1

1 Complete the sentences using the verbs in brackets in the *Present Continuous* or *Present Simple*.

- *I'm writing* (I/write) to my parents. *I write* (I/write) to them every weekend.
- (it / snow) outside. (it / come) down quiet hard, look.
 - Normally..... (I/start) work at 8.00, but (I/start) at seven this week. We very busy at the moment.
 - I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.
 - The sun (rise) in the east, remember. It is behind us, so (we / travel) west.
 - I'm afraid, I have no time to help just now. (I/write) a report. But (I/promise) I'll give you some help later.
 - (I/want) a new car. (I/save) up to buy one.

2 Give the news using the *Present Perfect* and *Past Simple*.

- The Prime Minister / visit Damascus University / speak to students there / earlier today

The Prime minister has visited Damascus university. He spoke to the student's there earlier today.

- The train drivers / go on strike / stop work / at twelve o'clock
.....
- The football players / arrive in Abu Dahbi / fly there / in an SAC aircraft
.....
- The actor / die in a car accident / his car / crash into a wall
.....
- Mazen win the men's marathon / run it / in two hours twenty six minutes
.....
- Two tigers escape from the zoo / get away during the night
.....

3 Choose the correct preposition a, b or c:

- The stamp's value depends how rare it is.
a in b on c from
- How long do I have to wait the next bus?
a to b with c for
- The naughty boy would not listen anyone who tried to persuade him to stay at home.
a to b from c of
- Leonardo da Vinci and Michelangelo belong the Renaissance era.
a on b under c to

- 5 You should send her an SMS and ask help.
a for b in c to
- 6 You should learn how to write an application form a job.
a to b for c from
- 7 Oh, no, my car has broken again.
a out b down c of
- 8 Always switch appliances that are not in use.
a on b out c off
- 9 Just before the milk comes to the boil, turn the heat.
a down b up c on
- 10 You have to warm before you swim.
a down b in c up

4

Fill in the gaps with the correct determiner. Leave the space empty if the sentence is already complete.

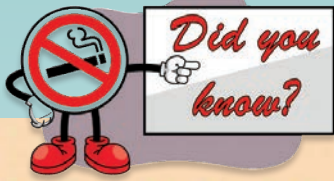
- 1 I don't usually like staying at hotels, but last summer we spent two weeks at a very nice hotel by the sea.
- 2 If you go to live in foreign country, you should try and learn language.
- 3 Helen is economist. She lives in United States and works for investment company.
- 4 I love sport, especially tennis. I play two or three times week if I can, but I'm not very good player.
- 5 I won't be home for dinner this evening. I'm meeting some friends after work and we're going to cinema.
- 6 When unemployment is high, it's difficult for people to find work. It's big problem.
- 7 There was waiter standing at the entrance of the restaurant.
- 8 The first press of the newspaper was published in 1970s.
- 9 My journey to school takes me less than half hour on foot.
- 10 The meeting ended without positive results. I think they will meet again next week.

5

Choose the correct answer between brackets.

- 1 A: It's been a pleasure (*doing, making*) business with you. B: You're welcome.
- 2 She's (*done, made*) a lot of efforts to be that great woman in society.
- 3 It took us a long time to (*argue, discuss*) that problem.
- 4 These two brothers appear to be a real twin. They (*seem, look*) alike.
- 5 A (*traditional, tradition*) is a belief or behaviour passed down within a group or society with symbolic meaning.
- 6 (*Produce, Production*) is the process of making or manufacturing goods and products from raw materials or components.

Project 1



Say No For Smoking

- Smoking and tobacco use causes more than 5 million deaths per year worldwide.
- On average, the life expectancy of a smoker is 10 years less than a non-smoker.
- Cigarette smoke contains more than 7,000 chemicals, 70 of which are known to cause cancer.
- Smokers typically inhale about 1 milligram (mg) of nicotine in a single cigarette.
 - Nearly 9 out of 10 smokers start before the age of 18 and almost all start smoking by age 26.
 - Smoking causes cancer, heart diseases, stroke, diabetes and lung diseases
 - Tobacco is the leading cause of preventable death in the world.

1 As a class, discuss these questions.

- 1 Smoking can cause many diseases, what are the effects of smoking?
- 2 If smoking is so dangerous, why do people do it?
- 3 Smoking is addictive and difficult to give up, what can a smoker do to quit?



2

If each pack of cigarettes costs 1000 S.P, calculate how much a smoker would spend in a year.

| | Total for year |
|-------------------|----------------|
| One Pack Per Week | |
| Half a pack a day | |
| One pack a day | |

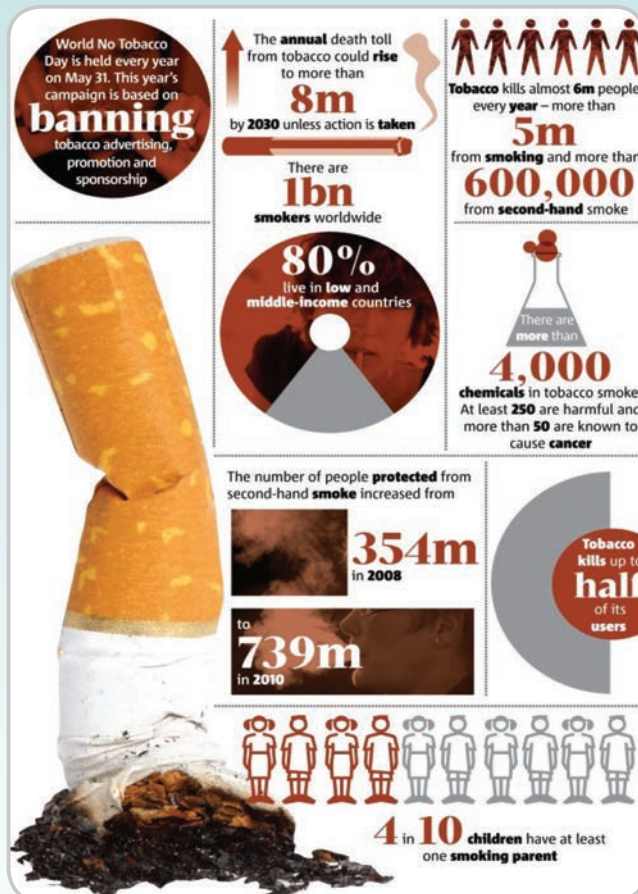
3

Write down what you might do with each amount of money.

- 1 With the amount of money from a pack of cigarettes a week, I could
- 2 With the amount of money from a half a pack of cigarettes a day, I could
- 3 With the amount of money from a 1 pack of cigarettes a day, I could

4

In groups, create posters about smoking and its effects , persuading people to quit it.



Module 3

Unit 5 Smoking & Health Problems



Health



Unit 6 Physical Education

b

Read the following text and answer the questions below.

- 1 What are the various bad effects of smoking?
- 2 Which part of the body is directly affected by smoking?
- 3 What is passive smoking?
- 4 What is the wrong idea about shisha?

A Bad Habit

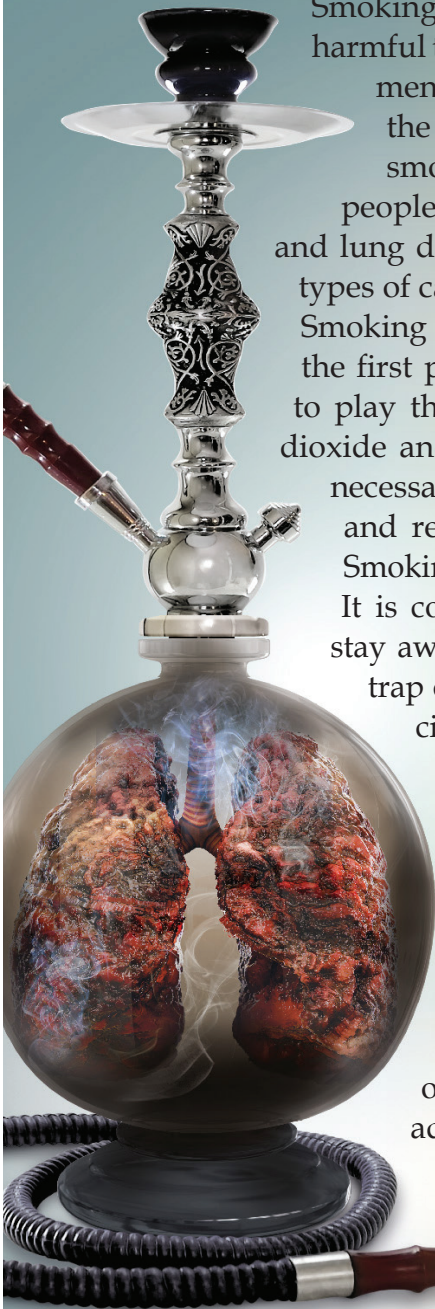
Smoking is one of the most serious habits in the world. It is known to be harmful to all age groups, old and young. It affects physical growth and mental development, changes the teen's behaviour, and exposes the person to serious heart and lung diseases in the future. Teen smoking causes severe nicotine addiction faster and greater than people who smoke at an older age. It increases the incidence of heart and lung diseases and the chance of developing lung cancer and other types of cancer.

Smoking affects the human respiratory system in the first place. It reduces the ability of the lungs to play their role in ridding the body of carbon dioxide and providing the body with the oxygen necessary for the internal processes of building and reproducing cells.

Smoking is harmful and financially expensive.

It is completely unhealthy and unethical behaviour. People should stay away from smokers completely, so that they do not fall into the trap of indirect smoking, which is inhaling the smell of smoke from cigarettes and exhaling smokers. Passive smoking is an explicit danger to the health of the individual, especially children and adolescents.

Smoking shisha is not safer than smoking cigarettes. Many people think that drawing tobacco smoke through water makes shisha less harmful than cigarettes, but that's not true. Shisha is addictive since it usually uses tobacco which has nicotine. Like cigarettes, shisha contains a lot of toxins, which put shisha smokers at risk of developing heart and circulatory diseases, cancers, nicotine addiction, and other health effects.



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

- | | |
|-------------|--|
| 1 mental | a extremely bad / harsh |
| 2 expose | b take into the lungs |
| 3 severe | c relating to the mind |
| 4 unethical | d habit-forming / something you don't want to stop |
| 5 pandemic | e breathe out |
| 6 inhale | f to put someone in a situation where they cannot be protected from sth dangerous. |
| 7 exhale | g a disease that spreads throughout a large area |
| 8 addictive | h morally unacceptable |

d Complete the sentences 1-6 with words from the article.

- 1 Smoking is one of the most habits in society.
- 2 The system is the most affected by smoking and COVID -19.
- 3 The more you keep your health, the more against illnesses you will become.
- 4 Bad habits like smoking and alcoholism are expensive.
- 5 Alcoholism and smoking are unhealthy and
- 6 Leading a lifestyle is your own responsibility as a young person.

Vocabulary Phrasal Verbs

a Match the underlined verbs in these sentences with the correct meanings a-f below.

- 1 He is very sad because his mother passed away last year.
- 2 Last Friday was scorching hot. People everywhere were passing out from the heat.
- 3 My grandmother has come round after the operation and she is better now.
- 4 I'm trying to fight off a bad cold I caught last week.
- 5 I feel I need some rest. I think I'm coming down with flu.
- 6 The baby may be sick; she has thrown up her dinner.

Meanings:

- | | | |
|---------------------|------------------------|--------------------|
| a resist an illness | b losing consciousness | c becoming sick |
| d vomited | e died | f become conscious |

Stages of life

b Label the pictures with the correct words.

middle age *death* *birth*
childhood *retirement* *adolescence*



Pronunciation

Long Vowels /ɑ:/, /ɜ:/, /i:/, /ɔ:/ and /u:/

a **R5.1** Listen to the words and practise them.

| /ɑ:/ | /ɜ:/ | /i:/ | /ɔ:/ | /u:/ |
|-------|-------|-------|-------|-------|
| card | bird | sheep | horse | zoo |
| dark | purse | lead | bore | shoes |
| are | word | been | short | blue |
| park | burn | read | bored | do |
| laugh | girl | wheat | shore | pool |

b **R5.2** Listen and circle the long vowel you hear in each word.

- | | | | |
|-----------|------|------|------|
| 1 soup | /ɑ:/ | /i:/ | /u:/ |
| 2 key | /i:/ | /ɔ:/ | /u:/ |
| 3 school | /u:/ | /ɜ:/ | /ɔ:/ |
| 4 sardine | /ɜ:/ | /i:/ | /u:/ |
| 5 me | /u:/ | /ɔ:/ | /i:/ |
| 6 door | /i:/ | /ɔ:/ | /ɑ:/ |

Grammar

Past Simple and Present Perfect

a Tamer and his mother are having an argument about money. Read what his mother says and complete the dialogue with Tamer's answers from the box below. Then Try to guess his last answer.

- I've had it for at least two years. May be longer.
- It's old.
- No. What is it?
- Yes, I've just bought it.
- I can't.

Mother: Is that a new mobile?

1 Tamer: *Yes, I've just bought it.*

Mother: What's wrong with your old mobile?

Tamer: ¹

Mother: Old? How long have you had it? A year?

Tamer: ²

Mother: Three years? I'm sure we bought it last year. Look. We can't afford buying a new mobile.

Mother: Have you seen this?

Tamer: ³

Mother: The electricity bill. It arrived this morning. And we haven't paid the phone bill yet. Take it back to the shop and get your money back.

Tamer: ⁴

Mother: Why not?

Tamer: Because ⁵



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

Which form of the verb do we use for.....?

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



One sentence in each pair is wrong. Correct it by replacing the *Past Simple* with the *Present Perfect* of the *italicised verb*.

- 1 **a** Remember that after you *signed* the contract, you won't be able to change your mind.
b Hazard's injury only became apparent after he *signed* to play for Real Madrid.
- 2 **a** As soon as I *finished* college, I want to travel around Australia.
b I didn't have time to check the essay. I handed it in as soon as I *finished* it.
- 3 **a** By the time Ilham *got* to work, the meeting had finished.
b I'll probably have finished breakfast by the time the children *got up*.
- 4 **a** I recognised her the moment I *heard* her laugh.
b I'll tell you what time we're coming the moment I *heard* from Amal.



Here are some extracts from a television news report. Choose the more appropriate tense - Present Perfect or Past Simple - for the verbs in brackets.

- 1 When my sister(*arrive*) in Algiria this evening, it was the first time she (*visit*) Africa since she was born .
- 2 The Main Hospital in Wuhan (*close*) to new patients after more cases of COVID-19. Three elderly patients(*die*) last week in the epidemic.
- 3 The rate of unemployment (*drop*) to 4.8%. It's the first time in nearly eight years that the rate (*fall*) below 5%.
- 4 Nearly 500 laptops were sold. A representative of the company (*say*) that there had been an increase in the demand for the new production.

Everyday English

Being a Good Guest



Work in pairs. Discuss the questions.

- 1 When was the last time you were a guest? What was the situation?
- 2 When was the last time you had a guest? Was he or she a good guest? Why? Why not?
- 3 What type of things do good and bad guests do in your country?



R5.3 Read and listen to the following dialogue.

A: So, I walked into your parents' house, but I forgot to take my shoes off. Did I do something wrong?

B: Oh, I see.

A: My shoes weren't dirty or anything, but I still feel really bad.

B: It's OK -I'll tell my parents you forgot. Don't worry about it.

A: I don't know. Should I call them up to apologise?

B: No, it's nothing. You really don't have to apologise.



Match the comments / questions 1 - 5 with their responses a - e.

- 1 Did I do something wrong?
- 2 Sorry about that. I didn't know that was the boss's chair.
- 3 My apologies. I didn't realise I had to shake everybody's hand.
- 4 Is this a bad time? I can come back another time.
- 5 Do I need to bring gifts?

- a No, it's not necessary. We don't expect them in our country.
- b Don't worry about it. She didn't mind at all.
- c No problem. You said hello to everybody, so that's OK.
- d Can you come back tomorrow? I'm busy for the rest of the day.
- e Yes, you did. No talks during the national anthem, but don't worry -we can sort it out.

d Work in pairs. Cover responses a-e. Take turns to read the comments/questions in 1-5 and to reply with the correct response or one of your own.

Listening

a **R5.4** Listen to the following extracts.
Are the speakers smokers or non-smokers now?

- 1 Speaker 1:
- 2 Speaker 2:
- 3 Speaker 3:

b **R5.4** Listen again and choose the correct answer between brackets.

- 1 Speaker 1 thinks smoking shisha is (*better, worse*) than cigarettes.
- 2 Speaker 1 has started smoking since he was (*fourteen, forty*).
- 3 Speaker 2 had smoked cigarettes for twelve years then he (*quit smoking, started smoking shisha*).
- 4 Speaker 2 used to smoke (*on the balcony, in the street*).
- 5 Speaker 3 considers smoking tobacco (*like killing one's self, a waste of money*).
- 6 Speaker 3 (*has never smoked before, has tried smoking but he didn't like it*).



Speaking

Giving Advice to Quit Smoking

- a** Fill in the following table giving examples about two good and two bad habits. Tell your partner.

| The habit | Good | | Bad | |
|-----------------------|---------------------|--|-----|--|
| | <i>Doing Sports</i> | | | |
| Why is it good / bad? | | | | |

- b** In pairs, discuss the following statement: *the longer a person smokes, the more difficult it is to quit*. Make sure you give your opinion.
- c** Think of different ways to help an addict to quit smoking.
- d** Tell your partner some information about smoking you think he / she has never heard of.

Writing

- a** Answer the following questions about a person you know who is an addict to smoking.

- 1 What's this person's name?
- 2 How old is he / she?
- 3 How long have you known him / her?
- 4 When did he / she start smoking?
- 5 How many cigarettes does he / she smoke a day?
- 6 Has he / she tried to quit before?
- 7 What health problems does he / she suffer from?



- b** Write an e-mail to the person in exercise a. giving him / her general information about the serious effects of smoking on health suggesting some tips to help him / her quit.
- c** When you finish writing, check your e-mail carefully for spelling, grammatical and punctuation mistakes.
- d** Ask your partner to write comments on your e-mail as if he is that person.

Unit 6

Physical Education

Listening: Listening for gist

Speaking: Asking and giving information

Reading: Benefits of Sport

Writing: A paragraph about a healthy lifestyle

Vocabulary: Health idioms

Grammar: Future forms

Pronunciation: Diphthongs

Everyday English: Giving warnings

Preview

- 1 How can sport enhance health in societies? Tell your partner!
- 2 Does sport play any role in spreading peace worldwide?
- 3 What does sport enhance in individuals?

Label the pictures with the following sport phrases:

on your mark, get, set, go!
run a marathon

celebrating victory
cheering a win

losing team fans
full time whistle

calling time-out
an offside player



Reading

Read the following text then do the tasks below.

Benefits of Sport

Academic Success: It is recognised that there is a strong connection between participation in sport and academic success. Those who participate in sports tend to be more focused, **disciplined** in their studies and successful in school.



Confidence: The more we participate in sports, the more we build self-confidence. It is seen as a crucial component in empowering the young to take on new roles and to challenge the **hurdles** they encounter.



Health: Participating in sports has many benefits for both boys and girls. Physical activities develop healthy lifestyle habits and are beneficial for physical and mental health. Just four hours of any physical activity a week has been shown to reduce the risk of many diseases, such as cancer and heart disease. Developing such positive habits in childhood can have life-long positive benefits. Moreover, the beneficial effects of sport on individual health **accelerate** overall health indicators of the community.



Peace Spreading: In conflict environments, sports have been used effectively to promote **reconciliation** among communities. Sport events offer an opportunity to bring countries together as in the World Cup or the Olympic Games.



Teamwork: Membership on a sport team has effects in terms of building positive relationships among team members, and helps acquire teamwork skills, which can later be useful to all members in **their** personal life.

a

Answer the following questions.

- 1 How does sport increase academic success?
- 2 What helps people build self-confidence?
- 3 Name the illnesses mentioned in the text above.
- 4 How is sport important in spreading peace?
- 5 What does the word "**their**" in blue refer to?

b Correct the following sentences according to the text.

- 1 A negative sign of a healthy community is taking up sport.
- 2 Sport never unites the fans of the national team.
- 3 Teamwork skills can last only a short period of time.

c Match the following definitions to the words in red in the text above.

- 1 a situation in which two people, countries, etc. become friendly with each other again after quarrelling
- 2 problems or difficulties that must be solved
- 3 to happen or make things happen faster
- 4 trained to obey rules and behave in a controlled way

Vocabulary

Health idioms

a Match each idiom with its corresponding meaning.

- | | |
|----------------------|--|
| 1 As fit as a fiddle | a functioning in a good way. |
| 2 Alive and kicking | b being unwell. |
| 3 Under the knife | c to be in excellent physical shape or to be very healthy. |
| 4 Under the weather | d to have surgery or an operation. |

b Complete each pair of the dialogues below with the correct form of the idioms mentioned in exercise (a).

- 1 *Lubna:* "How's your brother?"
Lama: "He's OK; he's going at the Medical Centre next week."
- 2 *Roberto:* "Are you coming to the party tonight?"
Jane: "I don't think so. I'm feeling a bit"
- 3 *Sami:* "Do you still have that motorbike you bought in the 1970s?"
Ali: "Yeah, and it's still"
- 4 *Michel:* "Are you ready for our run this morning?"
John: "Ready?! I'm feeling"

Pronunciation

Diphthongs /aɪ/, /eɪ/ and /ɔɪ/

a **R6.1** Listen to the words and practise them.

| /aɪ/ | /eɪ/ | /ɔɪ/ |
|-------|-------|-------|
| like | wait | oil |
| white | race | voice |
| rise | raise | toy |
| file | lake | avoid |
| smile | fail | annoy |

b **R6.2** Listen and cross out the word that does not contain the diphthong sound on the left.

| | | | | |
|--------|-------|-------|------|--------|
| 1 /aɪ/ | climb | join | tie | dye |
| 2 /eɪ/ | date | make | face | choice |
| 3 /ɔɪ/ | royal | train | boil | soil |

Grammar

Future Forms

a With a partner, decide which sentence(s) 1-6 refer(s) to.

| | | |
|---|---------------------|-------|
| 1 Shall I make you a cup of coffee? | a plan or intention | ..... |
| 2 You'll pass your exam. | an arrangement | ..... |
| 3 It's going to be hot tomorrow. | a prediction | ..... |
| 4 I'll be really careful. | a promise | ..... |
| 5 Are you going to study at university? | an offer | ..... |
| 6 I'm staying at home tonight. I'm not going out. | | |

b Use the words / phrases from the list to complete the sentences, as in the example.

sell her car be late for school make a cake
lose weight rain fix

- Jane's putting an ad in the newspaper.
She *is going to sell her car.*
- The washing machine isn't working.
My father

- 3 I bought some flour and some eggs.
I
- 4 Robert is on a diet.
He
- 5 Peter is still in bed.
He
- 6 The sky is cloudy.
It

Everyday English

Giving Warnings

a

R6.3 Read and listen to the following dialogue.

A: We're going to Karakas on holiday, and I've heard that there's a lot of street crime. Is that true?

B: Not really. I mean, it's like a big city. You need to watch out for groups of young children on the streets. They try to distract you, and then sometimes take your bag.

A: Oh. Right.

B: It's not very common, but don't walk around the city obviously carrying money in a big money belt or anything.

A: Of course.

B: The most important thing is to remember to hold on to your handbag. On the whole, the city's pretty safe.

A: That's useful. Thanks.

b

Work in pairs and role-play one of these situations.

- 1 You are a tourist. You want to go on a tour in the Amazon Rainforest.

Student A: Ask the *Tourist Information* for advice.

Student B: Give warnings.

- 2 You work in a diving centre. A customer would like to go diving on the reef. Give him some warnings.

Listening

a ▶ In your opinion, how can sport promote equality and enhance the value of *diversity*?

b ▶ **R6.4** Listen to the following extract. Choose a, b, or c to complete the sentences.

- 1 The right to equality and non-discrimination is a cornerstone of the.....
a Western sport clubs b international law c health organisations
- 2 expressing human behaviour can become platforms for human rights based on respect for diversity.
a Sport stadia b Coffee houses c American restaurants
- 3 Participation in sport offers opportunities for the empowerment of people with
a talents b disabilities c witness
- 4 Sport-related policies and programmes aimed at inequalities.
a increasing b reducing c enlarging

c ▶ **R6.4** Listen again, then decide whether the following statements are *True* or *False*.

- 1 Equal opportunities can be achieved in and through sport.
- 2 Sport events can be used to celebrate and value diversity.
- 3 Teams in sport can prevent the message of equality.
- 4 Sport is recognised as a contributor to the weakening of individuals.

Speaking

In pairs, discuss the following questions.

- 1 What is your favourite sport? How often do you practise it?
- 2 Have you ever participated and won a competition? How did you feel?

Writing

Complete the following paragraph about the role of sport in enhancing a healthy lifestyle.

Health in general depends on the lifestyle you lead.

Doctors recommend waking up early in the morning and walking in the fresh air. They consider that

Module 4



Unit 7 Space

Critical Issues



Unit 8 The Atmosphere

Unit 7



Space

Listening: Listening for details

Speaking: Discussing future issues

Reading: Space Invasion

Writing: A paragraph about disadvantages of space exploration

Vocabulary: Space words

Grammar: Deduction

Pronunciation: Diphthongs

Everyday English: Clarifying opinions

Preview

In pairs, discuss the following questions.

- 1 What is the kind of life people are most likely to discover in space?
- 2 What attracts some people to be astronauts?
- 3 Does the influence of gravity extend out forever? Why?
- 4 Galaxies look stationary, so why do scientists say that they rotate?



Reading



Space travelling has been the attractive dream for humans since ancient times. While the early astronomers began to **reveal** the secrets of the heavenly bodies, it wasn't until the 20th century that humans could actually travel to outer space. Through space exploration, we address fundamental questions about our place in the universe, expand technology, create new industries, make progress with Earth-bound issues like global warming, mass extinction, waste disposal and help to have a peaceful connection with other nations. However, the crucial **objective** of the human race is to survive the numerous hazards, both natural and

anthropogenic, which may be expected to occur on Earth during the 21st century.

Is there life somewhere else in the universe? If so, would those beings look like us? There are numerous technological **barriers** we must cross before we could travel for long distances in the vacuum of space, but we are getting one step closer every day. Scientists hope that there will come a point in time when people outgrow our planet and begin to look for colonization opportunities in our solar system and beyond to help support the future of our race. As our scientific and technological discoveries begin to open up opportunities to visit distant stars, we can start to discover even more mysteries that will help us to answer the meaningful questions in life. Discovering new organic elements in space could help us to discover cures for some of our worst diseases. We really don't know what is possible in our universe beyond the scope of basic physics. There could be untold treasures just waiting beyond our solar system to discover. Although there is always an element of risk to any exploration **venture**, there are great rewards often waiting for those who embrace their courage to start pressing forward. At the rate of development that we have seen in the 21st century, we could be looking at a very different human race in our children's lifetimes based on the possibilities of discovery.

The information about the universe stretches to **infinity**. In space, no one can hear you scream! It is due to the fact that space is completely silent as it has no atmosphere to provide a medium for sound waves to travel. No one knows how many stars there are, so space is endless. Human beings reached the moon and their footprints there will last for 100 million years. This is because the moon has no atmosphere, which means there's no water or wind to erode its surface.

a Match these definitions with the **highlighted** words in the text.

- 1 connected to the study of the human race
- 2 the state of having no end or limit
- 3 a business project or activity, especially that involves taking risks
- 4 to make something clear to somebody
- 5 something you are trying to achieve
- 6 an object like a wall that prevents people from moving forward

b Answer the following questions.

- 1 How can space exploration be reflected on our life?
- 2 What hinders people to go for long distances in space?
- 3 What is the human aim about space?
- 4 Why are sounds not heard in space?
- 5 What is the real trace of humans on the moon?

c Choose the correct option a, b, or c to complete the following sentences.

- 1 Going into space is considered as a/an dream for people to achieve.
a contemporary
b old
c modern
- 2 People have always thought of going into space despite the
a facilities
b hurdles
c easiness
- 3 To help support the future of our race, we should think of
a leaving earth and invading space
b staying within the limits of the Earth' atmosphere
c leaving human footprints on the moon
- 4 Despite the element of risk to any exploration venture, making steps forward is
a positive
b negative
c careless
- 5 The universe is
a limited
b limitless
c somehow extensive

Vocabulary

Space Words

Read the following sentences and match the underlined words with their definitions

(A)

- 1 They used a lot of the sophisticated equipment to watch the eclipse that took place last night.
- 2 The Milky Way is the galaxy that our planet belongs to.
- 3 A new satellite has been put into orbit around the earth.
- 4 The space station was lost after going too close to the Black Hole.
- 5 It was a terrible night for people in the area after the calls that the earth would be hit by a comet.

(B)

- a An area in space that nothing, not even light, can escape from, because gravity is so strong there
- b A curved path followed by a planet or an object as it moves around another planet, star, moon, etc
- c An occasion when the moon passes between the sun and the earth so that you can't see all or part of the sun for a time
- d A mass of dust that moves around the sun and looks like a bright star with a tail
- e Any of the large systems of stars, etc. in outer space

Pronunciation

Diphthongs /eə/, /ɪə/ and /ʊə/

a

R7.1 Listen to the words and practise them.

| /eə/ | /ɪə/ | /ʊə/ |
|-------|-------|-----------|
| stare | clear | sure |
| rare | idea | cure |
| bare | ear | insurance |

b

R7.2 Listen and cross out the word that does not contain the diphthong sound on the left.

- | | | | | |
|--------|-------|--------|--------|--------|
| 1 /eə/ | coin | lair | care | bare |
| 2 /ɪə/ | fear | career | pure | near |
| 3 /ʊə/ | usual | gain | mature | during |

a Read the following sentences, underline the modals and match the modal in each sentence with one of the meanings given.

- 1 **a** We *must* show our passport at the airport.
b He *must* be around here because his car is parked there.

- 1 to show that something possible.
 2 to show that something is not optional; it is necessary.

- 2 **a** She *cannot* speak French very well.
b They *can't* be poor because they have a big villa and four cars.

- 1 to show that something possible.
 2 to show inability.

b Read the following sentences and decide whether each sentence shows how the speaker is certain about a possibility in the past or the present.

- 1 The lights are out. They *can't* be at home.
 2 She failed that exam. She *can't* have studied very much.

- a** a possibility in the past.
b a possibility in the present.

c Complete the dialogues with *must*, *might*^{x2}, or *can't*^{x2}.

A: Someone is knocking at the door.

B: It ¹ be the pizza delivery man. I ordered a pizza.

A: I know you ordered a pizza. But it ² be him, because you ordered the pizza five minutes ago.

B: Yes, you are right. Then it ³ be your sister.

A: No, it ⁴ be my sister. She's out of town.

B: Well, then just open the door; it ⁵ be important.

a

R7.3 Read and listen to the following conversation.

A: It's interesting that one of the most intelligent people I know is twelve-year old boy from Egypt. He doesn't go to school and he works in a touristy area in Cairo.

B: Why do you think he's intelligent?

A: **The reason** I say he's intelligent is that he can sell you something in about fifteen languages. I was once watching him, and it was incredible. Most of the time he uses English, but he guesses where you're from and starts speaking your language.

B: How did he learn the language?

A: I asked him that and he said he learnt them by talking to tourists.

B: That's amazing. Just talking to tourists.

A: He's super-intelligent.

B: Degrees and certifications aren't everything, **but you know**, having said that, **I do think** qualifications are useful in some ways. **For one thing**, they show that you're able to complete a course. That you're motivated enough.

A: Yeah, I think that's true.

B: **But I must say** real life experience, travelling and meeting people give you an amazing education, too.

A: Exactly. That's what I was saying. Like the boy from Egypt.

b

With a partner, make a short dialogue about one of these situations. Clarify your opinion with examples.

- 1 Parents are the best teachers.
- 2 Food has become easier to prepare nowadays.
- 3 Television has destroyed communication among friends and family.
- 4 When people succeed, it is because of hard work. Luck has nothing to do with success.

Listening

R7.4 Listen to the following extract and decide whether the following statements are *True* or *False*.

- 1 Laika was the first human being to go into space.
- 2 In July 1966 the Apollo II landed on the moon.
- 3 Man's first target in the outer space was the sun.
- 4 It takes 10 hours to arrive at the moon in a spaceship.
- 5 Scientists aim at inhabiting other planets.

Speaking

In pairs, discuss the following questions.

- 1 What should people do to settle in space one day?
- 2 Do you think that life in space would be different from that we live? Why?
- 3 Can people depend on agriculture in space or they will need new sources for life?



Writing

Write a paragraph about disadvantages of space exploration.

The following may help you:

- dangers and expenses
- Should money be spent on space exploration?
- The Earth itself has not been fully explored yet.

Unit 8



The Atmosphere

Listening: Listening for gist

Speaking: Asking for and giving information

Reading: Greenhouse Gases

Writing: A composition about solutions to the waste production

Vocabulary: The ending - *ever*

Grammar: Reflexive pronouns

Pronunciation: Diphthongs

Everyday English: Awkward social situations

Preview

Discuss the following questions.

- 1 What are the main gases found in the atmosphere?
- 2 Why has the balance of these gases changed so far?
- 3 What do you think the effects of the atmospheric disturbance will be in the future?

Reading

a Before you read the article about greenhouse gases, match the words from 1 - 5 with their definitions a - e.

- | | |
|------------|--|
| 1 property | a animal excrement |
| 2 thermal | b number of years that something is expected to live |
| 3 profound | c characteristic |
| 4 dung | d extreme |
| 5 lifespan | e referring to heat |



Greenhouse Gases

Greenhouse gases are gases which have the property of absorbing infrared radiation. That is to say, they absorb total thermal energy, as these rays are emitted from the surface of the earth and then return back to the surface, which leads to global warming.

Carbon dioxide, methane and water vapour are among the most important greenhouse gases, in addition to other gases, such as surface ozone levels, nitrous oxide and fluorinated gases, but their impact is less. Although greenhouse gases are a fraction of the atmospheric gases, they have a profound effect on the Earth's energy system. It is worth noting that greenhouse gases have contributed significantly to climate change on a large scale.

- One of the most important greenhouse gases is carbon dioxide, which is considered one of the most important ones and can remain in the atmosphere for thousands of years.
- Methane (CH_4) is the main component of natural gas. Methane is released from landfills, natural gas, petroleum industry, and animal dung.
- Nitrous oxide (NO_2), forms a small percentage of greenhouse gases and has a life span of more than one hundred years in the atmosphere.
- Livestock, including fertilisers, agricultural waste and fuel combustion are the largest sources of nitrous oxide emissions.

Industrial gases, such as various fluorine compounds, remain in the atmosphere for hundreds of thousands of years, and present about 2% of greenhouse gases.

Because greenhouse gases continue to rise, scientists and governments fear global warming, rising sea levels, plant and animal extinction, ocean acidification and major climate changes.

Greenhouse gases emission can be reduced by increasing energy generation from renewable resources, such as solar and wind energy, as well as by encouraging various sectors of society to carry out projects to increase the efficiency of electricity consumption at home, factory and others.

b Read the article about greenhouse gases, then answer the questions.

- 1 What characterises the greenhouse gases?
.....
- 2 Where is the effect of the greenhouse gases concentrated?
.....
- 3 Which materials are the main sources of methane?
.....
- 4 How are the methane and nitrous oxide different?
.....
- 5 What can the world do to overcome the emission of greenhouse gases?
.....

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

- a The rays emitted from the surface of the earth never go back to the surface.
- b Methane is one of the main components of greenhouse gases.
- c The lifespan of the nitrous oxide is bigger than industrial gases.
- d Greenhouse gases increase by reducing energy generation from renewable resources.

Vocabulary The ending *-ever*

Whatever, whenever, whoever, wherever, etc. mean *It doesn't matter*.
When adding **-ever** to question words like **who, where, which, when, what** and **how**, the meaning changes.

| | |
|------------------|---|
| Whoever | It doesn't matter who or 'any particular person'. |
| Wherever | It doesn't matter where or 'any place at all'. |
| Whichever | It doesn't matter which or 'anything at all'. |
| Whenever | It doesn't matter when or 'anything at all'. |
| Whatever | It doesn't matter what or 'anything at all'. |

Fill in the blanks with the correct word to complete the sentences.

whoever, wherever, whichever, whenever, whatever.

- 1 If you have the money, you can buy you desire.
- 2 you come, I'll be at home.
- 3 watched the film, identified the same emotions.
- 4 road you take to London, you should drive carefully.
- 5 You will find ancient ruins you go in Syria.

Pronunciation

Diphthongs /aʊ/ and /əʊ/

a

R8.1 Listen to the words and practise them.

| /aʊ/ | /əʊ/ |
|------|------|
| loud | know |
| | |
| | |
| | |
| | |

b

Classify the words in the column above.

doubt two load found tone town phone boat

Grammar

Reflexive Pronouns

a

Choose the correct answer.

- 1 Don't blame (*you, yourself*). The accident wasn't (*your, yourself*) fault.
- 2 Leave (*them, themselves*) alone. They can do the job (*them, themselves*).
- 3 If we find the ring, we may get (*us, ourselves*) a nice reward.
- 4 The engine (*it, itself*) is all right, but the car is rusty.
- 5 He keeps (*him, himself*) fit and exercises regularly.

b

Write the suitable reflexive pronoun from the list.

ourselves themselves yourselves herself oneself

- 1 She nearly cut with the knife.
- 2 John must learn to protect
- 3 They dressed and went on a holiday.
- 4 Make sure you behave boys!
- 5 We exerted to try to find the answer.

a

R8.2 In the pictures, people find themselves in some difficult social situations. Read and listen. What would be other responses?

A: Go on, have a bit more. I insist! Have the last piece, Tala!

B: Thank you. It was lovely, but just a tiny portion. I'm rather full.



A: Oh dear, how clumsy of me! I'm terribly sorry! Let me get a cloth.

B: Oh, no! My lovely new blouse! I don't believe it!

b

Work in pairs. Make dialogues about one of the situations below.

- 1 Someone refuses an invitation to a social event.
- 2 Someone recommends a dish which the other doesn't like.
- 3 Someone keeps on offering food to someone who isn't hungry.
- 4 Two people meet, but one of them doesn't remember the other.



Listening

a

Before you listen to an extract about 'How to protect the environment', guess and match the following words with their definitions. Use a dictionary to help you.

- | | |
|--------------|--|
| 1 denote | a. burning |
| 2 reciprocal | b. suitable for drinking |
| 3 ecosystem | c. the mutual relationship between living things and the environment |
| 4 combustion | d. shared / mutual |
| 5 potable | e. symbolise |

b **R8.3** Listen to the first part of the extract. Tick the correct statements and cross the false ones.

- 1 The term 'environment' symbolises some objects that surround us.
- 2 The relationship between humans and the environment is mutual.
- 3 The healthy environment is reflected on human health.
- 4 The human activities have a positive role on the planet and the ecosystem.

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

d **R8.4** Listen to the second part of the extract. Fill in the gaps with the missing words.

Among the aspects of these activities are¹, combustion and deforestation. These lead to climate change,² erosion, decreased air quality and potable³ quality. This, in turn, lead to a group of mass migrations and possibly conflicts over clean water⁴ So, environment protection and sustainable development of natural resources have become a common⁵ of all countries of the world. International measures, related to environment protection and preservation have⁶ legally recognised at the local and global⁷

d **R8.4** Listen again and check.

Speaking

a In groups, discuss the following situations.

- 1 Talk about the most important ways to reduce the amount of pollution.
- 2 What are some of the dangers of deforestation, the cutting down of trees?

b Share your ideas with the class.

Writing

a Add one or two apostrophes to each of these sentences.

- 1 Ive broken my leg. I cant go climbing.
- 2 Im bored. I'd like to go to the cinema.
- 3 I dont think its time to go.
- 4 My fathers car is modern.

b In no more than 100 words, write on the following:

Non-governmental organisations who are interested in preserving the environment. Apply for a job in one of these organisations, giving your reasons why you want to work there suggesting plans for helping in reducing pollution in our planet.

c Check for capitalisation, punctuation and spelling.



Review 2

1 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- 1 I (*live*) in Hama for two years then I moved to Damascus.
- 2 She (*buy*) a small flat in Tartous in 2020.
- 3 My best friend's name is Beke. I (*know*) him for about eight years.
- 4 I (*have*) a job in a service company for a few months last summer.
- 5 She's a vegetarian. She (*not eat*) meat for the last ten years.
- 6 I love going for walk with my cat - I (*have*) her for two years.
- 7 He (*play*) the guitar for a few months, but stopped last May.
- 8 I (*be*) in Oman for two years- I live in the capital Masqat.

2 Complete the following sentences with words derived from the words in brackets.

- 1 countries suffer from the lack of public services. (*develop*)
- 2 They have great They always come number one in competitions. (*able*)
- 3 Smoking can negatively each organ in the human body. (*effect*)
- 4 To in a polite way is a sign of morality. (*behaviour*)
- 5 Industrial countries natural resources in large quantities.
(*consumption*)
- 6 Smokers are usually less than non-smokers. (*energy*)

3 Complete with *must*, *might (not)*, or *can't*, using the words in brackets.

- 1 **A:** Do you know any one who drives a Ferrari?
B: Yes, my friend. I don't know her salary but she
(*earn a fortune*).
- 2 **A:** Are your neighbours away? All the windows are closed.
B: I'm not sure. I supposed they
(*be on vacation*).
- 3 **A:** Jane is looking at you in a very strange way.
B: Yes, I've grown a beard, so she
(*recognise me*).
- 4 **A:** My cousin has failed all her exams again.
B: Since she gets such bad grades, she
(*be working very hard*).

- 5 A: Why is Hanan so happy?
 B: I'm not sure, but she (have a new fiancé).
- 6 A: Where is the manager's house?
 B: I don't know, but he (live near the company) because he takes a train every evening.

4 Complete the sentences using *myself/yourself*, etc. Use the verb in brackets.

- 1 'Who repaired the bike for you?' 'Nobody. I *repaired it myself*.' (repair)
 2 I didn't buy this cake from a shop. I (make)
 3 'Who told you Laura was going away?' 'Laura ' (tell)
 4 I don't know what they're going to do. I don't think they (know)
 5 'Who cuts Paul's hair for him?' 'Nobody. He ' (cut)
 6 'Can you phone Sam for me?' 'Why can't you. ?' (do)

5 Fill in the correct future tense - will future, going to.

- 1 They (drive) to Aleppo tomorrow morning.
 2 I hope the weather (be) nice.
 3 I offered him this job. I think he (take) it.
 4 I promise I (not tell) your secret to anyone.
 5 I (go) to the cinema tomorrow.
 6 I (invite) 50 people to the party, and I hope everyone (come)
 7 That exercise looks difficult. I (help) you.
 8 He (go) to the football match?

6 Choose the correct word or phrase in brackets.

- 1 She has been living on her own since her husband (*passed away, passed by*).
 2 The police are waiting for the driver to (*come out, come round*) in order to question him about the accident.

Project 2

Extinction of Animals & Plants

Objectives:

- You will learn how to create a successful project.
- You will present your own project within weeks.

- You might have read about " **Extinct Animals & Plants** ".
- It's the time to visualise and present your ideas and thoughts in a school project and it may take you 3-2 weeks.
- Here are some general steps can help you.
- Tackle any project on your plate more successfully. You'll need to pick a topic and plan out your project. Next, you'll need to do some research. Finally, you'll need to put everything together in your final project.

How to Create a Successful Project?

- 1 Deciding on a Project
- 2 Planning Out Your Project
- 3 Researching Your Projects
- 4 Creating Your Project

1 Deciding on a Project

- a Read the assignment:** The assignment will give you detailed instructions about what you need to do. For instance, your assignment is about " Extinctions -Animals & Plants " You can pick its definition, effects, reasons behind, solutions, difficulties...etc. Make sure to include relevant facts and information in your representation."
- b Brainstorm ideas:** Brainstorming is a way to get your ideas on paper. It can help you focus on what you want to do, as well as come up with things you hadn't thought of.
- c Pick a focus:** The best way to pick a topic is to choose what you focused on in your brainstorming. For instance, causes of extinctions OR its effects...etc.
- d Decide how you want to represent your project:** Think about the best way to represent your ideas.
 - If it's a visual project, be ready to what your project needs.
 - Maybe you could make a -3D project or even think about doing something two dimensional.

2 Planning Out Your Project

a Sketch it out: Once you've decided on how you want to make your project, make a sketch of your project. Decide what will go where, and how you will represent each part. Also, decide what information you'll need to complete your project, as that will help you with your research. Make an outline of the information you need to find.

Next, break down your project - " Extinctions -Animals & plants " into sub-headings. Maybe your sub-headings could be "effects", "reasons behind", "solutions", and "difficulties".

b Make a list of materials you'll need: Before you begin, list down all the materials you'll need, from research materials to art supplies. Group them by where you can find them, such as home, the library, and the store.

c Distribute your time: Estimate the time needed for each task rather than for the project as a whole. Make sub-goals within your project. That is, divide your project into manageable chunks, such as " 3-2 days for deciding," " 3-2 days for planning," "a week for researching," and "a week for putting the project together."

d Gather the appropriate materials: Spend some time gathering what you need from various places. Put it all where you will work on your project.

3 Researching Your Projects

a Decide what type of research materials you need: Decide what kind of resources would be most appropriate for your project; books, scholarly articles, newspaper articles..etc

b Decide how many sources you need: You may need two to four sources or more.

c Use your library to find them: Your librarian can guide you to the best databases for your materials. You can also research on net, related sites.

d Narrow your materials: Once you've gathered a bunch of materials together, you need to sort through them to decide what's actually relevant.

e Take notes and cite sources: Make notes related to your topic. Be as detailed as you can, but try to put it in your own words as you write it down. In addition, make sure you are citing your sources, which means you are saying where you got the information from.

4 Creating Your Project

- a **Write out your text.** Your project "Extinction of Animals & plants" will have some texts on it to represent your ideas. On your sketch, identify where the text will go, use your research to write your text, and put it in your own words. Don't forget to cite your sources.
- b **Paint or draw your project.**
- If you're doing an artistic project, begin painting or drawing the pieces.
 - If you're using something such as papier-mâché, start building your sculpture.
 - If you're designing it on the computer, start making your art or gathering images to use.
- c **Pull your project together.** Write or type out your text. Put the finishing touches on the visual parts. Glue or tape the project together as needed, so it makes one cohesive whole. Use what you sketched earlier to pull your project together into your final draft.

Before you turn it in, make sure you covered everything in your project.

If you skipped something, see if you can add it in, even if it's last minute.



Module 5

Unit 9

Challenges



The Environment

Unit 10

Life

Conservation



Unit 9



Challenges

Listening: Listening for specific information

Speaking: Discussing a problem

Reading: Overpopulation

Writing: A composition about solutions to the increased waste production

Vocabulary: Phrasal verbs

Grammar: Conditionals II, III

Pronunciation: Intonation

Everyday English: Talking about weather

Preview

- 1 Do you live in a city or a village? What characterises it?
- 2 What are some differences between the two areas?
- 3 Name some difficulties facing people living in crowded areas.

Reading

Before you read the text, match the following words with their definitions.

- | | |
|---------------|--|
| 1 vague | a to force somebody / something to have to deal with something unpleasant |
| 2 impose | b not clear / not having or giving information or details |
| 3 reinforce | c more important than anything else |
| 4 crisis | d causing a lot of damage and destruction |
| 5 paramount | e to make a feeling, an idea, etc. stronger |
| 6 devastating | f to make something continue for some time without becoming less |
| 7 sustain | g a time of great danger, difficulty or confusion when problems must be solved |



Overpopulation



The growing number of the global population is not a matter that has just appeared, but it can be traced back to prehistoric time and continues to the present. Experts predict that the future of humanity will be vague if the world follows the same behavioral pattern.

The phenomenon of overpopulation has many reasons to appear, but mainly it is because of migration and urbanisation. Migration imposes severe threats to the environment. In the same regard, urbanisation destroys natural habitats and reinforces carbon dioxide emissions, which cause climate change and global warming.

Consequently, many animal species are facing extinction, and humanity is at a constant risk because of food scarcity, shortage of water as well as lack of renewable resources. While environmental activists are warning the world about the effects of this crisis, many think that they will be able to overcome it, ignoring the reality that what occurs cannot go back to how it was before. Most people tend to focus mainly on short-term goals to enrich themselves rather than give close attention to environmental protection for long-term goals. Due to such human behaviour, the planet is running out of resources, and with every newly birth, the globe suffers. It is paramount for humans to realise that our planet has no help from outside to come and compensate the lack in natural resources that humans have to undergo soon. Furthermore, another result of urbanisation is eutrophication, or an increase in chemical nutrients in the water resources. The process ultimately pollutes the quality of water, affects the marine life and deteriorates infrastructure. The story reaches its worst stages when knowing that the impact of human activity is devastating for the biodiversity and air quality as well. The amount of pollution released into the atmosphere from factories, households and automobiles is far greater than what the environment can sustain.



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

- 1 What will happen if the world follows the same behavioural pattern that is used nowadays?
- 2 Name the most important causes of overpopulation.
- 3 How does urbanisation impact the environment?
- 4 Why is the phenomenon of overpopulation considered a normal crisis?
- 5 How does eutrophication act?

b**Correct the following sentences according to the text.**

- 1 The growing size of the global population is an urgent problem facing people.
- 2 Because of food scarcity and shortage of water, renewable resources at a constant risk.
- 3 Most people tend to focus mainly on short-term goals to protect the environment.
- 4 Eutrophication has a direct effect on the purity of the air around us.
- 5 The global environment has the ability to face the huge amount of pollution.

Vocabulary

Phrasal Verbs

a**Use a dictionary to find out the meanings of the following phrasal verbs.**


| | | | |
|--------------|-----------|-----------|----------------|
| be after | be along | be away | be down on |
| be down with | be fed up | be in for | (not) be in on |

b**Complete the following sentences with the suitable phrasal verbs in exercise "a". More than one tense can be used in some sentences.**


- 1 The boss announced that the final report must by next Sunday.
- 2 Sham was the only one who the new project.
- 3 The next plane should in the next ten minutes or so.
- 4 That boy's always in trouble - the police him again.
- 5 Lily on business for three weeks.
- 6 John didn't go to work because he the flu.
- 7 He is always disturbing. I of his complaints.
- 8 After accusing her of being lazy, Mary her boss.

There are four common intonation patterns for sentences in English:


1 Yes / no questions tend to have rising intonation / pitch at the end

Is it time to go? 


2 Wh-questions tend to have falling intonation / pitch at the end

When are you going? 

3 Statements have falling intonation / pitch on the last syllable of the sentence

I have a toothache. 

4 When items are listed or said in a series, the first items have rising intonation and the last one has falling intonation

Do you want to have hamburgers, chicken, steak or pasta for dinner? 

a

R9.1 Listen to the examples above and practise saying them paying attention to intonation.

b

R9.2 Listen to the following sentences and draw an arrow according to the intonation.

- 1 Do you have to meet with me?
- 2 Are you going to work today?
- 3 What is your name?
- 4 How are you today?
- 5 Please pick up some milk.
- 6 He will be here tomorrow

Grammar

Conditional II, III

a Read these sentences and answer the questions below.

- 1 If I had a million pounds, I would probably buy a villa.
- 2 If I had waited a bit before buying the car, I would have managed to save quite a bit by now.
- 3 If you planned things properly, you wouldn't get into a mess.
- 4 I would have contacted you if I had had my mobile yesterday.

- Which sentences talk about things that are not true in the past? Which structure is used
- Which sentences describe hypothetical situations in the present or future? Which structure is used?

b Complete the rule.

- Second / Unreal conditional is made with *if* + the tense.
- In the main clause, we use the modal auxiliary verb + the infinitive.

c Rewrite the following sentences using the *Second Conditional*.

- 1 He is not clever. He won't complete his study.
- 2 We didn't buy any thing. We had no money.
- 3 I don't have a digital camera. You can't borrow it.
- 4 She didn't go to bed early. She couldn't catch the bus.

Everyday English

Talking about Weather

Note: To have a conversation about cold weather, we use the following expressions.

"cold front" means a large mass of cold air.

"supposed to" refers to something that is intended or expected to happen.

"Yeah" an informal conversational cue used by native speakers in conversation that could be used for "yes."

"That's what I read online" a useful phrase to convey information.

"Wind chill" is the effect of the wind making the temperature feel colder on a person's skin.

"driving down" forcing to be lower.

a

R9.3 Read and listen to the following dialogue. Practise it in pairs.

John: It's freezing outside! What happened to the weather report?

Cathy: I thought this *cold front* was *supposed to* pass.

John: *Yeah*, I thought so too. *That's what I read on the Internet* this morning.

Cathy: I guess the *wind chill* is really *driving down* the temperature.

John: Take my word for it. This is the bad effect of the climate change.

Cathy: There is no easy way to tell but the world is suffering a lot.

John: I wish I could see our planet a better place one day.

Cathy: I hope so.

John: Can we go inside? I feel like my toes are starting to go numb.

b

Have a conversation with your partner about bad weather using the expressions in the table above.



Listening

a

As class, discuss the following questions.

- 1 What is the relation between industry and pollution?
- 2 How do some countries work to reduce the amount of waste?
- 3 Do you think that the world was a better place before the industrial revolution?

b

R9.4 Listen to the following extract and choose the correct answer.

- 1 Waste production has increased rapidly due to
 - a the increase in population
 - b deforestation
 - c less human consumption
- 2 Governments have made a lot of efforts to limit
 - a sustainable alternatives
 - b traditional disposal methods
 - c manufacturing
- 3 Only can lead to permanent waste reduction.
 - a sustainability strategies
 - b technological developments
 - c population stabilisation

- 4 Waste problems are more serious in areas .
- urban
 - countryside
 - rural
- 5 Sewage waste causes a threat to human health by polluting
- water
 - air
 - the soil
- 6 Eutrophication has led to the extinction of various
- rare animals
 - mammals
 - marine species

c How can humanity make the planet a safe place for all creatures?

Speaking

a In pairs, discuss the following questions.

- Why is the world facing the problem of waste disposal?
- How can humanity limit the effects of this problem on the coming generations?
- In your opinion, what is the relation between climate change and the extinction of some species of animals?

b Name some procedures that the governments should urgently do to save our world.

Writing

Write a composition about the possible solutions to the increased global waste production.

The following prompts will help you:

- improving waste disposal methods
- searching for more clean power alternatives
- reducing the unwarranted human consumption



Unit 10



Life Conservation

Listening: Listening for details

Speaking: Asking for specific information

Reading: Oceans

Writing: Writing a letter

Vocabulary: Word families

Grammar: Verb patterns

Pronunciation: Polite stress

Everyday English: Giving news

Preview

Before you read the text, answer these questions.

- 1 Have you ever been to the ocean?
- 2 What activities can people do in the ocean?
- 3 Are all the activities legal?
- 4 What procedures are taken against illegal activities?



OCEANS

Our oceans are vast, open environments rich in amazing variety of plants and animal species. Healthy oceans are vital to the planet's biological web. Unfortunately, the health and **sustainability** of ocean ecosystems are under threat like never before. From **krill** to great whales, creatures which live in the ocean are subject to countless threats, most of which are anthropogenic (human-generated) in origin.

Though the oceans may seem endless, they are not considerably flexible. Humans have interacted with the oceans for millennia, but the past several centuries have seen a dramatic **acceleration** in our influence, as we have become more industrialised. Energy exploration and development, pollution, coastal development, and ocean noise and **collisions** from increased ship traffic are all having dramatic impacts on marine life.

Destructive and unsustainable fishing operations and trade in marine species create a serious threat to the ocean's **biodiversity**. Hunting of small cetaceans (dolphins and porpoises) and live capturing of these animals for public display continue despite the ecological impacts and the negative publicity over the cruelty of these actions. Sharks, the most dangerous predators key to healthy ecosystems, have faced steep declines due to years of harsh exploitation, including the brutal practice of fishing **them**.

Each one of these actions singularly is harmful, but when compounded, they are devastating for the marine ecosystem and the many species, including humans, that depend on the ocean's resources for survival. Through our actions and choices, we need to ensure that life in the ocean **thrives**, for all our sakes.

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

- 1 the variety of plants and animals in a particular place.
- 2 to become very successful and healthy
- 3 a process in which something happens more and more quickly
- 4 very small animals with a hard outer shell that live in the sea
- 5 the quality of being able to continue over a period of time
- 6 an accident in which two or more people or vehicles hit each other.

b Answer the following questions.

- 1 Why are species in ocean under threat?
- 2 What makes oceans weak?
- 3 What destroys the marine life?
- 4 What does the word **them** in bold refer to?
- 5 In your opinion, what procedures should be taken to protect sea life?

Vocabulary

Word Families

➤ Complete these sentences with words derived from the words in brackets. You could check your answers in a dictionary.

- 1 It is very difficult to the patient's condition when it is critical. (*stable*)
- 2 A lot of people living in countries suffer from poor public services. (*develop*)
- 3 This model has the best of any available sport car. (*accelerate*)
- 4 The mayor conceived great plans for and developing Damascus. (*beauty*)
- 5 Microbes organic waste into a mixture of methane and carbon dioxide. (*decomposition*)
- 6 Recycling is an important part of the of resources. (*conserve*)
- 7 In order to turn deserts into and productive land, engineers built a very long canal. (*fertilise*)

Intonation patterns provide extra information to the listener. Without this extra information, a listener will find it very hard to understand what you really mean. The words you use tell you what you are saying, but intonation shows how you feel about saying it. It is emotional pronunciation.

e.g. **R10.1** Listen to the examples above and practise saying them paying attention to intonation.

- 1 How are you?
Fine. (But I'm also really annoyed with you.)
- 2 How are you?
Fine. (I'm in a great mood!)
- 3 How are you?
Fine. (I'm not really fine at all – I'm actually feeling very sad.)

R10.2 Listen to these short conversations and do the required between brackets.

- 1 **Tamer:** Would you mind helping me with the washing up?
Ahmad: Yes, okay. (I'd be happy to help.)
 - a Yes, okay. (I'd be happy to help.)
 - b Yes, okay. (I'd really rather not, it's boring but I suppose I should.)
 - c Yes, okay. (Anything to stop your customer nagging.)
- 2 **Imad:** Are you sure you locked the door?
Wasel: Yes. (Why do you keep asking? For the hundredth time, yes I locked the door.)
 - a Yes (absolutely, definitely.)
 - b Yes. (I think I did, but now you ask. I'm not sure.)
 - c Yes. (Why do you keep asking? For the hundredth time, yes I locked the door.)

➤ Some verbs are followed by the gerund.

e.g. I enjoy playing tennis.

a Complete the sentences with the correct gerund of the verbs in the box.

spend swim help prepare buy nag

- 1 Zuhair enjoys people who are in need.
- 2 People should avoid a lot of money on junk food.
- 3 I don't mind in winter in cold water because it is healthy.
- 4 Nada always keeps which makes me nervous.
- 5 I finished the dinner.
- 6 I advise Al-Sham car.

➤ Some verbs are followed by the infinitive.

e.g. I expect to pass the exam.

b Complete the sentences with the correct infinitive of the verbs in the box.

be study speak deliver stay up buy

- 1 The teacher asked the students slowly and clearly.
- 2 The manager always expects the staff on time.
- 3 My father encourages me hard before the exam.
- 4 My friend needs some more money a new car.
- 5 Her parents ordered her not late.
- 6 I have promised the books on Thursday.

a

R10.3 Read and listen to the following dialogue.

A: Hello. You came in for a job interview last week.

B: Yes, that's right.

A: Firstly, I'd like to say that we were very impressed with your interview.

B: Oh, thank you.

A: However, **I'm sorry to have to tell you**, but we've offered the job to someone else.

B: What? That's a shame. Thank you anyway.

A: **I'm afraid** the other candidates had more experience.

B: I understand.

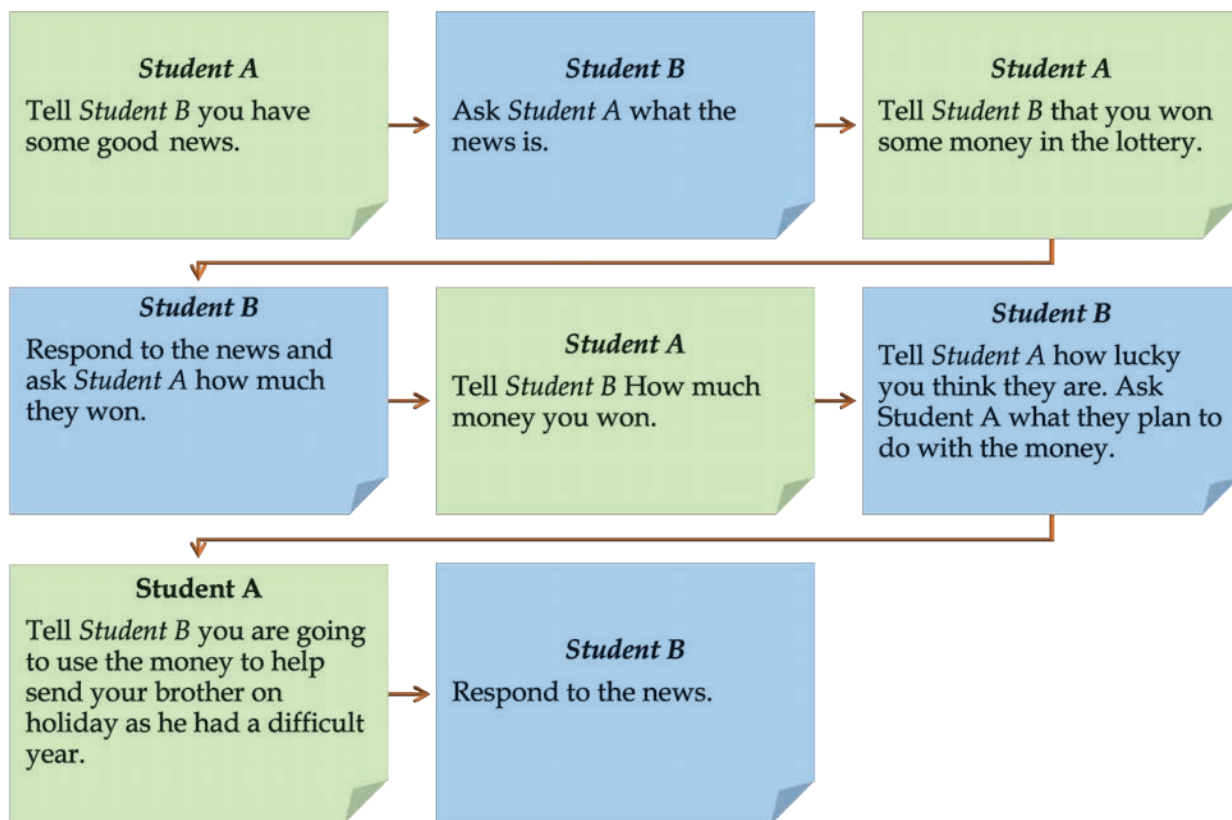
A: But, we'd like to keep your details, in case another job comes up in the future.

B: Ok.

➤ We usually use these expressions when we give good or bad news.

| Good news | Responding to good news |
|--|---|
| <ul style="list-style-type: none"> • I've got some good news for you. • I'm really pleased to tell you ... • You'll never guess what... | <ul style="list-style-type: none"> • Wow! That's fantastic/ great news • Congratulations! • You're joking! • You lucky thing! • Have you? Did you? |
| bad news | Responding to bad news |
| <ul style="list-style-type: none"> • Bad news, I'm afraid ... • I'm sorry to have to tell you, but • I'm afraid/ Unfortunately, ... • I'm afraid I've got some bad news ... • There's something I've got to tell you. | <ul style="list-style-type: none"> • That's a shame. • That's terrible/ awful. • That's really annoying. • I'm really sorry to hear that. |

b Work in pairs and role-play the situation. Student A: you have just won some money in a lottery. Student B: Listen and respond to Student A's news.



c Think of three pieces of good/ bad news to tell your partner. Then take turns to give and respond to each other's news using the appropriate expressions.

Listening

a You are going to listen to a biologist talking about a new kind of pollution. Before listening, check the meaning of these words.

| | |
|----------------|--|
| 1 efficient | a an animal's baby or babies |
| 2 aquatic | b an activity that you do for pleasure or amusement |
| 3 navigation | c working well and not wasting time or energy |
| 4 recreational | d the act of finding the right direction to travel by using maps |
| 5 offspring | e living or growing in water |

b**R10.4 Listen and choose the correct answer.**

- 1 Animals, under the surface of water, use to do different activities, such as communication underwater.
 - a senses
 - b sound
 - c waves
- 2 Human activities in the sea have the noise level.
 - a decreased
 - b increased
 - c doubled.
- 3 Loud noise can have effects on the entire ecosystem.
 - a harmful
 - b useful
 - c great
- 4 Because of increasing noise, many species in the ocean may die due to their to hear well.
 - a ability
 - b inability
 - c vision

c**What kind of pollution does the biologist discuss?**

Speaking

In groups, discuss these questions.

- 1 What experience have you had in your life with seas or oceans?
- 2 How important are the oceans to human life?
- 3 What are the most beautiful creatures living in the oceans?
- 4 What other reasons endanger marine life?
- 5 How can we protect oceans?



Writing

You are going to write a letter to an organisation that you think could help reduce pollution in oceans.

Paragraph 1 Say why you are writing.

Paragraph 2 Describe the problem in more details.

Paragraph 3 Say why you are worried.

Paragraph 4 Make a suggestion to the organisation you are writing to.



Module 6



Unit 11 MATHS

Science



Unit 12 Solar System

Unit 11



MATHS

Listening: Listening for details

Speaking: Asking for and giving information

Reading: Maths

Writing: A composition about the importance of mathematics in people's lives

Vocabulary: Maths operation

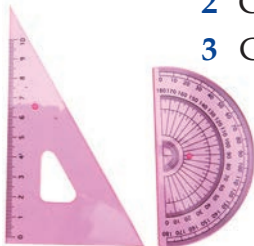
Grammar: Modals

Pronunciation: Stress of surprise and disbelief

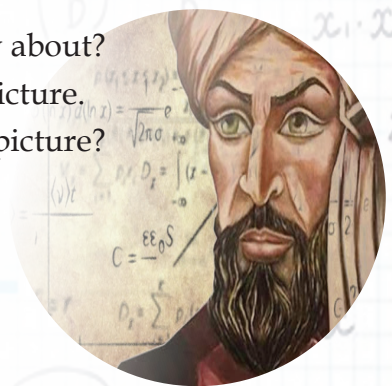
Everyday English: Making polite requests

Preview

- 1 Look at the pictures below. What are they about?
- 2 Guess the names of the tools in the first picture.
- 3 Can you read the equation in the second picture?



$$\frac{\sqrt{3}}{4} \left(1 + \sum_{k=1}^n \frac{3 \times 4^{k-1}}{9^k} \right)$$

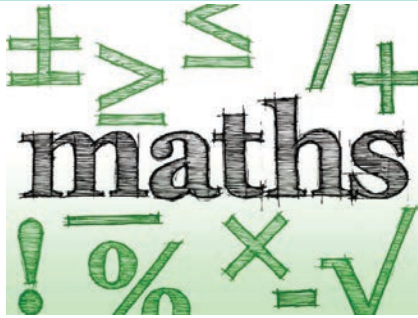


Reading

a

Read the text and answer the following questions:

- 1 In which fields does Mathematics take a great role?
.....
- 2 How does the world shape the discipline of mathematics?
.....
- 3 What should we do to understand the history of mathematics in Europe?
.....
- 4 Mention three branches of mathematics.
.....



Mathematics is a group of related sciences, including arithmetic, algebra,

geometry, and calculus, concerned with the study of number, quantity, shape, and space and their interrelationships by using a specialised notation. Mathematics is pervasive in modern society, and on some level, we all use mathematics in our daily lives. At the same time, many people are not fully aware of the diverse interactions and connections between mathematics and society.

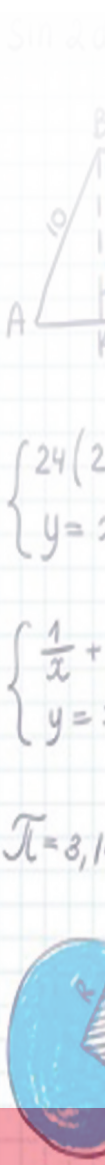
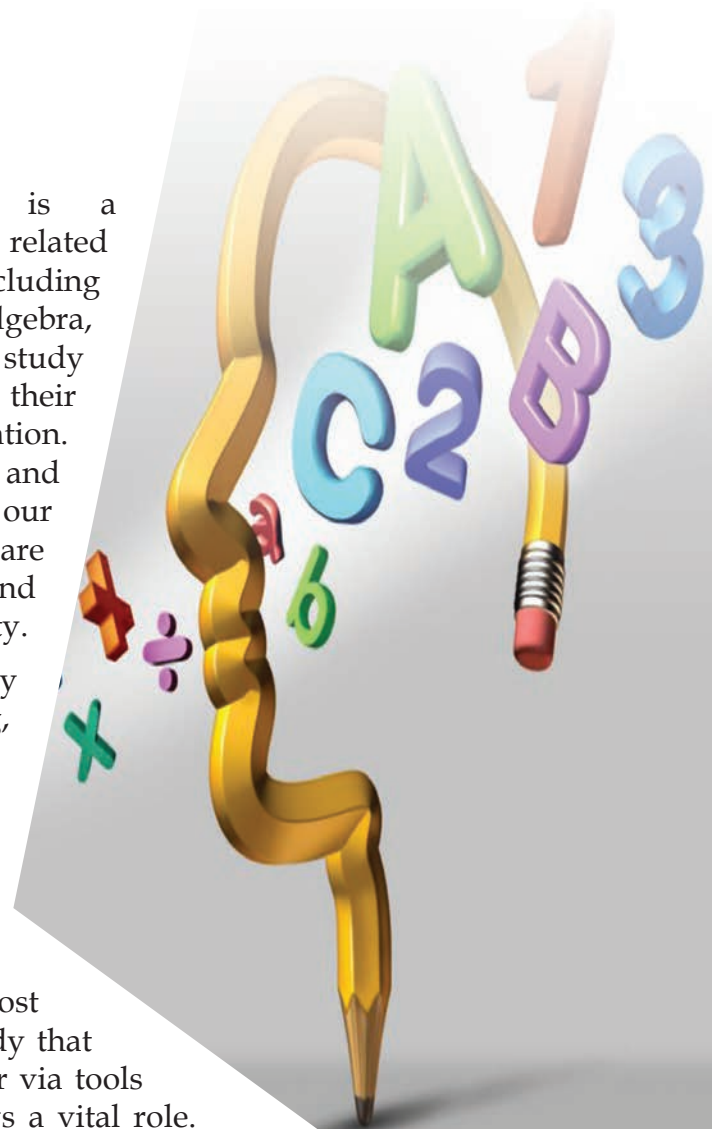
Mathematics takes a starring role in highly technological fields like engineering, computer science, and the natural sciences. Outside these fields, however, there are countless ideas, inventions, and advances that cannot be fully realised without the involvement of mathematics.

Mathematics shapes the world in which we live. In the twenty-first century it is almost impossible to find an academic field of study that does not use mathematics, either directly or via tools and technology in which mathematics plays a vital role.

The world in turn shapes the discipline of mathematics by inspiring mathematicians to formulate new questions, solve new problems, develop new theories, and use new technologies.

Indeed, to understand the history of mathematics in Europe, it is necessary to know its history at least in ancient Mesopotamia and Egypt, in ancient Greece, and in Islamic civilisation from the 9th to the 15th century.

Geometry is used in everything from home construction to fashion and interior design. Geometry went hand in hand with algebra, invented in the ninth century by al-Khwarizmi. The study of algebra meant mathematicians were solving linear equations and systems, as well as quadratics, and delving into positive and negative solutions. Mathematicians began working with trigonometry, which requires the measurement of angles and the computation of trigonometric functions including sine, cosine, tangent, and cotangent.



b Match these words to their definitions:

- | | |
|----------------|---|
| 1 calculus | a searching for more information |
| 2 notation | b a statement in maths that shows that two amounts or totals are equal |
| 3 pervasive | c of an equation, involving the second power (square) |
| 4 equation | d the part of mathematics that deals with changing quantities |
| 5 quadratics | e existing everywhere |
| 6 delving | f a system of written marks or signs |
| 7 trigonometry | g the part of mathematics concerned with the relationship between the angles and sides of triangle. |

Vocabulary

Basic Arithmetic Operations (sums)

a Read the following operations.

- Addition:** $3 + 5 = 8$ three **plus** five equals / is equal to eight
Subtraction: $3 - 5 = -2$ three **minus** five equals / is equal to minus two
Multiplication: $3 \times 5 = 15$ three **times** five equals / is equal to fifteen
 $3 \times 5 = 15$ three **multiplied by** five equals / is equal to fifteen
Division: $3 \div 5 = 0.6$ three divided by five equals / is equal to zero point six

b In pairs, say these operations aloud.

- | | |
|-----------------------------|------------------------|
| $200 \div 4 = 50$ | $30 - 15 = 15$ |
| $30 \times 20 \div 30 = 20$ | $10.5 + 9.5 - 10 = 10$ |

c Write these operations in figures.

- Twenty one divided by three plus five equals twelve.
- Five point three plus one point two equals six point five.
- Thirty minus four equals twenty six.
- Fifteen times four equals sixty.

d Complete the sentences with adjectives derived from the words in brackets.

- My little brother is very good at (mentality) arithmetic.
- We sat on a (circle) table to discuss our plans for the next week.
- To make one (metre) ton of paper, we need about seventeen trees.
- This room has a (rectangle) shape.
- Seven million (cube) litres of water can be stored in the reservoir.
- The response to the future crises needs to be multi- (dimension).
- These exercises are designed to break (line) thinking habits and encourage creativity.
- She bought new sunglasses with heart- (shape) lenses.

Pronunciation

Stress of Surprise and Disbelief

In response to incredible things, these expressions can be used with strong feelings to express surprise: *No way!*, *Oh yeah?*, *You're kidding!*, *Really?*, *Are you for real?*, *You're not serious.*

Brian's Incredible Life

- a** **R11.1** Here's a conversation between Brian and his friend Ken. Most of the things Brian says are surprising. Listen and pay attention to the way Ken responds; he's expressing surprise.

Example:

1 Brian: I was waiting for the bus to college - same as every morning - but when I got on and went to show the driver my bus pass, I noticed that it was Justin Bieber driving the bus.

Ken: *No way!*

2 Brian: I didn't have enough money for a ticket for the Eiffel Tower so I just climbed up instead - right to the top!

Ken: *Get out of here!*

- b** Read the rest of the conversation and respond by using the words or expressions in brackets to complete it.

1 Brian: Did you know I once swam across the Atlantic Ocean?

Ken: *(You're kidding!)*

2 Brian: I had a pizza for lunch.

Ken: *(Really?)*

3 Brian: I won the lottery and am going to buy an island in the Caribbean.

Ken: *(Are you for real?)*

4 Brian: It's my sister's birthday tomorrow.

Ken: *(Oh yeah?)*

5 Brian: I just ate a kilo of raw chili peppers.

Ken: *(You're not serious.)*

- c** **R11.2** Read the rest of the conversation and respond by using the words or expressions in brackets to complete it.

Modal auxiliary verbs are used to talk about *ability, advice, permission, obligation, requests, offers, suggestions and more.*

a Match the modal auxiliary verb in each sentence below with its expression from the box.

- 1 My sister *can* speak three languages fluently.
- 2 The sun is shining bright, so you *should* wear a cap.
- 3 We *have to* come to school on time.
- 4 *Could* I use your computer, please?
- 5 You *ought to* wear a scarf. It's very cold outside.
- 6 *Can* I help you?
- 7 *Would* you mind opening the window, please?
- 8 You *had better* leave for work. It's 8 o'clock already.
- 9 *Shall* we have a break?! I feel a bit tired.

b Choose the suitable auxiliary verb between brackets.

- 1 You look pale. You (*couldn't, shouldn't*) go to school today.
- 2 Jack is moving to Canada next month. He (*can, has to*) learn to play hockey there.
- 3 We (*had better, should*) go that way. We'll save about 10 minutes.
- 4 I (*must, might*) leave now. My father is waiting for me! It's urgent!
- 5 She was upset. I (*shouldn't, couldn't*) have shouted at her.
- 6 You (*don't have to, mustn't*) swim here. The water is polluted.
- 7 We (*don't have to, mustn't*) take an umbrella. It's not going to rain.

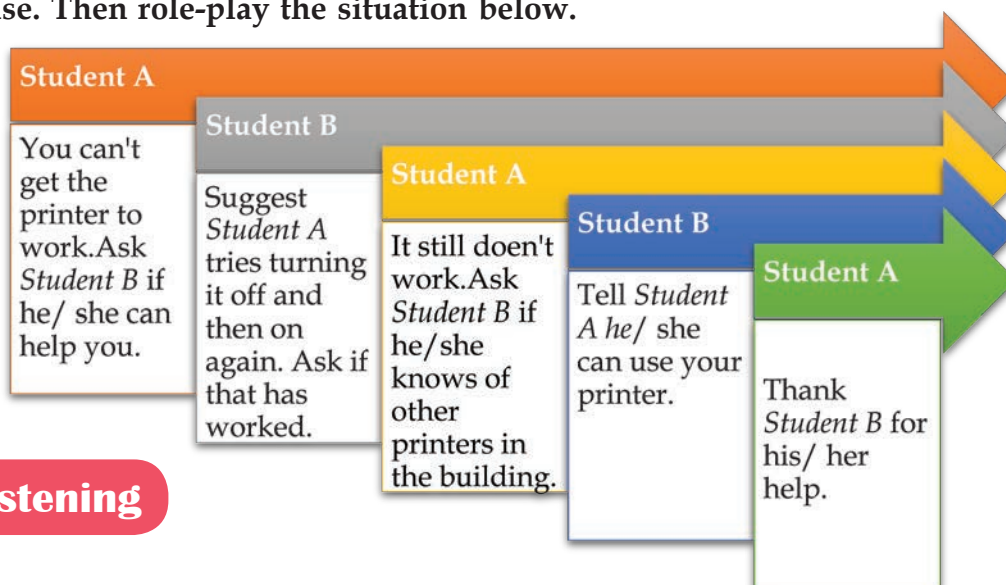
Everyday English

Making Polite Requests

a **R11.3** Read and listen to the following dialogue.

A: Oh, I don't believe it! Excuse me, this machine isn't working. It's just taken my money. **Could you** give me a refund?
B: **I'm afraid**, I can't do that.
A: Why not?
B: Well, I'm not allowed to give refunds.
A: But I've just lost my money. And I still need a ticket.
B: I can sell you a ticket, but I can't give you a refund.
A: Well, **could you** tell me who I should speak to?
B: Yes, **of course**. You need to speak to the manager.
A: OK. **Would you mind** calling him for me?
B: **Of course not**. I'll just call him.

b Work in pairs. Read your role and think about the phrases you are going to use. Then role-play the situation below.



Listening

a In groups, discuss your experience about studying maths at school, talking about the advantages and difficulties.

b **R11.4** You are going to listen to someone talking about his experience on maths. Decide whether the sentences are True or False according to the speaker. Correct the false ones.

- 1 He could do some mental arithmetic when he was a little boy.
- 2 Things got difficult when he was about 16.
- 3 He didn't learn maths easily because his classmates were talkative.
- 4 After he studied at university, he began to enjoy doing statistics.

Speaking

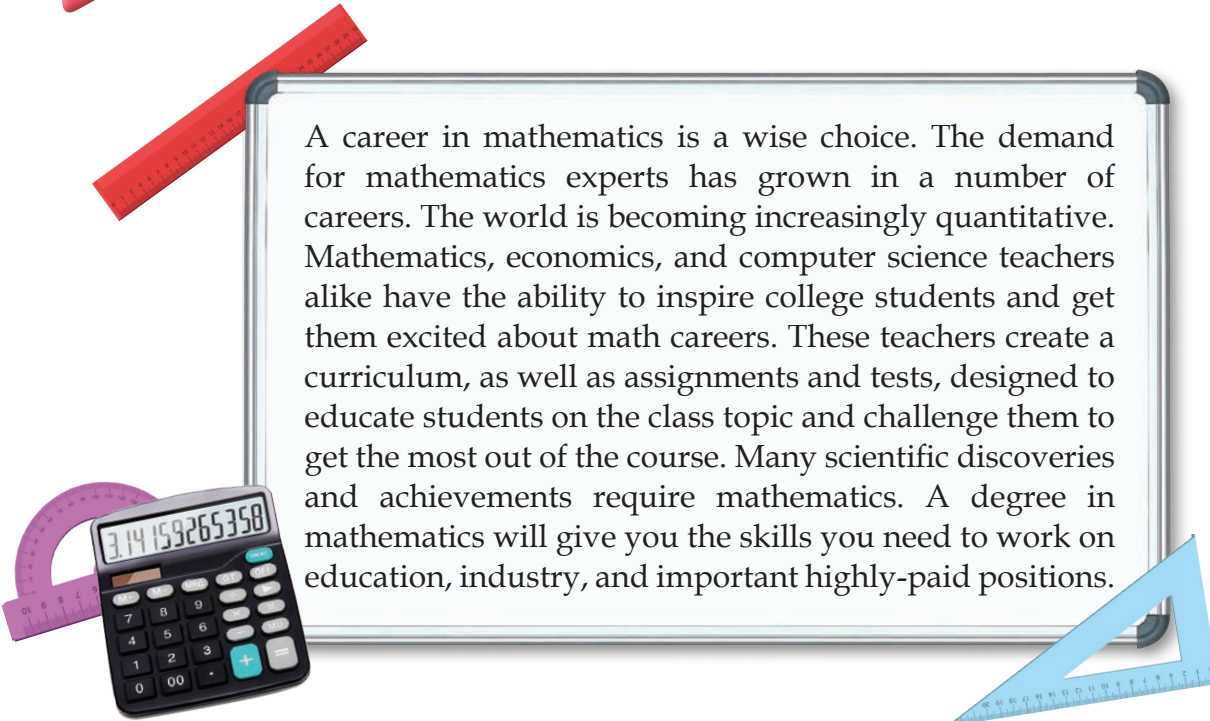
In groups, try to answer the following questions:

- 1 How can we calculate the area and the circumference of a circle?
- 2 What is the value of (π)?
- 3 How can we calculate the area of a rectangle?
- 4 Which branch of mathematics deals with sides, angles and shapes?
- 5 Which branch of mathematics is your favourite? Why?

Writing Careers in Mathematics

Why Choose a Career in Mathematics?

a Read the following paragraph.



A career in mathematics is a wise choice. The demand for mathematics experts has grown in a number of careers. The world is becoming increasingly quantitative. Mathematics, economics, and computer science teachers alike have the ability to inspire college students and get them excited about math careers. These teachers create a curriculum, as well as assignments and tests, designed to educate students on the class topic and challenge them to get the most out of the course. Many scientific discoveries and achievements require mathematics. A degree in mathematics will give you the skills you need to work on education, industry, and important highly-paid positions.

b In no more than 80 words, write a composition about how mathematics is important in people's lives.

c In pairs, exchange your composition and check spelling, grammar and punctuation.

Did you know?

"Let no one ignorant of geometry enter" Plato

This phrase was engraved at the door of Plato's Academy in Athens.

Unit 12



Solar System

Listening: Listening for details

Speaking: Asking for and giving information

Reading: The Solar System

Writing: An article about life in space

Vocabulary: Gradable and non-gradable adjectives

Grammar: Subject-verb agreement

Pronunciation: Tongue twisters

Everyday English: Dealing with unexpected problems

Preview

In pairs, discuss the following questions.

- 1 Have you got any ideas about our planet, the Earth? Tell the class.
- 2 Who was the first man to land on the moon?
- 3 Is the moon a planet or a satellite?

Reading

a

Match the words 1-7 to their meanings a-g.

- 1 dwarf
- 2 revolve
- 3 giant
- 4 gravity
- 5 astronomer
- 6 collapse
- 7 accumulate

- a fall down suddenly
- b the opposite of dwarf
- c a scientist who studies stars, planets, moons
- d to gather together
- e the natural force which attracts objects to each other
- f very small
- g to move in a circle around a central point



The Solar System

The solar system is the planetary system that consists of the sun and all objects around it, including Earth and other planets. The solar system includes other smaller objects, which are dwarf planets such as **asteroids***, **meteors***, and **comets***, in addition to a thin cloud of gas and dust. There are also satellites of the planets called moons whose number is about 160 known satellites in the solar system, most of which revolve around gas giants. However, the largest object in the system and the most important of these bodies is the sun; the star that is located in the center of the system and connects it to its gravity, as it gives light and heat that make life on Earth possible. It is, however, only a medium star. The planets come after the sun, as there are eight planets in the system, which are in order according to their distance from the sun: Mercury, Venus, Earth, Mars (the rocky planets), Jupiter, Saturn, Uranus and Neptune (the gas giants).

There are many bodies in the system that can be seen with the naked eye, such as, Mercury, Venus, Mars, Jupiter, Saturn and ,of course, the sun and the moon.

Most astronomers believe that the solar system was born 4.6 billion years ago from a huge cloud of gas and dust, known as the solar **nebula***. According to this theory, this nebula began to collapse in on itself as a result of its gravity, which its internal pressure could not resist. Most of the solar nebula material is attracted to its center, where the sun was formed. It is believed that small particles of what was left of material accumulated together, forming larger and larger bodies, until they turned into the eight planets. What was left of them turned into moons, asteroids and comets.

Glossary:

- **asteroids:** small bodies composed of rock and metal moving around the sun
- **meteors:** any of the small solid bodies that hit the Earth's atmosphere
- **comets:** relatively small bodies consisting of a frozen mass travelling around the sun
- **nebula:** an immense cloud of gas (mainly of hydrogen) and dust in space

b Answer the following questions about the article.

- 1 Define the solar system.
- 2 What are dwarf planets?
- 3 What makes the planets go round the sun?
- 4 How was the solar system formed according to astronomers?

c Work in pairs. Compare your answers.

d Read the article again. Change one word in each of the following sentences to make them correct.

- 1 The solar system contains a thick cloud of gas and dust.
- 2 Most of the moons go round rocky giants.
- 3 The sun is a planet located in the center of the system.
- 4 Saturn is the closest planet to the sun.
- 5 The solar system was born from a medium cloud of gas and dust.
- 6 The heat and light of the planets made life on Earth possible.

Vocabulary

Gradable and Non-gradable Adjectives

- **Gradable adjectives** are adjectives which don't have the idea of 'very'.
- **Non-gradable adjectives** are adjectives which have the idea of 'very' and are *extreme*.

Example:

filthy = *very dirty*

thrilled = *very happy*

- The words *very*, *really* and *absolutely* are used according to the adjective whether it is a base or a strong one.

| | very | really | absolutely |
|-------------------------|------|--------|------------|
| Gradable adjectives | ✓ | ✓ | ✗ |
| Non-gradable adjectives | ✗ | ✓ | ✓ |

Example:

It is very cold outside. / It is absolutely freezing. / It is really freezing.

a Match the adjectives in 'A' to the adjectives in 'B'.

A good, tasty, small, scared, big, hungry, difficult, angry, tired

B huge/enormous, impossible, starving, fantastic/great, delicious, exhausted, furious, terrified, tiny

b Complete the responses with a strong adjective as in the example.

e.g. Are you hungry?

Yes, I'm starving.

1 Was your mother angry?

Yes, she was.....

2 Is her flat small?

Yes, it's

3 Are you tired?

Yes, I'm

4 Is the floor dirty?

Yes, it's

5 Are you afraid of spiders?

Yes, I'm of them.

Pronunciation

Tongue Twisters

Tongue Twisters are very important to practise in order to improve pronunciation and fluency. Alliteration, which is the repetition of one sound, is used to improve accent.

➤ **R12.1** Read and listen to the following. Practise them with your partner.

- 1 Thin sticks, thick bricks. (x3)
- 2 I saw a kitten eating chicken in the kitchen.
- 3 I wish to wash my Irish Wrist watch.
- 4 Nine nice night nurses nursing nicely.
- 5 I've got a date at quarter to eight, I'll see you at the gate, so don't be late.
- 6 If a dog chews shoes, whose shoes does he choose?



The window is stuck. (*singular subject, singular verb*)

If the *subject* of a sentence is *singular*, then the *verb* of the sentence must also be *singular*. If the *subject* is *plural*, then the *verb* must also be *plural*. When the subject and the verb are both singular or both plural, they are said to agree in number.

I walk to the store. (*singular subject, singular verb*)

She walks to the store. (*singular subject, singular verb*)

They walk to the store. (*plural subject, plural verb*)

Whether the irregular verbs *be*, *do*, and *have* are used as main verbs or helping verbs, they must agree with the subject.

These windows do stick in humid weather. (*plural subject, plural helping verb*)

He has saved money. (*singular subject, singular helping verb*)

Underline the correct form of the verb in parentheses.

e.g. Carla (*bake, bakes*) brownies once a week.

- 1 Cows (*produce, produces*) milk at the dairy farm.
- 2 This airplane (*fly, flies*) to London.
- 3 A wave (*crashes, crash*) against the breakwater.
- 4 These mountains (*appear, appears*) taller than the clouds.
- 5 These lights (*do, does*) not work.
- 6 The rodeo (*start, starts*) next week.
- 7 Fred and Smith (*dance, dances*) very well together.
- 8 These books (*seems, seem*) heavy.
- 9 She (*sings, sing*) in the orchestra.
- 10 He (*was, were*) not home when Coach Hanna called.
- 11 Tony (*do, does*) not go to the cinema very often.

a **R12.2** Read and listen to the following dialogue.

A: Hello sir. We booked a table for two. The name's Ralf.

B: Right. That was for nine o'clock, wasn't it, sir?

A: Yes, it was nine, that's it.

B: I'm afraid there is a small problem, sir, as you see we are very busy, and we have actually had to give your table to someone else.

A: What? **I don't believe it!** But we booked it ages ago.

B: Well, sir, I think what's happened is ... um ... it is nearly 9.15 and we thought you probably weren't coming so

A: **Oh, for goodness's sake. This is ridiculous!** Surely there must be another table you can give us.

B: If you give me a moment, sir, I'll see what we can do. Um, let me see. If you'd just like to take a seat at the café' door.

b What unexpected problems might occur in these situations?

- 1 You phone a computer repair company to get your computer fixed.
- 2 You arrive at a hotel where you have made a reservation for a week.
- 3 You want to park your car in a public car park.
- 4 You want to pay your restaurant bill by credit card.

c With a partner, prepare short conversations about one of these problems. Act out the conversation to the class.

 **Listening**

a Work in groups. Discuss the following questions.

- 1 Which planet does the moon revolve around?
- 2 How many moons are there in the solar system?
- 3 Who was the first man to discover the natural moons?

b

R12.3 Listen to an extract about the natural satellites in the solar system and decide whether the following statements are *True (T)* or *False (F)*. Correct the false ones.

- 1 A hundred and eighty-two natural moons revolve around the eight planets.
- 2 In the solar system, there are ninety-one moons circular in shape.
- 3 The latest discoveries of the natural moons were made by Galileo Galilei.
- 4 Venus has no moons.
- 5 Phobos and Demos are the moons of Mars.

Speaking

a

In pairs, discuss the following questions.

- 1 Have you ever wondered if there is life somewhere else in the universe?
- 2 If there is, what form of life do you think it is? Is it simple, intelligent or similar to life on Earth?
- 3 What are the conditions for the existence of another life out there?

b

In groups, discuss what people should do in the following situations.

- 1 Astronauts find it difficult to make food in a space station because of microgravity.
- 2 A total solar eclipse occurs. People would like to see the wonderful scene but they should not look at the sun directly.
- 3 A comet is approaching and is about to hit the Earth. A lot of damage will happen.

Writing

a

In groups, discuss the following questions.

- 1 Have you ever thought of becoming an astronaut?
- 2 What qualifications does an astronaut have to get?
- 3 What do people need to go into space?
- 4 Why do astronauts travel into space?

b

Use your answers to write a composition of no more than 100 words about life in space.



Review 3

1 Comment on these situations. Use a *Second Conditional* with **would** or **could**.

- 1 You can't look the word up because you haven't got a dictionary.
I'm sorry.
- 2 You don't write to your friends because you are so busy.
I've got so much to do.
- 3 You can't play tennis because your back is aching.
It's annoying.
- 4 Sofia won't marry Henry because she doesn't love him.
Of course.
- 5 Mr. Kasem can't find the way because he hasn't got a map.
Mr. Kasem's lost.
- 6 Suzi has so many accidents because she is too careless.
You know,

2 Complete these sentences about yourself. Use a verb ending in **ing** or a verb with **to +infinitive** from the box.

buy a computer game visit warn me help learn French
buy a new smart phone sleep late converse spend time stay

- 1 I have decided as soon as I can.
- 2 I always try other people.
- 3 I often practise in my English class.
- 4 My parents keep
- 5 My best friend wants
- 6 I can afford but I can't afford
- 7 I hate at the week end.
- 8 I love with my friends.
- 9 I enjoy at home.

3 Choose the correct verb between brackets.

- 1 The United Arab Emirates (*has, have*) a population of around 10 million.
- 2 The news about Mr. Shadoud (*is, are*) surprising.
- 3 The Times (*is, are*) a well-known newspaper all over the world.
- 4 The statistics in that report on oil production (*is, are*) incorrect.
- 5 Statistics (*is, are*) a branch of mathematics.
- 6 Physics (*seek, seeks*) to understand the mysteries of the physical world.
- 7 Many Japanese (*commutes, commute*) to their places of work.
- 8 Portuguese (*is, are*) somewhat similar to Spanish.
- 9 Five thousand Syrian pounds (*is, are*) a reasonable price for a nice necklace.
- 10 How many wars do you suppose there (*has, have*) been in the history of the world?

4

Choose the correct answer a, b or c.

- 1 You have some time to make up your mind about taking the job. You until Friday.
 - a must tell me your decision
 - b didn't have to tell me your decision
 - c don't have to tell me your decision

- 2 If you take the apartment, you the rent at the start of each month.
 - a will be responsible for paying
 - b will probably be responsible for paying
 - c may have responsibility for paying

- 3 Wendy has a job interview tomorrow afternoon. I told her she
 - a will probably have to dress conservatively and be on time.
 - b may have to dress conservatively and be on time.
 - c will have to dress conservatively and be on time.I've gained so much weight lately, my suit
 - a will probably not fit
 - b will have to fit
 - c couldn't fit

- 5 You yourself when you attend the conference in Paris next week, so you should learn how to do so in French before going.
 - a could probably have to introduce
 - b must probably introduce
 - c will probably have to introduce

- 6 PERSON A: Are you going to travel anywhere on your vacation?
PERSON B: It all depends on airline prices. I
 - a maybe
 - b could have
 - c might

- 7 Jill hasn't been feeling too well lately. She the party on Friday night.
 - a must not be able to attend
 - b may not be able to attend
 - c maybe not able to attendIt's fortunate that you are here to give me a hand. Without your help, I
 - a have to finish on time
 - b couldn't have finished on time
 - c probably won't finish on time

Project 3

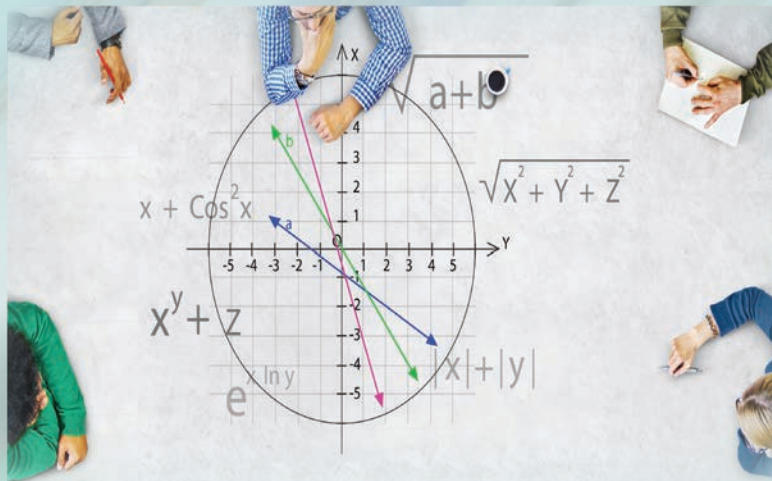
Maths Survey

SURVEY

A **survey** is a research method used for collecting data from a group or individuals to gain information and insights into various topics of interest.

1 The famous mathematician *John von Neumann* once said, *"In mathematics, you don't understand things; you just get used to them."*

- Do you agree with him ? Explain .
- Is math useful in life? How ?

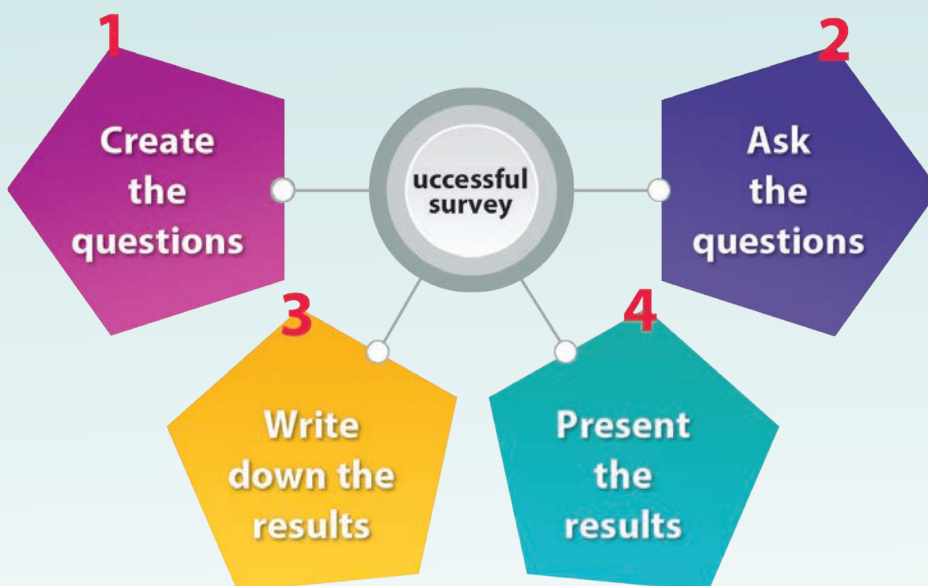


2 How much do you agree with these statements about mathematics? For each statement use a pen or a pencil to "bubble in" the box for the response that is most correct.

| | Always | Often | Never |
|--|--------------------------|--------------------------|--------------------------|
| 1 I like learning math. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Math is boring. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Learning new things in math is fun for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I believe that there is usually one right way to solve math problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I believe that there are usually many right ways to solve math problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 6 | I practise adding, subtracting, multiplying, and dividing without using a calculator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | I use a calculator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | I memorise formulas and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | I decide on my own procedures for solving complex problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | I interpret data in tables, charts, or graphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | We work problems on our own. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | We work together in small groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | My teacher tries to understand the way I do math problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | My teacher asks me to explain how I got my answers to math problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | My teacher asks me to show my work with graphs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | My teacher introduces math problems to us and then let us figure them out. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | My teacher is interested in my work even if it is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | My teacher uses computers when she/he teaches the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | We are assigned written mathematics homework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | I think learning mathematics will help me in my daily life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3 In pairs, make a survey of a subject you like . Here are four steps to a successful survey:



4

If you have any questions, please ask your teacher for help.



Phonetic Symbols

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

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

| | | | |
|------------|-------------------|---------------------|------------|
| VOWELS | long sounds | short sounds | DIPHTHONGS |
| CONSONANTS | voiced consonants | unvoiced consonants | |