

الجمهورية العربية السورية
وزارة التربية

English for Starters 11

Students' Book

Simon Haines



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المؤسسة العامة للطباعة



 **YORK**
PRESS

English for Starters 11

Students' Book

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حقوق التوزيع في الجمهورية العربية السورية
محفوظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية
نبال حنا
سرور شلش
لينا الديات
رشا بايزيد
سمر الشيشكلي



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Module 1 Getting together

Unit	Language	Skills	Pronunciation
1 Festivals (page 14)	<p>Grammar Talking about present and past customs Talking about abilities and achievements: <i>can / could / be able to / manage to</i></p> <p>Vocabulary Multi-part verbs with <i>go</i> Strong adjectives</p>	<p>Reading Scanning Reading for detail Text referencing</p> <p>Listening Listening to a description of a festival</p> <p>Speaking Discussing and planning for festivals</p> <p>Writing Writing a report about a festival</p>	elision
2 Family celebrations (page 20)	<p>Grammar Describing the order of events: Past perfect simple</p> <p>Vocabulary Artistic expression Words with more than one meaning</p>	<p>Reading Reading for gist and detail</p> <p>Listening Listening for gist and detail</p> <p>Speaking Giving a factual talk</p> <p>Writing Writing an informal invitation</p>	same words with different meanings and pronunciation
3 Meeting places (page 26)	<p>Grammar Discussing conditions: Third conditional Revision of first and second conditionals</p> <p>Vocabulary “Talking verbs: <i>discuss / speak</i>, etc. Feelings: <i>to feel thirsty</i>, etc.</p>	<p>Reading Reading for gist and detail Text referencing</p> <p>Listening Listening for gist and detail</p> <p>Speaking Arranging to meet</p> <p>Writing Text analysis Describing a meeting place</p> <p>Project: Creating a leaflet</p>	stress in phrases

Module 2 The media

Unit	Language	Skills	Pronunciation
4 Broadcasting (page 38)	Grammar Relative clauses (defining) Revision: non-defining relative clauses Vocabulary Broadcasting / TV Noun-verb Periods of time The prefix <i>tele-</i> Compound nouns	Reading Reading for specific information Text referencing Listening Listening for word stresses Speaking Comparing modern electronic devices Writing Writing a history of a local radio station	strong and weak forms
5 Television-watching habits (page 44)	Grammar Reported commands and requests: verb + object + <i>to</i> + infinitive Vocabulary Multi-part verbs with <i>get</i> Indefinite pronouns with <i>else</i> <i>something else, everybody else, nowhere else</i>	Reading Reading a television schedule Listening Listening for gist and specific information Speaking Discussing personal television-watching habits Writing Writing a television schedule	unstressed words
6 Uses of TV cameras (page 50)	Grammar Talking about processes Passive verbs: simple and continuous forms Vocabulary Group nouns (singular / plural nouns): <i>staff / family</i> Matching people: <i>doctor / patient</i>	Reading Reading for gist and specific information Text referencing Listening Listening to information about a film festival Speaking Discussing the positive and negative effects of TV Expressing opinions Writing Inventing a new type of TV camera Project: Designing a new TV channel	stress in compound nouns

Module 3 Communication

Unit	Language	Skills	Pronunciation
7 Communicating (page 62)	Grammar Definite and indefinite articles Vocabulary Quantity words with uncountable nouns: <i>piece</i> Place names and articles: <i>the Nile</i>	Reading Reading an email and a letter Listening Listening for gist and detailed understanding Comparing an email and a text message Comparing formal and informal letters Speaking Conducting a conversation Writing Writing formal and informal letters	<i>-the</i> /ðə/ and /ði/
8 Writing (page 68)	Grammar Present perfect simple (revision) Present perfect continuous Vocabulary Dates and numbers Ways of writing Adjectives and their opposites	Reading Reading for gist and detail Text referencing Listening Listening to the history of writing Listening to an interview Speaking Interviewing Writing Giving opinions Composing interview questions	<i>-ough</i> /uː/, /əʊ/, /ɒf/, /ɒf/ and /aʊ
9 On the phone (page 74)	Grammar Checking information: Question tags Vocabulary Communication: verb-noun collocations	Reading Reading and understanding instructions Listening Listening for gist and specific information Speaking Discussing using mobile phones Writing Writing instructions for sending a text message Project: Doing an English language survey	intonation patterns in question tags

Module 4 Being prepared

Unit	Language	Skills	Pronunciation
10 Accidents (page 86)	Grammar Criticising: <i>should / shouldn't have</i> Vocabulary Safety inventions Noun / adjective endings Irregular plural nouns	Reading Reading for gist and specific information Text referencing Listening Listening to ways of keeping us safe Listening to a description of an accident Speaking Describing an accident Writing Writing advice on how to avoid an accident	consonant clusters /tr/ or /θr/
11 The planet in danger (page 92)	Grammar Talking about thoughts and feelings (state vs. dynamic verbs) Vocabulary The environment Compound nouns	Reading Finding out about environmental schemes in Syria Reading open letter Text referencing Listening Listening for gist and specific information Speaking Discussing global warming Writing Writing an open letter	stress patterns
12 The power of nature (page 98)	Grammar Reporting what people say Vocabulary Water	Reading Reading for gist and specific information Text referencing Listening Listening to scientific advice Speaking Role playing: expressing opinions and talking about priorities Writing Solving problems to protect the environment Project: Composing guidelines for making the world a safer place	/ʊ/, /u:/ or /ʌ/

Opener

Each module begins with a two-page 'opener'. This gives you an opportunity to guess or predict what the module will be about. The opener includes a set of **eight pictures** taken from inside the module. The opener also gives the **titles** of the three units that make up the module, as well as **some questions** for you to think about and discuss. If you look carefully at the opener and talk about it with other students in your class, you will be better prepared to study the module.

- * In pairs, choose one of the module openers. Use the text and pictures to guess what the module will be about. Then, look through the module to see if you are right.

Unit 3: Meeting places
Where do you most often meet your friends in your free time?

Review 1, units 1-3
Create your own leaflet for your favourite attraction in Syria.

Outcomes
You will be able to:

- listen to a talk and a description
- talk about abilities and achievements
- discuss festivals
- read for detail
- give a factual talk
- present ideas and suggestions
- write a report and an informal invitation

13

Getting together Module 1

Unit 1: Festivals
Why do people hold festivals?
Which festival is your favourite?

Unit 2: Family celebrations
What is the most memorable family celebration you have been a part of?

12

Outcomes
You will be able to:

- listen to a talk and a description
- talk about abilities and achievements
- discuss festivals
- read for detail
- give a factual talk
- present ideas and suggestions
- write a report and an informal invitation

Outcomes

In the lower right-hand corner of the opener, you will find a list of the outcomes for the module. **Outcomes** are very important. They show you what you should expect to be able to do by the end of the module. Knowing what to expect to learn gives you another way of preparing to study the module in detail.

- * In pairs, choose one of the outcomes panels. Then, look through the relevant module and find at least one exercise or activity that matches each outcome.

Festivals

UNIT 1

MODULE 1: Getting together

Grammar
Talking about present and past customs
Talking about abilities and achievements:
can/could/be able to/manage to

Vocabulary
Multi-part verbs with go
Strong adjectives

Listening
Listening to a description of a festival

Reading
Scanning
Reading for detail
Text referencing
Writing
Writing a report about a festival

Speaking
Discussing and planning for festivals



Discuss

Look at the photos related to two traditional festivals below, then discuss these questions in pairs.

- Where do you think these festivals are taking place?
- What do you think is happening in each photo?



Dragon Boat Festival



Eid Al-Adha

Festivals

UNIT 1

MODULE 1: Getting together

Grammar
Talking about present and past customs
Talking about abilities and achievements:
can/could/be able to/manage to

Vocabulary
Multi-part verbs with go
Strong adjectives

Listening
Listening to a description of a festival

Reading
Scanning
Reading for detail
Text referencing
Writing
Writing a report about a festival

Speaking
Discussing and planning for festivals

Unit summary

There are three main units in each module, followed by one Review unit. Each main unit begins with a unit summary. This appears in a pink panel that shows **tasks and activities** under **six headings**. The six headings are Grammar, Vocabulary, Listening, Reading, Writing and Speaking. The pink panel provides a **summary** of what will appear in the unit. Always read the unit summary and discuss it with other students in your class, or with your teacher, before starting to work through the unit.

* In pairs, find a unit summary for one of the units. Then, look through the unit and match **every** exercise with one of the six headings in the unit summary.

Factfile

Some units contain a 'Factfile', which gives **additional information** about a particular topic. You may need to use this information to support a listening task or a writing task, or to contribute to a group or class discussion. Your teacher will guide you about how to make best use of the Factfile.

* In pairs, find two Factfiles in the book and discuss the differences between them.

Work through this questionnaire, then compare answers with other students.

Do you own or use a mobile phone?	
Yes	No
Answer these questions	Answer these questions
1 How many times a day do you use your mobile phone?	1 Would you like a mobile phone? Why / Why not?
2 What do you mainly use it for?	2 Would there be any disadvantages in having a mobile phone?
3 Which do you do more: make phone calls or send text messages?	3 What do you do if you need to make an emergency phone call?
4 What is the best thing about having a mobile phone?	
5 What is the worst thing?	

Mobile phones

1946 Sweden: First mobile phones used in police cars.

1950s North America: The public could buy radio phones.

1971 Finland: First public mobile phone network.

1981 Middle East: First network with roaming.

1980s First generation of mobiles: large car phones.

1990s Second generation phones: smaller and digital.

2000s Third generation phones: cameras, video and Internet access.

9.1) You are going to hear three conversations.

- What are the three conversations about?
- What uses of mobile phones are mentioned?

9.2) Listen again and say whether statements a-f are true (T) or false (F). Correct the false statements.

Conversation 1

- The boy borrows his brother's mobile phone because he has left his at home.
- The two boys can't get home at the usual time.

Conversation 2

- The driver knows the number of the breakdown service.
- The breakdown service will arrive in a quarter of an hour.

Conversation 3

- The young man needs a mobile phone for his work.
- When he is in another country, he only uses his mobile phone to contact his colleagues.

Match these conversational expressions from the phone calls with their meanings.

a It isn't my fault	1 I need it. / I'm dependent on it.
b We haven't got any choice	2 The situation is improving.
c That's right.	3 That is correct.
d I couldn't do without it	4 There's nothing else we can do.
e It's getting better	5 I'm not to blame. / I've done nothing wrong.

Think and speak

Discuss these questions with other students.

- Have you ever used a mobile phone in an emergency?
- Do you think that some people use their mobile phones too much?

Speaking Giving a factual talk

Listen (2,3) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- The Aborigines' history
- Their music
- Their traditional lifestyle
- Their appearance
- Their situation today
- Their treatment by the Europeans



Prepare for speaking

- 2** You are going to give a short talk about a group of people.
- a** Decide which group to talk about. Choose a group you know about or find out about a group you are interested in. You can choose a group like the *Aborigines*, or another kind of group like *tourists*, *university students*, *fishermen*, etc.
 - b** Find information about the group from books, other people or the Internet.
 - c** Make a note of some of the most important facts about your group. Think about these questions:
 - Where does the group live?
 - How does the group live now?
 - Where was the group from originally?
 - What was their traditional way of life?
 - How is their way of life changing?
 - d** Write these facts in short sentences which you can read or speak easily. Use some of the expressions from the *Useful language* list.

Speak

- 3** Work in small groups.
- a** Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
 - b** Discuss any interesting points from the talks.

USEFUL LANGUAGE

I'd like to tell you something about ...
 What do we know about ...?
 First of all, how long ...? / ... and where do / did they come from?
 Their story begins ...
 Next, let's look at ...
 And what about today?
 Finally, I'd like to end with ...

Useful language

Each unit includes either one or two 'Useful language' boxes. These are designed to help you when you need to **prepare** for a **speaking** or **writing task**. 'Useful language' gives you examples of vocabulary and grammatical structures that are suitable for the purpose of the task. Always refer to the 'Useful language' box when preparing to work through the exercises that appear on the same page of your Students' Book.

- * In pairs, find a 'Useful language' box. Together, read the whole page on which the 'Useful language' box appears. Discuss how you would make use of the 'Useful language' box when working through the exercises.

USEFUL LANGUAGE

I'd like to tell you something about ...
 What do we know about ...?
 First of all, how long ...? / ... and where do / did they come from?
 Their story begins ...
 Next, let's look at ...
 And what about today?
 Finally, I'd like to end with ...

task

You are going to write two short letters: one formal, the other informal.

Writing

1 You are going to write a letter to a friend, similar to Salah's letter to John. (You can write to a real or an imaginary friend.)

- a** Plan what you are going to include in your letter. Make notes under these paragraph headings:
 - Paragraph 1** Apologise for not writing. Give an excuse. Say what you have done recently.
 - Paragraph 2** Describe something interesting you have done since you last wrote.
 - Paragraph 3** Say what you are doing in the future.
- b** Now write your letter in 100–125 words. Start and end with one of the phrases you listed in 2c. Use appropriate words and phrases from Salah's letter to John.

Check

- 2** When you have finished writing, read your letter carefully.
- a** Check spelling, grammar and punctuation, and make any changes.
 - b** Check that you have used informal language. Have you ...
 - ▶ used short verb forms? ▶ used everyday words? ▶ left out some words?
 - c** Exchange letters with a partner. As you read your partner's letter, ask yourself these questions:
 - ▶ Is the language informal? Does the writer sound friendly?
 - ▶ Does the writer tell me what he's doing now, what he's done in the past and what he's doing in the future?
 - d** Give the letters back to their writers and suggest one or two improvements to the language or the contents.

Planning and writing

3 Imagine you are Salah and that you have now returned home to Syria after your stay in London.

Write a formal letter thanking the Harper family for having you in their home. Use Salah's letter to Mr and Mrs Harper as a model, and remind yourself about formal language by looking at the table in 2a. Write 100–125 words.

task

You are going to write two short letters: one formal, the other informal.

Task

A purple 'Task' box appears above the writing exercises to tell you the purpose of what you are going to do. It is also used in the second half of the Review unit, giving you an opportunity **to practise what you have learnt** by working on a **project**. Here, the purple 'Task' box tells you what you should expect to do when you work on your project.

- * In pairs, discuss the following questions. What is the purpose of the 'Task' box? Why is it useful to know what to expect before you do it?

Vocabulary

1 Find words in the article with these meanings. Paragraph numbers are in brackets.

- a to send out radio or TV signals (1)
- b another word for radio (1)
- c programme sent out by radio or TV (2)
- d adjective to describe something that people can carry (2)
- e glass surface where TV pictures appear (3)
- f to make a copy of music, radio or TV programme on cassette or video (3)
- g object in space which sends television programmes to Earth (3)
- h radio or TV station (3)

2 Copy and complete these lists with the nouns and verbs from the article.

Noun	Verb
a transmission	.....
b development	.....
c	choose
d	invent

3 Complete these sentences with periods of time.

- a There are 12 in a year.
- b There are 52 weeks in a
- c There are 24 hours in a
- d There are 28 days in the shortest
- e There are 60 seconds in a

Think and speak

4 Discuss these questions with a partner.

- a What are the best and worst things about television?
- b Do you think we have too many radio and TV channels to choose from?
- c Why do you think radio and TV programmes are so popular?
- d How do you think the Internet has affected how we consume radio and TV?

Writing Writing a history of a local radio station

5 Work in pairs. Write a brief history of a radio station you listen to. Use the article on the previous pages to help you.



Quote "Radio is the theatre of the mind."
Steve Allen

Quote

Most units include a green 'Quote' box. This gives a **short quotation**, perhaps from a famous writer, or from an expert on a particular subject. The quotation contains an **interesting idea** that is expressed in only a few words. The 'Quote' box is not referred to in the main text of the Students' Book. It stands alone, as a kind of comment on the topic. You may wish to **discuss the quotation** with other students or with your teacher, or both.

* In pairs, find a 'Quote' box. Read the page on which the 'Quote' box appears. Discuss how it is related to the topic and whether it adds an interesting idea or opinion on the topic.

Quote "Radio is the theatre of the mind."
Steve Allen

Review 3, units 7-9

Stage 3 Carry out your survey

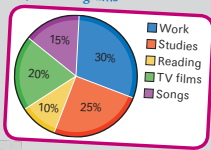
- a Do as many interviews as you have time for. If you work in pairs for this task, one student could ask the questions, while the other records the answers. You can then swap roles.
- b When you have finished interviewing, summarise the answers interviewees gave to your questions. Remember these ways of presenting the summaries:

1 Simple sentences, using percentages (%)
27% of interviewees said they use English every day.

2 Tables of figures

Statement	Strongly agree	Agree	Disagree	Strongly disagree
English is very important to me.	2	4	2	1

3 Graphs or diagrams



Stage 4 Display / Presentation

Groups take turns to present their findings to the rest of the class.

Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- a Were there any major differences of opinion between the different groups of people interviewed?
- b What can you say about the future importance of English to people in your country?



Literature Spot: The Climb, pages 110-119.

Now go to

Occasionally, you will see a pale blue 'Now go to' box. This directs you to some **additional reading** that appears towards the end of the Students' Book. Look up the page references and read the text, either alone or with other students. If you find the reading passage difficult, ask your teacher for advice.

* In pairs, find out how many 'Now go to' boxes there are in the book, and what each refers to.



Literature Spot: The Climb, pages 110-119.

Getting together

Module

1



Unit 1: Festivals
Why do people hold festivals?
Which festival is your favourite?



Unit 2: Family celebrations
What is the most memorable family celebration
you have been a part of?





Unit 3: Meeting places
Where do you most often meet your friends
in your free time?



Review 1, units 1-3
Create your own leaflet for your favourite attraction
in Sri Lanka.



Outcomes

You will be able to:

- ▶ listen to a talk and a description
- ▶ talk about abilities and achievements
- ▶ discuss festivals
- ▶ read for detail
- ▶ give a factual talk
- ▶ present ideas and suggestions
- ▶ write a report and an informal invitation

Festivals

MODULE 1: Getting together

Grammar

Talking about present and past customs
Talking about abilities and achievements:
can / could / be able to / manage to

Vocabulary

Multi-part verbs with *go*
Strong adjectives

Listening

Listening to a description of a festival

Reading

Scanning
Reading for detail
Text referencing

Writing

Writing a report about a festival

Speaking

Discussing and planning for festivals



Discuss

1 Look at the photos related to two traditional festivals below, then discuss these questions in pairs.

- Where do you think these festivals are taking place?
- What do you think is happening in each photo?



Dragon Boat Festival



Eid Al-Adha

Read

2 Read the article about the two festivals quickly to find the answers to these questions.

- a When does each festival take place?
b What does each festival celebrate, and why?

Eid Al-Adha in Syria

Eid Al-Adha marks the end of the annual pilgrimage to Mecca and is one of the Muslim world's most important festivals. It is sometimes translated into English as 'The Feast of Sacrifice', and is a day of remembrance for all the kindnesses and the hardships in the world.

- 5 Families and communities throughout Syria gather early in the morning for communal prayers, and people wear their finest clothes. Eid Al-Adha is a time for unity amongst Muslim communities in Syria and throughout the wider world. It is a time to celebrate shared values, virtues and faith. It is a day of family, rather than of public celebration, and often a chance to
10 see distant relatives. Large meals of traditional food are prepared and then shared by one's nearest and dearest. Syrian families often give one third of the meat from the meal to the poor.

- Eid Al-Adha, as well as being a feast of thanksgiving, is a time of forgiveness. During the day, people are encouraged to offer forgiveness to those who
15 have done them wrong. This symbolises the idea of a 'new-start' that is at the centre of Eid Al-Adha.

The Dragon Boat Festival

- This festival is in memory of Qu Yuan, a Chinese government minister who lived more than two thousand years ago. The people all loved Qu Yuan because he was a good man who worked hard to make China a better
20 country. He died by drowning in a river, and the festival takes place every year on the anniversary of his death. It is celebrated in June all over China.

- Thousands of people come to watch the Dragon Boat races, which are the most exciting part of the festival. The boats are usually brightly painted and can be 35 metres long. The front of each boat is a dragon's head with an
25 open mouth and the back is a dragon's tail. Before the race begins, eyes are painted on the dragons' faces to bring them to life. The largest boats need 80 rowers, and at the front of each boat there is a drummer and a 'flag catcher'. The winner of the race is the first boat to catch the flag at the end of the course.

- 30 The traditional food for the festival is steamed rice balls filled with egg, beans, fruits, mushrooms, meat or a mixture of these.

SYRIA

- **Population**  22.5 million
- **Capital** Damascus
- **Area** 185,180 sq m
- **Major language** Arabic
- **Currency** \$ rian pound
- **Main exports** Crude oil, refined products, raw cotton, clothing, fruit and grains

CHINA

- **Population**  1.3 billion
- **Capital** Beijing
- **Area** 9.6 million sq m
- **Major language** Mandarin Chinese
- **Currency** Yuan
- **Main exports** Manufactured goods, textiles, clothing, electronics

Check your understanding

3 Copy and complete these sentences about the festivals using 1 or 2 words.

- a Families gather early to (1 word)
b Meals of food are for the feast. (2 words)
c people and giving to the are a central part of Eid Al-Adha. (2 words)
d The dragon boats are in bright colours. (1 word)
e The boats have a and tail. (2 words)
f The first boat to catch the flag at the end of the course is of the race. (2 words)

Quote "Life is a festival only to the wise."
Ralph Waldo Emerson

Listening



(1.1) You are going to hear three people describing interesting festivals they have experienced. Match these words from the recording with their meanings.

- | | |
|----------------------|--|
| a intricate | 1 a period of public celebration that takes place at a regular time each year |
| b festivities | 2 imaginative or fanciful; extraordinary |
| c commemorate | 3 someone or something that comes from Tibet |
| d breeze | 4 very complicated or detailed |
| e Tibetan | 5 the celebration of something in a joyful and exuberant way |
| f fantastic | 6 to mark or celebrate a special occasion |
| g carnival | 7 a gentle wind |



(1.1) Listen again and answer these questions.

Speaker 1

- a** Why does everyone eat outside at the festival?
- b** How long has the festival been celebrated for?
- c** What is the name of the festival in English? Explain how this translation reflects the content of the celebrations.

Speaker 2

- a** Describe the mode of transport the speaker will use during the carnival.
- b** How long does it take to prepare for the festival?
- c** In which country does the carnival take place?

Speaker 3

- a** What is Tibetan New Year also known as?
- b** Why are the sand pictures thrown into the wind?
- c** What is the special tea made with?

Think and speak



3 Discuss these questions in pairs or groups.

- a** What festivals do people celebrate in your country?
- b** What happens and how many people attend?
- c** How can festivals benefit society?
- d** How do festivals that have been founded in the last century differ from more traditional celebrations?
- e** Festivals are a celebration of our relationship with the world we live in. Do you agree or disagree? Support your answer with evidence.

Grammar Talking about abilities and achievements

1 Look at these sentences. Which underlined verbs refer to general ability, and which refer to ability on one occasion?

- a I can't drive, so I didn't hire a car.
- b I couldn't even see the people standing around me.
- c We couldn't afford to fly home, so we decided to go by train.
- d We couldn't speak the language very well.
- e The power went on again and the train was able to start.
- f Fortunately, he managed to start the engine and drove me to my hotel.

2 Discuss these questions with a partner.

- a Do sentences 1a-f refer to past, present or future time?
- b Which sentences are negative?
- c What other verbs could replace *managed to* in 1f?

3 Which one of these sentences has a mistake?

- a After two hours, we managed to open the window and climb out.
- b After two hours of standing in the aisle, I could find a seat.
- c I could ride a horse when I was six years old.
- d We tried very hard but we couldn't open the door.
- e After a lot of effort, we were able to open the door.

4 Copy and complete this short story using *could*, *couldn't* or *managed to* in each gap.

When I arrived in Scotland to celebrate New Year's Eve with my aunt and uncle, I (1) wait to see the world-famous bagpipes for myself. I (2) hear the sound of bagpipes as soon as I stepped onto the main street in Edinburgh. My aunt and uncle (3) find a nice café for us to meet in before the celebrations began at 10.00 pm. I (4) hide my excitement at seeing the sky filled with fireworks at midnight. There were people waving flags everywhere and we (5) see families singing traditional Scottish songs near the museum. I (6) take lots of photos of the fireworks before the festival ended.



Vocabulary **Multi-part verbs with go / Strong adjectives**

1 Multi-part verbs combine a verb with a preposition.

a Match the verbs in italics below with the correct meanings **A–F**.

- 1 The lights *went out* and everything was completely black.
- 2 This *went on* for about ten minutes.
- 3 When the fire bell *went off*, the students had to leave the classroom.
- 4 My family's *going away* for two weeks in the summer.
- 5 The price of bread has *gone up* again.
- 6 I got up late, so I had to *go without* breakfast this morning.

- | | |
|---|-----------------------|
| A suddenly (start to) make a noise | D stop shining |
| B increase | E not have |
| C leave home | F continue |

b Work in pairs. Think of possible answers to these questions.

- | | |
|---------------------------------|--|
| 1 Why do fires go out? | 3 Why do prices go up or go down? |
| 2 What makes car alarms go off? | 4 What happens if you go without food? |

2 Some adjectives have a stronger meaning than others.

a Match a normal adjective with one that has a stronger meaning.

Normal

- | | |
|--------------|-------------|
| 1 big | 5 angry |
| 2 difficult | 6 nice |
| 3 tired | 7 small |
| 4 frightened | 8 surprised |

Strong


- | | |
|--------------|-------------|
| a wonderful | e exhausted |
| b astonished | f tiny |
| c enormous | g furious |
| d impossible | h terrified |

b Which words – 'normal' or 'strong' – can we use with *very*?
Which words can we use with *absolutely*?

c Write responses to these sentences in your notebook.


- 1 Syria's a nice country, isn't it? **Nice? It's absolutely wonderful!**
- 2 That exam was difficult, wasn't it?
- 3 You're angry, aren't you?
- 4 I was frightened by that film, weren't you?
- 5 You were surprised, weren't you?

Pronunciation **Elision /ə'li:zən/**

 (1.2) **When people speak quickly, they join words together. Sometimes two sounds become one. This is known as elision.**

Read these sentences, then listen. In your notebook, write the two words the speaker joins together. Which letters can't you hear?

- a** We want *ed* to go to *otland* for Hogmanay.
- b** We couldn't afford to fly to the carnival this year.
- c** Everybody got off at the next station.
- d** I didn't want to wait two hours for the firework display.
- e** The children walked down some stairs and on to the stage.

 (1.2) **Listen again and repeat the sentences.**

Writing Report a festival

Listen



(1.3) Listen to a young man discussing a festival in his country, and take notes on what you think makes the festival unique. Pay attention to how he prepares for the festival and what different people do during the event.



Think and speak

2 Work in pairs. Discuss and answer these questions.

- Why do people celebrate the Festival of Colours?
- How are the coloured powders made?
- What do the colours symbolise?
- Give definitions of the following words from the recording:
1 market 2 pigments 3 ground (tree bark) 4 vibrant
- Discuss the metaphor at the end of the recording. Is it effective? Why or why not?

3 Work in pairs. Talk about people's traditional habits in Syria. Think about clothes, shopping, meals, household jobs, holidays, etc.

Syrian people used to spend holidays near their homes. Now they often go abroad.

Write

4 Work in pairs. Invent a festival or community celebration for your area. It should reflect the culture and history of your area, or celebrate something that has happened there.

One of you must write a report on the festival. Include the preparation, the event itself and the period after the festival. The other must write a report from the point of view of a visitor to the festival. Use the 'Damascus Make-A-Mosaic Festival' timetable below to help you. Then, present your reports to the class.



23 JANUARY:	BOOK VENUE FOR 'DAMASCUS MAKE-A-MOSAIC FESTIVAL'
12 FEBRUARY:	ORDER MOSAIC-MAKING MATERIALS
26 FEBRUARY:	MAKE POSTERS TO ADVERTISE THE FESTIVAL
12 MARCH:	HIRE TABLES AND CHAIRS FOR THE VENUE
13 MARCH:	INSTALL THE MOSAIC EXHIBITION
14 MARCH:	HIRE LOCAL MUSICIANS TO PROVIDE ENTERTAINMENT
20 MARCH:	CONFIRM ALL BOOKINGS
21 MARCH:	PREPARE THE VENUE; GET MATERIALS READY
23 - 26 MARCH:	THE FESTIVAL
27 MARCH:	CLEAN THE VENUE; THANK THE MUSICIANS; TAKE DOWN THE MOSAIC EXHIBITION

Family celebrations

MODULE 1: Getting together

Grammar

Describing the order of events: Past perfect simple

Vocabulary

Artistic expression

Words with more than one meaning

Listening

Listening for gist and detail

Reading

Reading for gist and detail

Speaking

Giving a factual talk

Writing

Writing an informal invitation



Discuss

1 Look at the photographs and discuss these questions.

- Who are the people in the photographs?
- What do you think is happening?

2 When do members of your family meet with each other?



Listen

(2.1) You are going to hear three people talking about a recent family celebration.

- a What occasions are the three speakers describing?
- b Who do you think the three speakers are?

Check your understanding

(2.1) Listen again and answer these questions.

Speaker 1

- a Is the speaker's brother older or younger than she is? What is the age difference?
- b Where was the celebration held?
- c Do you think this venue was the best location for the party? Why?

Speaker 2

- d Which three activities do the speaker and his family enjoy doing together?
- e How many members of the speaker's family get together on Friday evenings?
- f In your opinion, why is food an important part of most celebrations?

Speaker 3

- g What did the old school friend say when he saw the speaker?
- h Why do you think the occasion is an important personal achievement?

Vocabulary

5 Copy and complete these sentences with the correct form of one of these verbs:

change have make sign

- a We decided to a special celebration for our brother.
- b If you want to talk to everyone, you have to places from time to time.
- c The man's eldest son a short speech during the celebration.
- d Everyone a card to wish the couple a happy wedding anniversary.

Think and speak

6 Work with a partner.

- a Take turns to describe a family celebration you remember well.
Think about:
 - ▶ the place
 - ▶ the people
 - ▶ food and drink
 - ▶ people's clothes
- b Do you think it is important for the members of families to meet on important occasions together? Give reasons.

Quote

"When you look at your life, the greatest happinesses are family happinesses."

Joyce Brothers

Grammar Describing the order of events: Past perfect simple

1 Read the local newspaper article and underline all the verbs.

GRANDMOTHER CELEBRATES RETURN FROM HAJJ

A family from Hama celebrated their grandmother's return yesterday. Hind explained that she had finally achieved her life-long aim; she had always dreamed of travelling to Mecca. On her return, the family invited her friends for a special meal. Once the family had eaten a special breakfast together, they welcomed her friends and relatives to the house to celebrate. Hind's neighbours had decorated the house with banners and balloons, before they surprised her with some gifts. The family ate a large lunch of kibbeh, fresh fruits and vegetables. When they had finished their meal, Hind told them all about her experience in Mecca.

2 Look at the following sentences from the article. There are two different verb tenses in each. Read them and fill in the chart.

- a Once the family had eaten a special breakfast together, they welcomed her friends.
- b Hind's neighbours had decorated the house with banners and balloons, before they surprised her with some gifts.
- c When they had finished their meal, Hind told them about her experience in Mecca.

	Simple past	Past perfect	Which action came first?
a	welcomed	had eaten	eating a special breakfast
b			
c			

3 Read the article again. Underline the sentence in which the past perfect verb explains something.

4 Copy and complete these sentences with the correct past form of the verbs in brackets.

- a They (watch) the film, although they (already see) it three times.
- b The air conditioning (break), so we all (feel) very uncomfortable.
- c He (never eat) Syrian food before, but he really (enjoy) it.
- d The next morning, the streets (be) dusty because there (be) a sandstorm.

5 Copy and complete these sentences with interesting explanations in the past perfect.

- a Ali couldn't wake up this morning because he ...
- b Hiba didn't go to school today because she ...
- c Anas couldn't afford to go to the theatre because he ...
- d Deema missed the bus because she ...

6 Write a list of all the things you had done by the time you went to bed yesterday.

By the time I went to bed yesterday, I had been to school, done my homework, watched TV and sent an email to my friend.

Vocabulary Artistic expression

1 Complete this table with words from the list below.

Person	Action	Thing
a painter	paint	painting
b musician	_____	music
_____	compose	_____
c playwright	_____	_____
d _____	sing	_____
e _____	_____	books

author composer play write plays singer songs write



Think and speak

2 Discuss these questions with a partner.

- a What kind of art do you like or admire?
- b What artistic talents do you have? What would you like to be able to do?

Words with more than one meaning

3 Which of the two meanings fits the words in italics in these sentences?

- a The head of the tribe has five sons.
head 1 part of the body 2 leader, most important person
- b He comes from a very high-class family.
class 1 social group 2 group of students who learn together
- c I've eaten as much as I can – I'll have to leave the rest.
rest 1 part of something that is left 2 period of relaxation
- d They live a very simple life.
simple 1 easy, not difficult 2 natural, not complicated
- e Swimming is a form of exercise.
form 1 style, kind 2 written document with spaces to write in

Pronunciation Same word - different meanings and pronunciation

4 Some words have more than one meaning and pronunciation.

- a Read these two sentences aloud. How did you pronounce *close*?
I live close to the city centre. Please close the door.
- b Now read these sentences. Think carefully about the words in italics.
 - 1 My grandparents have an old clock which they *wind* up every week.
 - 2 There was a strong *wind* last night.
 - 3 My penfriend *lives* in Paris.
 - 4 Children have happy *lives*.
 - 5 I love to *read* poems.
 - 6 I *read* two books last week.
- c (2.2) Listen. Did you pronounce the words correctly?

task

You are going to write an informal invitation to a family occasion.

Writing An informal invitation

Read and analyse

- 1 Read this email from Leen to her friend Maysaa and her family. Find the answers to these questions.

- When and where is the celebration?
- Why is Leen having a celebration?
- Who is coming to the celebration?

Planning and writing

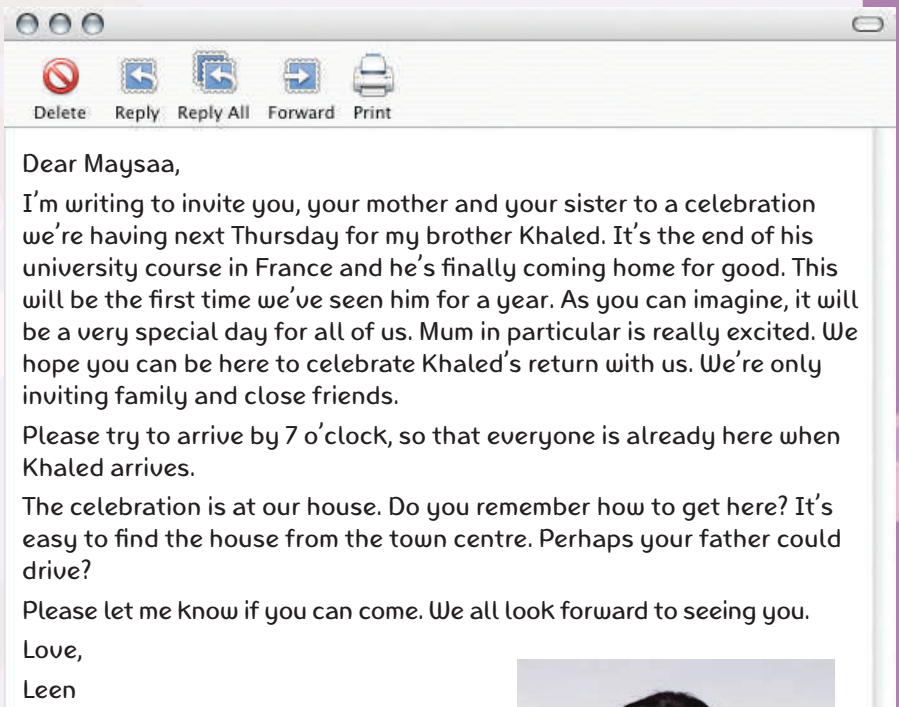
- 2 You are going to write your own letter. Follow these instructions:

- Make a paragraph plan using Leen's email to Maysaa as a model.
- Now write your email in 75–100 words. Start and end your email in the same way as Leen, and use some of the phrases from the *Useful language* list.

Check

- 3 When you have finished writing, read your email carefully.

- Check spelling, grammar and punctuation.
- Exchange emails with a partner.
As you read your partner's email, imagine you are being invited. Does the email tell you:
 - the occasion you are being invited to?
 - the date and time of the occasion?
 - the place you have to get to?
 - Before you give the email back to your partner, ask any questions you have.
For example: *What time should I arrive?*



Dear Maysaa,

I'm writing to invite you, your mother and your sister to a celebration we're having next Thursday for my brother Khaled. It's the end of his university course in France and he's finally coming home for good. This will be the first time we've seen him for a year. As you can imagine, it will be a very special day for all of us. Mum in particular is really excited. We hope you can be here to celebrate Khaled's return with us. We're only inviting family and close friends.

Please try to arrive by 7 o'clock, so that everyone is already here when Khaled arrives.

The celebration is at our house. Do you remember how to get here? It's easy to find the house from the town centre. Perhaps your father could drive?

Please let me know if you can come. We all look forward to seeing you.

Love,
Leen



USEFUL LANGUAGE

Invitations

I'm writing to invite you to ...
We / I hope you can be here with us.
The celebration is at our house.
Please try to arrive by ...
Please let me know if you can come.
We / I look forward to seeing you.

Speaking Giving a factual talk

Listen



(2.3) Listen to a short talk about the Australian Aborigines. Which of these topics are included?

- The Aborigines' history
- Their music
- Their traditional lifestyle
- Their appearance
- Their situation today
- Their treatment by the Europeans



Prepare for speaking



2 You are going to give a short talk about a group of people.

- a Decide which group to talk about. Choose a group you know about, or find out about a group you are interested in.
You can choose a group like the *Aborigines*, or another kind of group like *tourists*, *university students*, *fishermen*, etc.
- b Find information about the group from books, other people or the Internet.
- c Make a note of some of the most important facts about your group. Think about these questions:
 - Where does the group live?
 - How does the group live now?
 - Where was the group originally from?
 - What was their traditional way of life?
 - How is their way of life changing?
- d Write these facts in short sentences which you can read or speak easily. Use some of the expressions from the *Useful language* list.

Speak



3 Work in small groups.

- a Take turns to give your talk to the rest of the group. Other students should not interrupt the talks, but could ask the speaker questions after the talk is finished.
- b Discuss any interesting points from the talks.

USEFUL LANGUAGE

I'd like to tell you something about ...
 What do we know about ...?
 First of all, how long ...? / ... and where do / did they come from?
 Their story begins ...
 Next, let's look at ...
 And what about today?
 Finally, I'd like to end with ...

Meeting places

MODULE 1: Getting together

Grammar

Discussing conditions: third conditional
Revision of first and second conditionals

Vocabulary

'Talking' verbs: *discuss / speak*, etc.
Feelings: *to feel thirsty*, etc.

Listening

Listening for gist and detail

Reading

Reading for gist and detail
Text referencing

Speaking

Arranging to meet

Writing

Text analysis
Describing a meeting place

Factfile

Coffee

1000 CE The *alla pe* people in Ethiopia ate coffee beans for energy.

1000 CE Arab traders imported coffee. They boiled the beans to make *qahwa*.

1453 CE Coffee arrived in *İstanbul*, the capital of Turkey.

1652 CE The first coffee house opened in London.

1690 CE The Dutch took coffee to Ceylon and *Java*.

1901 CE The first 'instant coffee' was made.

1903 CE Decaffeinated coffee was invented.

1946 CE The espresso coffee machine was invented in Italy.

1971 CE The first big chain of coffee shops opened.



Discuss

1 Discuss this question in pairs.
Where do people meet?

- ▶ Think about different groups of people, including mothers with young children, older people and business people.
- ▶ Think about places to meet at different times of the day and at different times of the year.

2 Read the article about the history of coffee houses. As you read, find the answers to these questions.

- a Who opened the first coffee house in London?
- b What kind of people went to coffee houses at first?

Read

Coffee houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific developments? The answer is simple: they log on to the Internet. Three hundred years ago,

the answer was just as simple: they went to a coffee house. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business or simply chat about the state of the world.

The European coffee houses of the early 1650s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the early days, only men went to coffee houses because people thought that coffee was bad for women's health.

Coffee itself was first grown in Ethiopia, where people chewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them more energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Pasqua, who was from Smyrna, in Turkey. Coffee was an immediate success and large numbers of coffee houses opened. They became the centre of social life in London.

The servants of important men went from one coffee house to another, and passed on the latest news



stories about what politicians were doing or what was happening on the other side of the world. London coffee houses were very pleasant places, with their bookshelves, mirrors, pictures on the walls and good furniture. They were calm places where people talked politely to each other. If anyone started an argument, he had to buy a drink for everyone in the coffee house.

During the next hundred years, coffee spread to other western European countries, where, at first, people drank it as a medicine. Soon it became a social drink, just as in Arab countries and Britain. In Syria, serving and drinking coffee have been at the heart of the country's famous hospitality for centuries. Conversations, discussions and transactions are made over a cup of delicious Syrian coffee. A guest's coffee cup is never empty in a Syrian home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. The beans are ground with cardamom seeds, which gives the coffee a distinctive fragrance. Coffee is still central to the way people work, relax and socialise in Syria, as well as across the rest of the world.

Check your understanding

3 Decide whether these statements are True or False. Correct the false statements.

- a People first drank coffee in Ethiopia.
- b Coffee became popular in Arab countries because it helped people to sleep.
- c Coffee was first brought to England by someone from Turkey.
- d Coffee is an insignificant part of Syrian hospitality.
- e There were frequent arguments and fights in London's coffee houses.
- f In Europe, people used coffee as a medicine before it was a drink.

4 Match the words a-f with the correct meanings 1-6.

- | | |
|-------------|--|
| a accurate | 1 educational talk about a particular subject |
| b chew | 2 liquid or pills doctors give to ill people to make them better |
| c furniture | 3 move from one place to another |
| d lecture | 4 correct / truthful |
| e medicine | 5 chairs and tables are examples of this |
| f spread | 6 break up food in your mouth before you swallow it |

Writing Text analysis

1 Think of possible answers to these questions.

- a Why do you think London's first coffee house was opened by someone from Turkey?
- b Why do you think important men sent their servants to other coffee houses instead of going themselves?
- c Why do you think people who started an argument had to buy drinks for everyone else in the coffee house?

2 What do the underlined words in these sentences from the article on page 27 refer to?

- a .t. hey went to a coffee house. (line 5) **they = businessmen 300 years ago**
- b ... you could never be sure the information you found there was accurate. (line 14)
- c From there, it spread to Arab countries... (line 19)
- d They became the centre of social life in London. (line 27)
- e If anyone started an argument, he had to buy a drink for everyone... (lines 36 – 38)

Think and speak

3 Discuss these questions with other students.

- a Why do you think coffee has been a popular drink for so long?
- b Do you like coffee? Why / Why not?
- c What other drinks are popular in Sri Lanka? What is your favourite?

Write Describing a meeting place

4 Write a paragraph about your favourite meeting place.
Describe it. What do you do there? Why do you like it so much?



Grammar Discussing conditions: Third conditional

- 1 What tenses are the verbs in these first and second conditional sentences?
- if we meet on Tuesday, we will go and see the new action film.
 - if they had closed all the coffee shops, we wouldn't have had anywhere to socialise.
 - If I were in charge of the football stadium, I'd allow people to watch the matches for free.
- 2 In which sentence 1a–c does the speaker ...
- think something is unlikely to happen?
 - know something is never going to happen?
 - think something is likely to happen?
- 3 If you were in charge of your neighbourhood or city, what would you do?
- 4 Read these sentences and answer the questions.
- If there had been an Internet café in the shopping centre, we would have found it.
Was there an Internet café in the shopping centre? Did they find it?
 - If mum hadn't baked a cake, I wouldn't have enjoyed my birthday.
Did his mum bake a cake? Did he enjoy his birthday?
 - If we had stopped going to the book club, we wouldn't have stayed friends for so long.
Did they stop going to the book club? Did they stay friends?
- 5 Discuss these questions with a partner.
- What are the underlined verb forms in the third conditional sentences 4a–c?
 - Are sentences 4a–c about the past, the present or the future?
 - How are the third conditional sentences different from first and second conditionals?
- 6 Complete these conditional sentences with the correct form of the verbs in brackets.
- if Ahmad (not eat) so much food at the party, he (not become) so ill.
 - if she (not visit) her family in Manbij, she (not see) her cousins before the summer holiday.
 - if they (not buy) a ticket for the concert, they (not be) able to get the singer's autograph.
- 7 Look at the three pictures. Write two sentences for each using the third conditional.

1

a — —

b — — — —

2

a —

b — — — —

3

a —

b —

1



2



3



Vocabulary 'Talking' verbs: *discuss* / *speak*, etc.

1 In English, there are several verbs which refer to different ways of 'talking'.

- a Choose the correct verb to complete these sentences.
- 1 I often spend hours *agreeing* / *debating* / *approving* with my friends.
 - 2 It's good to *discuss* / *speak* / *talk* your future plans with your parents.
 - 3 Best friends should not *argue* / *discuss* / *talk* with each other.
 - 4 A scientist is here to *chat* / *speak* / *tell* to us about his subject.
 - 5 Can you *say* / *talk* / *tell* me your email address, please?
- b Copy and complete these sentences with one of the verbs from 1a, then discuss the questions with a partner.
- 1 How long do you spend with your friends on the phone?
 - 2 Who do you your plans with?
 - 3 Do you ever with your friends?

Feelings: to feel thirsty, etc.

2 If people feel sleepy, they need to sleep. What do they need to do in the following situations:

- a if they feel hungry?
- b if they feel thirsty?
- c if they feel lonely?
- d if they feel ill?



3 What is the difference in meaning between these pairs of phrases?

- a a cup of coffee / a coffee cup
- b a box of matches / a matchbox
- c a pot of tea / a teapot
- d a carton of milk / a milk carton

Pronunciation Stress in phrases

4 (3.1) Write these phrases in your notebook, then listen and underline the stressed words or parts of words.

- a a carton of milk
- b a cup of coffee
- c a box of matches
- d a glass of water
- e a piece of paper
- f a bar of chocolate

5 (3.2) Now listen and repeat the same phrases in sentences. Make sure you don't stress the words or parts of words you didn't underline.

Quote "Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born."

Anais Nin

Speaking Arranging to meet

Listen

1 (3.3) Listen to a telephone conversation between two friends who are arranging to meet next week. Answer these questions.

- Where do they decide to meet?
- What day and what time are they going to meet?
- How is the decision a compromise?

2 (3.3) Work in pairs. You are going to listen to the conversation again.

Student A: Note the phrases the speakers use to make suggestions.

Student B: Note the phrases the speakers use to agree to a suggestion, and to reject a suggestion.

Prepare for speaking

3 You are going to have a phone conversation with a friend next week. Note these details:

- three times next week when you could meet.
For example: *Tuesday morning; Thursday afternoon*
- two or three possible places to meet.
For example: *the café in the shopping centre*
- two or three things you could do together.
For example: *have a glass of milk; go to the library*



4 Work in pairs.

- Before you start, decide who is going to make the call and who is going to answer the phone.
- Face back to back with your partner so that you can't see each other's faces.
- Start the conversation like this, and use some of the words and phrases from the *Useful language* list.

A Hello, ... (your name) here.
B Hi ... (A's name), it's ... (your name). How are you?
A I'm fine, thanks. And you?
B I'm very well. Listen, I was wondering if you'd like to meet later this week?
- When you have finished, change roles and have another conversation. This time, make an arrangement to meet later today. It can be a very short meeting (e.g. five minutes) but it is important, so it has to be today.

USEFUL LANGUAGE

Suggesting

I was wondering if you'd like to meet for a glass of milk.

(Use past continuous for a polite invitation or suggestion)

What about Thursday?

How about the shopping centre?

We could have a glass of milk and a sandwich.

Rejecting a suggestion and giving a reason

I'm sorry, I can't make it on Friday - I'm shopping with my mother.

Agreeing to a suggestion

That'd be great.

Good idea.

That's okay for me.

That's fine.

Review 1, units 1-3



MODULE 1: Getting together

Grammar and Vocabulary

1 Look at this photograph of a crowd at a cultural festival in Wales, in the United Kingdom.

Imagine you were in the crowd at the festival yesterday. Complete sentences 1–5 with the correct forms of these verbs:

could couldn't managed to

- 1 There were people in front and behind. We move in any direction.
- 2 All we do was wait until the queues shrank.
- 3 Although it was very crowded, I go and get a drink.
- 4 After an hour, the queue started to move but my uncle find the tickets. He'd lost them!
- 5 In the end, he buy new ones from the ticket office.



2 Complete this story with one of the verbs from the list. Use the past simple or the past perfect.

bake blow up paint applaud smell can not
make look compose play want cook

We (1) our grandparents' wedding anniversary to be a wonderful celebration. My mother and I (2) a cake the night before and my cousins (3) the decorations. The house (4) wonderful – my cousins (5) forty balloons, one for each year of my grandparents' marriage, and (6) large banners with the word CONGRATULATIONS on them. My aunts (7) so much food by the time everything was ready. It (8) delicious! When my grandparents arrived at the house at seven in the evening, they (9) stop smiling. My brother (10) a piece of music a few weeks ago, especially for the occasion. He (11) it on the piano and everyone (12) at the end.





3 Rewrite these pairs of sentences as third conditional sentences.

Muhanad and Wissam lost their tickets, so they didn't go to the theatre.

If they hadn't lost their tickets, Muhanad and Wissam would have gone to the theatre.

- a Ali lost his watch, so he missed the start of the film.
- b Ahmad didn't get to the football match on time. There was a traffic jam in the city.
- c There was a sandstorm at the airport yesterday, so our plane couldn't take off.
- d I didn't travel to the Rio Carnival because I didn't have enough money.
- e He fell over because he hadn't seen the crack in the pavement.

4 Now write your own sentences about these situations.

- a Read about Talaa and Khaled, and write sentences about what you would have done in the same situations.
 - 1 Talaa arrived home and found that she didn't have her door key. Nobody was at home. She sat and waited for her parents to come home – an hour later!
 - 2 When Khaled arrived at school, he found that he had left some of his school books at home. He didn't have time to go home to get them, so he phoned a taxi and asked the driver to go to his home and bring the books back to school for him.
- b Compare your sentences with a partner's.

5 Choose the best adjectives in these sentences.

- a We had a great family picnic. The weather was very *good* / *perfect*.
- b When I heard I had been selected for the basketball team I was absolutely *astonished* / *surprised*.
- c There were so many people that it was absolutely *difficult* / *impossible* to see the dancers at the festival.
- d There's a very *big* / *enormous* sports centre in the city centre.
- e He had an absolutely *bad* / *terrible* journey home. Everything went wrong.

6 Write these words in your notebook.

- a What is the word for someone who ...

1 writes novels?	4 composes music?
2 sings songs?	5 paints paintings?
3 writes plays?	6 plays a musical instrument?
- b Discuss these questions with a partner.
 - 1 Who are your favourite authors or musicians?
 - 2 What musical instrument(s) can you play? What would you like to play?
 - 3 Do you enjoy painting or drawing? How good are you?
 - 4 What would you like to write if you were an author?

task

You are going to work individually and in small groups to write a leaflet publicising an event in Syria. It could be a local event in your area or an important national event.

Project 1 Creating a leaflet

Stage 1 What makes a good leaflet?

Look at these two leaflets which are trying to attract visitors. Discuss these questions in groups of three.

- Which leaflet do you prefer? Give reasons.
- Which leaflet contains more information?
- Which leaflet looks more attractive?
- Make a list of the most important things you think a leaflet should contain.

About Qubeis Reserve

What is the reserve?

About Qubeis Reserve is one of Syria's largest and most diverse nature reserves and covers some 110km² of the most spectacular landscapes in the country. It consists of a system of wadis and hills that stretch from rich forests at high altitude to tranquil streams and rivers heading towards the coast.



Our history and future

The reserve was declared a Protected Area (PA) in 2005 along with two other areas of natural beauty and ecological importance. Its aim is to ensure that Syria's globally and nationally significant biodiversity is preserved for present and future generations worldwide.

Plants

There are around 350 species of trees and plants in the reserve, including 20 species that are considered to be rare or endangered, as well as a number of medicinal plants.

Wildlife

The area is home to a large number of animal species, many of which are rare or globally endangered, including wolves, jackals, deer, mongooses and eagle owls. 12 animal species found in the reserve are threatened worldwide, among which are the wild boar, golden eagle, black francolin and hoopoe.

How to get there

The reserve lies between the provinces of Hama and Ghab on one side and Latakia province on the other. Contact Latakia Environmental Society (tel. +963 41428675) to organise a visit to the site.

The National Museum of Damascus

Built in 196 the National Museum is the largest museum in Damascus, containing an extensive collection of rare archaeological and historical objects.



The museum is set in a beautiful sculpture garden. The main entrance of the museum was once the gateway of a desert castle near Palmyra. Inside, the museum is divided into two wings. The west wing contains artefacts from ancient sites such as Ugarit, including a clay tablet with the oldest alphabet in the world, and many cylinder seals which were used to make impressions on clay tablets and other objects. Visitors will also find the 3000 BCE treasure of King Cansud from the Bronze Age city of Mari, and examples of Islamic weapons, armour, jewellery and coins. The last hall contains a room from an 18th-century Damascene palace, its panels beautifully decorated with wood and marble. In the east wing visitors can see examples of pottery, glass and sculptures from the Phoenician to the Classical and Byzantine periods, as well as bronze, marble and ivory statues from the ancient city of Palmyra. One of the most famous exhibits in the museum is the richly painted second-century synagogue from Dura Europos.

Opening times: April-September: Wednesday-Monday
9 am to 6 pm
October-March: Wednesday-Monday
10 am to 4 pm

Ticket price: Adults 100 SP Students 10 SP

Address: Shoukri al-Quwatli Street, Damascus.

Directions: The museum is a short taxi-ride from anywhere in central Damascus. The museum is accessible from many New City locations such as the Hijaz Train Station or the Four Seasons Hotel.

The media

Module

2



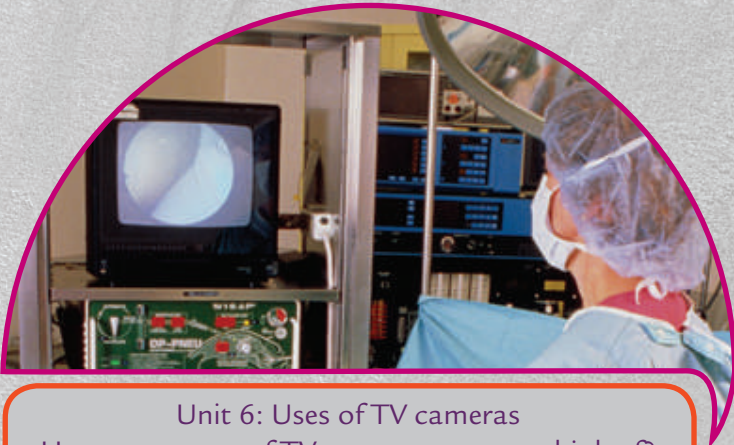
Unit 4: Broadcasting
What is broadcasting? How did it develop?

ON AIR

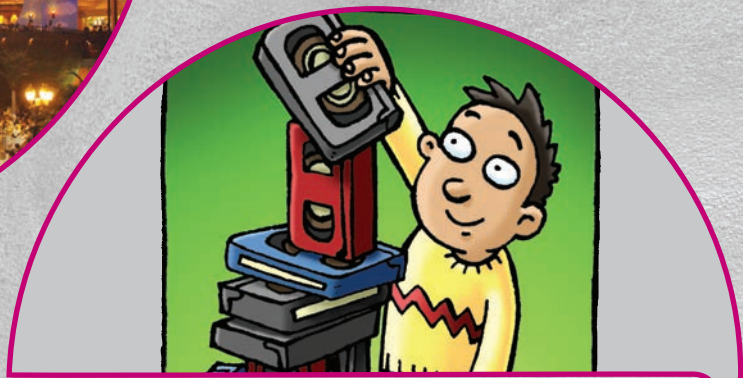


Unit 5: Television-watching habits
How many hours of television do you watch per week?





Unit 6: Uses of TV cameras
btw m any uses of TV cameras can you think of?



Review 2, units 4-6
Create your own television channel.



Outcomes

You will be able to:

- › listen to interviews
- › discuss TV-watching habits
- › talk about processes
- › read about the history of radio and television
- › compare modern inventions
- › give advice
- › express opinions
- › write a brief history and a schedule

Broadcasting

MODULE 2: The media

Grammar

Relative clauses (defining)
Revision: non-defining relative clauses

Vocabulary

Broadcasting / TV; noun-verb; periods of time; the prefix *tele-*; compound nouns

Listening

Listening for word stresses

Reading

Reading for specific information
Text referencing

Speaking

Comparing modern electronic devices

Writing

Writing a history of a local radio station



a



b



c



d Digital television. 2008

Discuss



What do you know about the history of radio and television?

- a Guess the names and dates of the broadcasting equipment above.
b Guess the answers to these questions.

Radio and TV Quiz

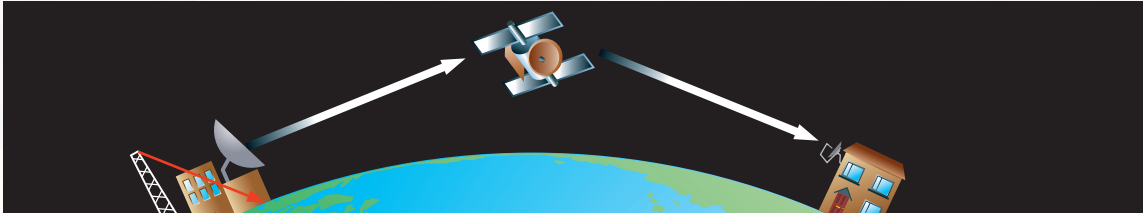
- When was radio first used to send messages?
A around 1800 B around 1850 C around 1900
- When were the first colour television broadcasts?
A around 1940 B around 1950 C around 1960
- When did people first buy video recorders?
A in the 1950s B in the 1960s C in the 1970s

- c Compare answers with other students.

Read

- 2 Read about the history of broadcasting and check the answers you gave to the quiz questions in 1b.

A short history of broadcasting



- 1 A German physicist, Heinrich Hertz, discovered radio waves in 1888, and eight years later an Italian engineer, Guglielmo Marconi, designed a system which could transmit radio signals to anywhere in the world in less than a second. Until this time, messages could only be sent short distances along telegraph wires, and messages which were sent to other countries could take months. Because radio signals do not need wires, the first name for the radio was the 'wireless', which means 'without wires'.
- 2 The first public radio broadcast in Syria was made in 1947 by Syrian Radio. It began with the famed line: 'This is Damascus!' At first, most broadcasts were news programmes, but soon music and other entertainment programmes were also broadcast. The early radios, which were in large wooden cases, were heavy to lift. In the 1950s, scientists invented transistors, and radios became much smaller. People who could afford battery-powered portable radios carried them around so that they could listen to their favourite programmes wherever they were.
- 3 The first television system was developed in 1926 by John Logie Baird, who was a Scottish inventor. Ten years later, the BBC* started broadcasting a few regular TV programmes in Britain. The first television sets, which were very expensive, had small screens with black and white pictures. In 1951, the first colour broadcasts were made, but it was not until twenty years later that most people had colour televisions in their homes. In the 1970s and 1980s, people bought video recorders, so that they could record television programmes. In the 1990s and 2000s, digital TV, satellite and cable television systems have given people a wider choice of television channels, and DVDs are replacing videos.
- 4 People have always worried about new inventions. In the 1960s, they thought that television would replace radio, and in the 1970s they were sure TV and video would damage the film industry, but these things have not happened.

* BBC = British Broadcasting Corporation

Check your understanding

- 3 Read the article again, then complete these sentences using 1–3 words.

- a Heinrich Hertz was a (2 words)
- b Before the invention of radio, people used telegraph wires to send messages (2 words)
- c In 1947, Syrian Radio its first programme. (1 word)
- d The first radios were in big wooden cases and were not easy to (1 word)
- e In the 1950s radios became smaller because scientists (2 words)
- f The power for portable radios came from (1 word)
- g John Logie Baird developed the (3 words)

Vocabulary

1 Find words in the article with these meanings. Paragraph numbers are in brackets.

- a to send out radio or TV signals (1)
- b another word for radio (1)
- c programme sent out by radio or TV (2)
- d adjective to describe something that people can carry (2)
- e glass surface where TV pictures appear (3)
- f to make a copy of music, radio or TV programme on cassette or video (3)
- g object in space which sends television programmes to Earth (3)
- h radio or TV station (3)

2 Copy and complete these lists with the nouns and verbs from the article.

Noun	Verb
a transmission	.....
b development	.....
c	choose
d	invent

3 Complete these sentences with periods of time.

- a There are 12 in a year.
- b There are 52 weeks in a
- c There are 24 hours in a
- d There are 28 days in the shortest
- e There are 60 seconds in a

Think and speak

4 Discuss these questions with a partner.

- a What are the best and worst things about television?
- b Do you think we have too many radio and TV channels to choose from?
- c Why do you think radio and TV programmes are so popular?
- d How do you think the Internet has affected how we consume radio and TV?

Writing Writing a history of a local radio station

5 Work in pairs. Write a brief history of a radio station you listen to. Use the article on the previous pages to help you.



Quote "Radio is the theatre of the mind."
Steve Allen

Grammar Relative clauses (defining)

1 Find the relative clauses in the following sentences and underline them.

- Marconi designed a system which could transmit radio signals.
- Messages which were sent to other countries could take months.
- The early radios, which were in large wooden cases, were heavy to lift.
- People who could afford battery-powered portable radios carried them around.
- The first television system was developed by John Logie Baird, who was a Scottish inventor.
- The first television sets, which were very expensive, had small screens with black and white pictures.

2 Answer these questions about the sentences 1a–f.

- Why do we use *who* in sentences **d** and **e**, and *which* in the others?
- In which three sentences could we leave out the relative clauses because they give us **extra**, but unnecessary information about a person or thing?
- In which three sentences do we need the relative clauses because they give us **necessary** information about a person or thing?
- In which three sentences do we use commas?

3 What is the difference in meaning between these two sentences?
In which sentence does the writer have only one brother?

- My brother, who is a TV cameraman, lives in Damascus.
- My brother who lives in Tartus is a teacher.

4 Copy and complete these definitions with relative clauses which contain necessary information.

- A TV presenter is someone who ...
- An inventor is ...
- A good / bad radio programme is one which ...
- A good / bad TV programme ...

5 Copy and complete this story using *who* or *which*. Add any necessary commas.

When I was a child, most of the families (1) lived on our street did not have televisions. In the evenings, many people listened to their radios (2) they had in their living rooms. But I was lucky. The family (3) lived next to us had a television and every afternoon I went to their house to watch children's programmes with my friend, Hassan. Hassan's mother, (4) was very kind, always welcomed me. The programmes (5) I enjoyed most were the cartoons. There were other programmes (6) my friend enjoyed but some of these frightened me. When these programmes were on, I covered my eyes.



Think and speak

6 Were there any television programmes which frightened you when you were a child?

Vocabulary The prefix tele-

1 Write the answers to these questions. Work in pairs.

- a Match these words beginning with *tele-* with the correct illustrations.

television telescope telephone telephoto lens teletext

- b Write sentences about four of these things.
Teletext is written information which you can read on a TV screen.
- c What are telecommunications? Work out a definition with a partner, then check your ideas in a dictionary.



Compound nouns

2 Nouns with two or more parts are called compound nouns.

Combine a word from List A with a word from List B to make compound nouns used in the article on page 39.

A

film
 news
 radio
 short
 video

B

distance
 signal
 programme
 recorder
 industry

- The has not died because of television or video recorders.
- Marconi invented a system for transmitting
- Telegraph wires were only used to send messages
- To find out what's happening in the world, watch a good
- Watching a means you can record a TV programme to watch later.

Pronunciation Strong and weak forms

3 (4.1) Short 'grammar' words are sometimes stressed (strong) and sometimes unstressed (weak). Listen to these words in sentences. Are they stressed or unstressed?

- | | | |
|-------|--------|--------|
| a had | c that | e to |
| b can | d was | f have |

4 Say these sentences to a partner. Decide whether to stress the underlined words or not.

- 1951 was an important date in television history.
- He wants to come with us.
- He had seen the film twice already.
- I have to listen to the radio news tonight.
- You can come to the library with me if you like.
- Did you see that?

5 (4.2) Listen and repeat the sentences.

Speaking

Comparing modern electronic devices

Think and make notes

1 Look at the photographs.

- Rank these electronic devices in order of importance for you in your personal life. (1 = most important)
- Compare your order of importance with other students.



Prepare for speaking

2 Work in groups of three. Each member of the group should have chosen a different most important electronic device.

You are going to try to persuade the other members of the group that your choice is the most important.

- Note down the main reasons why your number one choice is important in today's world. Here are some questions to think about.
 - ▶ What is its main purpose or function?
 - ▶ How do people benefit?
 - ▶ What other uses does it have?
 - ▶ How many people benefit?
- Prepare notes for a short talk which will last 2–3 minutes. Use some of the expressions from the *Useful language* list.

Speak

3 Speak for 2–3 minutes. Ask someone to time you.

- Take turns to give your talk to the rest of the group. Other students should not interrupt the talks.
- When all students have given their talks, have a short whole-group discussion.
 - ▶ Ask each other questions.
 - ▶ Challenge the facts used by speakers. Use some of the disagreeing expressions from the *Useful language* list.
- Choose the top three electronic devices from those the speakers have described. Take a vote if necessary.

USEFUL LANGUAGE

Explaining reasons for your choice

The radio is the most important electronic device because ...

In my opinion, television is by far the most important electronic device.

For me, satellite TV has to be the first choice.

Just think about what you can do with a laptop computer.

Disagreeing with facts or ideas

(I'm sorry) I can't agree with that.

The radio used to be the most important, but it isn't now.

Most people don't benefit from satellite TV.

That's not true!

You said that ..., but ...

What you said about ... is interesting, but I think

Television-watching habits

MODULE 2: The media

Grammar

Reported commands and requests:
verb + object + *to* + infinitive

Vocabulary

Multi-part verbs with *get*
Indefinite pronouns with *else*:
something else / everybody else / nowhere else

Listening

Listening for gist and specific information

Reading

Reading a television schedule

Speaking

Discussing personal television-watching habits

Writing

Writing television schedule



Discuss

1 Discuss these questions.

- Who in your family decides what you watch on TV?
- Are there any programmes you are not allowed to watch? Why?
- How is Syrian television different from television elsewhere in the world?

Listen

2 You are going to hear interviews with five young people answering questions about their television-watching habits.

- Before you listen, answer these questions yourself.
 - How many hours of television do you watch a day?
 - What times of the day do you watch television?
 - Who do you normally watch television with?
 - Do you watch videos and DVDs as well as television programmes?
 - Who decides what you can watch on television?
- (5.1) Now listen and match the speakers with the questions they answer.

Quote "We love television because television brings the world into our living rooms."

Anonymous

Check your understanding

3 (5.1) Listen again and answer these questions. Which speaker:

- a doesn't think her parents' videos are very interesting?
- b finds it uncomfortable to watch too much TV?
- c has to turn the TV off and go to bed if it's late?
- d watches TV with different people at different times?
- e sometimes has to watch educational programmes?
- f sometimes watches no TV for a week?
- g usually watches TV with brothers and sisters?
- h sometimes watches TV with friends?
- i watches 3–4 hours of TV a day during school holidays?

Vocabulary

4 Match these words and phrases from the interviews with their meanings.

- | | | | |
|---|-------------------|---|--|
| a | it depends | 1 | occasionally / sometimes |
| b | headache | 2 | I'd prefer |
| c | from time to time | 3 | it is different in different situations |
| d | comedy | 4 | play, film or programme that makes you laugh |
| e | I'd rather | 5 | pain in the head |

Reading

5 Read the text about a Syrian soap opera and fill in the blanks with one of the verbs in the box. Use the correct tenses.

(be) introduce (be) gather enjoy follow (be) make broadcast portray

Bab al-Haraj is a famous Syrian soap opera that is watched by millions of people all over the Arab world. It (1) Syrian society when the local population hoped for independence from French rule. The story (2) the daily lives of friends and families in a neighbourhood in Damascus. The series (3) in Syria during Ramadan in 2006. One of 31 episodes was (4) each night at a time when families would (5) together to break the fast. Critics and audiences alike (6) the series so much that a new series has (7) each year since.



Think and speak

6 Discuss these questions in small groups.

- a Do you think you watch too much TV?
- b TV is educational. Do you agree or disagree?

Grammar Reported commands and requests: verb + object + to + infinitive

1 Copy these extracts a–g, and underline the verbs.

- a Occasionally my parents want me to watch educational programmes.
- b They tell me to brush my teeth and go to bed.
- c From time to time they advise me to stop watching a particular programme.
- d And of course, they prefer me not to watch rubbish.
- e Sometimes my parents like us to watch programmes with them.
- f My father warned me not to watch too much TV.
- g My parents often ask me to tell them about a TV programme I've watched.

2 Discuss these questions with a partner.

- a What follows the first verb in each extract? What are the next three words?
- b How are extracts 1d and 1f different from the others?

3 What is the difference in meaning between these pairs of sentences?

- a I prefer not to watch rubbish.
They prefer me not to watch rubbish.
- b I want to watch educational programmes.
My parents want me to watch educational programmes.

4 What are the people saying? Follow the example.

- a Ali tell / me: **Ali told me to tune in to Channel 15.**
- b His mother ask / Waleed
- c Lama advise / her friend

Tune in to Channel 15, please.



Could you find out about the TV programmes at 10 o'clock?



If I were you, I'd listen to the news on the radio.



5 Write more sentences following the same pattern.

- a 'Turn the television off and do your homework.' (Mazen's father / tell / him)
Mazen's father told him to turn the television off and do his homework.
- b 'If I were you, I'd record the programme and watch it later.' (Mazen / advise / me)
- c 'Please watch the film with me.' (Lubna's mother / ask / her)
- d 'Don't touch the DVD player.' (Lubna's mother / warn / her)

Think and speak

6 Discuss these questions.

- a What TV programmes would you advise visitors to your country to watch?
- b What programmes would you advise young children to watch?

Vocabulary

Multi-part verb with get

1 There are many multi-part verbs with *get* in English.

a Match the verbs underlined in these sentences with the correct meanings A–F below.

- 1 I have to get up early to go to school.
- 2 My father and his colleagues get on very well.
- 3 I've had a bad cold, but I'm getting over it now.
- 4 We have an exam in three weeks – I should get down to revising.
- 5 I tried to phone you yesterday, but I couldn't get through.
- 6 Naser got behind with his work because he was off school for a month.

- A start doing something seriously
 B get out of bed
 C do not make as much progress as others
 D manage to contact someone
 E recover
 F have a good relationship with someone



b Discuss these questions in pairs.

- 1 How well do you get on with strangers when you first meet them?
- 2 How easy do you find it to get down to revising for tests or exams?
- 3 What do you do if you can't get through to someone on the phone?
- 4 What time do you usually get up? On schooldays and during holidays?
- 5 What advice would you give to someone who got behind with their school work?

Using else

2 *Else* means 'other' and is often used with words like *something*, *everybody* or *nowhere*.

Copy and complete these sentences with a word from the list and *else*.

somebody nobody everybody anybody something nothing everything anything
 somewhere nowhere everywhere anywhere

- a I'm not enjoying this programme. Can we watch something else ?
- b I'm still hungry. Can I have to eat?
- c We're the last ones to leave. has already gone home.
- d We can't stay here tonight. We'll have to go
- e I can't understand why watches the news on TV. I find it very interesting.

Pronunciation

Stressed words

3 (5.2) It is sometimes difficult to hear short words which are unstressed.

- a Listen to five sentences and write down what you hear.
- b Compare what you have written with another student.

4 (5.2) Listen and repeat the sentences.

1 Read the TV schedule and answer the questions.

Channel 1

**5.00 p.m. – Sport
Live Football**

Syria v s. Japan
Our sports team presents this season’s first Asian Cup match live from Tokyo.



**7.00 p.m. – News
Main Evening News**

A summary of the day’s main stories from Channel 1 reporters at home and abroad.

**8.00 p.m. – Drama
Courtroom**

Will the prosecution find enough evidence to convict an innocent man?



**9.00 p.m. – History
Living History**

Tonight we look back to the birth of the modern Syrian republic and hear from people who remember the event.

Channel 2

**5.00 p.m. – Classical Music
Lamma Bada Yata Thanna**

This evening we explore the history of this favourite piece of classical music which dates back to the tenth century.

**7.00 p.m. – History
Architecture Today**

Tonight’s programme visits Bosra, the site of one of the largest Roman theatres in the world, and one of Syria’s most wonderful buildings.

**8.00 p.m. – Film
The Big Land**

Newcomers to a small town become mixed up in an argument between residents.

**9.00 p.m. – Sport
World Equestrian Championship**

The final of this year’s event is from Damascus. This will be exciting!



Channel 3

**5.00 p.m. – Film
Someone’s Watching**

An elderly detective has the job of protecting the witness to a crime. This exciting thriller features Syria’s most famous film stars.

**7.00 p.m. – Nature
The World of Nature**

A father and son set out to cross a remote strip of the Syrian Desert. As they make their way across, they meet animals that inhabit the area.

**8.00 p.m. – Drama
Hospital Ward**

Dr Hala Al Ashkar has to decide the best way to treat a child who has lost his memory. You’ll find this surprising!



**9.00 p.m. – News
Tonight at Nine**

Catch up with today’s national and international news with the Channel 3 news team.

- Why do you think the football match is on at 5.00 p.m.?
- Compare the programmes on at 7.00 p.m. on all channels. Why do you think they are so different from each other?
- Do you think there is enough variety in this schedule, or is there too much of one type of programme? Explain.
- Are the programmes at 8.00 p.m. on all channels factual or fictional? Why do you think this type of programme is shown at 8.00 p.m. ?

Writing Writing a television schedule

Read and discuss

1 Study the television schedule on page 48.

- Read the programme previews and choose four programmes you would like to watch between 5.00 p.m. and 10.00 p.m.
- Compare your choice with other students, and tell each other why you have made your particular choice of programmes.

Planning and Writing

2 Plan your ideal evening's television schedule.

- Write a list of three or four of your favourite programmes, and put them in order between 5.00 p.m. and 10.00 p.m.
- Make brief notes about each programme. Include the following:
 - The channel and the start time.
 - The type of programme – sport, drama, etc.
 - Important details (if it's a film, give a brief summary of the story and note who the stars are; if it's a documentary, note the topic)
 - Write a note on why you think people should watch the programme.
Eg. *It will be exciting.*
- Write your programme notes using the schedules of Channels 1, 2 and 3 opposite as a model. Refer to any notes you have made and the *Useful language* list below.

3 When you have finished writing, read your preview notes carefully.

- Check spelling, grammar and punctuation.
- Exchange schedules with a partner.
As you read your partner's schedule, think about which programmes you would also like to watch.
- Finally, discuss your schedule with your partner. Together, decide on the best four programmes from both your schedules.

task

You are going to write a schedule of TV programmes you would recommend someone to watch in an evening.



USEFUL LANGUAGE

Channel 1 presents a new series about .

The programme covers /de als with /in vestigates ...

This exciting thriller /h ospital drama /tru e life adventure

h tonight's episode, /h this week's programme, ...

Note: Notice how the present simple tense is very commonly used in the mode TV programme notes.

Uses of TV cameras

MODULE 2: The media

Grammar

Talking about processes

Passive verbs: simple and continuous forms

Vocabulary

Group nouns (singular / plural nouns)

staff / family

Matching people: doctor / patient

Listening

Listening to information about a film festival

Reading

Reading for gist and specific information

Speaking

Discussing the positive and negative effects of TV

Expressing opinions

Writing

Inventing a new type of TV camera



a



b



c



d



e

Discuss

1 Look at the photographs and match them with the names of cameras below.

surgical surveillance security web television / film

2 Look at the photographs and discuss these questions with a partner.

- a What are the television cameras being used for in these photographs?
- b How did people do these things in the past before television cameras?

Read

3 Before you read, match these words from the article on page 51 with their meanings.

- | | |
|---------------|---|
| a complicated | 1 one photo in a strip of film |
| b operation | 2 at a distance / not close up |
| c remotely | 3 camera connected to a computer |
| d surgeon | 4 doctor who specialises in cutting bodies open to treat them |
| e webcam | 5 cutting open a person's body to treat something inside |
| f frame | 6 difficult |

- 4 You are going to read an article about four of the uses of television cameras. As you read, match each section with one of the photos on page 50.

On Camera

- 1 In many hospital operations these days, tiny television cameras are being used by surgeons to see exactly what is happening inside their patient's body. This is called keyhole surgery because the doctors can do operations through a small hole in the patient's body, instead of having to make a large cut. Television pictures are sent to a monitor which the surgeon watches as he or she carries out the operation. Medical staff say that by using the latest technology they can see inside the patient's body as clearly as if they were looking through a window. Keyhole surgery makes operations safer and more comfortable for patients, and less complicated for doctors.
- 2 More and more closed circuit television (CCTV) cameras are being positioned high above city centres and motorways to enable the police to check for accidents and traffic problems. The cameras are controlled remotely by traffic police who use the information to help keep traffic moving on busy roads. This information is also used by radio and television stations which broadcast up-to-date traffic news.
- 3 Filmmakers use special cameras and video recorders to make animated films one frame at a time. First, the models of the characters are put into their positions, then filming can begin. After each frame has been filmed, the models are moved. Using this very slow process, models often have to be moved over a thousand times to make one minute of the final film. This means that a full-length film can take several years to make.
- 4 Another type of film camera is the webcam, a piece of equipment which is connected to the Internet. Webcams are being used more and more by people who want to share moving pictures with each other. One of the most popular uses is video calling or video conferencing, where people can see each other while they are having a 'telephone' conversation. Webcams are often positioned on top of a computer, pointing towards the user.

Check your understanding

- 5 For each of these statements about the article, choose True (T), False (F) or Don't know (DK) if the information is not given. Correct the false statements.
- a Keyhole surgery is less expensive than traditional surgery.
 - b CCTV cameras give radio and TV stations information about traffic conditions.
 - c To make a full-length animated film you have to move the models about a thousand times.
 - d Webcams allow two people to see each other while they are talking over the Internet.
- 6 Think of possible reasons or explanations in answer to these questions.
- a Why is keyhole surgery safer than traditional surgery?
 - b Why are an increasing number of cameras being used to watch motorways and town centres?
 - c Why does the making of an animated film take such a long time?
 - d Why are webcams becoming more popular?

Quote "A film is never really any good unless the camera is an eye in the head of a poet."

Orson Welles

Grammar Passive verbs: simple and continuous forms

1 (6.1) Listen to a filmmaker talking about the Damascus International Film Festival. Underline the passive verbs in these extracts from the recording.

- a The festival is used by filmmakers to showcase their work.
- b Different types of cameras are used to make short films.
- c The event is being organised by the government of Syria.
- d It has been hosted by the Syrian Ministry of Culture since 1979.
- e At the first festival, films were submitted from India, France and the United Kingdom.
- f The number of participating countries has been increased over the years.
- g All the films are entered into a competition to find the best one.

2 What tenses are the passive verbs in 1a–g? Present simple, present continuous, past simple or present perfect?

3 Discuss these questions with a partner.

- a What is the main reason for using a passive rather than an active verb? Compare these two sentences.

Keyhole surgery saves many lives. Many lives are saved by keyhole surgery.

- b In which three sentences, 1a–g, do we know who or what does the actions?

In 1a, for example, we are told that *filmmakers use the festival*.

- c Why doesn't the speaker say who or what does the action in the remaining sentences, 1b, e, f and g? Choose from these reasons:

It is not important He / she doesn't know It is obvious

4 Now rewrite the sentences from exercise 1 in the active form.

- a Filmmakers use the festival to showcase their work.

b

c

d

e

f

g

5 Write the passive forms of these sentences.

- a They made the film with three cameras.
- b They were monitoring the traffic from a control centre.
- c Shops will sell more webcams next year.

6 Newspaper stories often use passive verbs. In your notebook, rewrite these items of news as newspaper stories, putting the underlined verbs into the passive, and making any other necessary changes.

- a Some local authorities in the United Kingdom are introducing speed cameras as a way of preventing motorists from driving too fast. They are installing speed cameras on busy roads. The courts are increasing fines for dangerous driving, and judges are sending motorists who cause serious accidents to prison.
- b Two days before the competition, they take TV cameras and other equipment to the stadium. They spend two whole days preparing for the match. They test all the equipment carefully. On the day of the match, the programme producers give the commentators and cameramen their final instructions.

7 Discuss these ideas in pairs. In Syria, what is being done to:

- a make driving easier for motorists in busy cities? A ring road is being built.
- b reduce road accidents?

Writing Inventing a new type of TV camera

1 Match a word from List A with a word from List B to make compound nouns which you can use to complete sentences a–g.

A

animated
city
medical
radio
television
traffic
video

B

cameras
conferencing
centre
film
news
staff
stations



- a Many broadcast news and other useful information and play popular music.
- b is becoming popular because people like seeing who they are talking to.
- c The phrase means doctors, surgeons and nurses.
- d The is often the oldest and busiest part of a large town.
- e If you want to know how busy the roads are, listen to the on the radio.
- f They often use several when they film a sports event.
- g The voices of well-known actors are often used for characters in a(n)
.....

2 Work in pairs. Invent a new type of TV camera. Explain what it would be used for. Write a paragraph.

Vocabulary Group nouns (singular / plural nouns): *staff* / *family*

1 There are many nouns in English which refer to groups of people.

- a Match each word 1–7 with the correct definition a–g.
- | | |
|--------------|--|
| 1 audience | a all the people who work on a ship or a plane |
| 2 class | b people who make laws for a country |
| 3 crew | c sportsmen or women who play together |
| 4 family | d all the people who work in a particular organisation |
| 5 government | e students who are taught together |
| 6 staff | f all the people who listen to a speech or a concert |
| 7 team | g people who are related to each other |
- b What is the main grammatical difference between the words and the definitions? For example: *class and students*
- c Are these two sentences different? (They are both correct.)
My team is going to win the cup. / My team are going to win the cup.

Matching people: *doctor* / *patient*

2 People can be connected by family or profession.

- a Match a person from List A with another from List B to make a pair.

A doctor manager parent police officer shop assistant teacher

B child criminal customer patient pupil worker

- b Write sentences about how these pairs of people are connected. Where possible, write active and passive sentences, using verbs from this list.

arrest bring up educate employ serve treat

Doctors treat patients. Patients are treated by doctors.

Pronunciation Stress in compound nouns

3 (6.2) Listen. Which of the two words in each pair is stressed?

- | | | |
|-------------------|--------------------|----------------|
| a shopping centre | c railway station | e car park |
| b post office | d department store | f travel agent |

4 (6.3) Listen and repeat the same compound nouns in these sentences.

- a Are you going to the post office?
 b Where's the nearest car park?
 c Can you tell me the way to the railway station?
 d Is there a department store near here?
 e The shopping centre is busy today.
 f I'm going to phone the travel agent.



Speaking Expressing opinions

Think and make notes

- 1 Look at the photographs of the different uses of television. Make notes about the positive and negative influences television has on people's lives. Think about the subjects in the photos. Compare notes with other students. How similar are your ideas?



Information



Education



Medicine



Entertainment

Use	Positive	Negative
Entertainment	Something for everyone Inexpensive	People watch too much TV Some programmes have a bad effect on children
Education		

Prepare for speaking

- 2 You are going to debate this statement in groups of four:

We believe that television has had a positive influence on the world.

- In each group, two students should agree and two should disagree with this statement.
- Each student should choose two ideas to support his or her point of view.
- Write notes to refer to and use some of the expressions from the *Useful language* list below that you could use.

- 3 Each person in your group should discuss the statement in exercise 2.

- Take turns to express your opinions for and against the statement, trying to include some of the opinion expressions. Each member of your group should talk for about two minutes.
- When everyone has expressed his or her ideas, have a brief general discussion, this time expressing your real opinions.
- Finish with a vote on the statement. Vote for what you really believe.

USEFUL LANGUAGE

Introducing your opinion

My personal opinion /view is this:..

If you ask me, television ...

This is what I think
It seems to me that ..

Agreeing with the statement

I completely /wholeheartedly agree with the idea that television ...

I think the statement is
(basically) true.

Disagreeing with the statement

I basically /fundamentally disagree with the idea that television ...

I can't accept this statement, and this is why .

Review 2, units 4-6



MODULE 2: The media

Grammar and Vocabulary

1 Underline the relative clauses and add commas if necessary.

- a The science programme which I watched on TV last night was very interesting.
- b Dr Hassan, who presented the programme, is an expert on digital technology.
- c The late film which starred Ayman Zidan didn't finish until 1.30 a.m.
- d I know someone who never watches television.
- e Boris Becker who used to be a famous tennis player is now a TV commentator.
- f My favourite film which was made by the Syrian film director Abdullatif Abdulhamid is about a man who is kind to everyone he meets.

2 Copy and add more information from the box below to this story to make it more detailed.

Add the information in the form of relative clauses at the places marked ▲ in the text. Use commas if the information is extra rather than necessary.

A new way of building

Last night I couldn't watch my favourite TV programme (a) ▲, which started at 7.30, because I had to go to a meeting (b) ▲. So, of course I decided to record the programme before I left home.

I picked up the box of blank video cassettes (c) ▲, but when I opened it I found it was empty. I couldn't imagine what had happened so I started looking round the house. As I was looking, my younger brother, Obeid (d) ▲ started shouting. I rushed to his room and found him sitting on the floor. 'My house fell down', he said. On the floor were my video cassettes (e) ▲.



Additional information

I had bought the box of video cassettes the day before.

My brother is only 4 years old.

Obeid had used my video cassettes to build a house.

The meeting was being held at my school.

The TV programme started at 7.30.

3 Hamed's father has broken his leg and cannot do anything for himself. He gets Hamed to do everything for him. Rewrite some of the things he says, using the verbs in brackets.

- a 'Can you bring me the newspaper, please?' (ás k)
He asked Hamed to bring him the newspaper.
- b 'Please can you turn the volume up for me?' (ás k)
- c 'Wind the video for me.' (ell)
- d 'Please could you turn off the television?' (ask)
- e 'Bring me a drink, Hamed.' (ell)
- f 'Please watch this film with me, Hamed.' (ás k)
- g 'Can you look for the remote control, please?' (van t)



4 Rewrite these sentences, using passive instead of active verbs.

- a They showed a two-hour programme about volcanoes on TV last night.
A two-hour programme about volcanoes was shown on TV last night.
- b They filmed some of the world's most famous volcanoes from an aeroplane.
- c They also took some amazing shots of the red-hot centre of a volcano.
- d While they were making the programme, hot ash burnt one of the cameramen.
- e A helicopter rescued him and took him to the nearest hospital.
- f Nearly 10 million people watched the programme.
- g It was so popular that they're showing it again tomorrow night.



5 Answer these questions with compound nouns made by taking a word from box A and a second word from box B.

A *city missing radio short traffic video*

B *centre distance news person recorder station*

- a How could you describe the position of a shop less than 1km away?
 a
- b What do we call the middle part of a large town?
 the
- c What machine do we use to copy a TV programme and watch it later?
 a
- d What do we call someone who disappears and can't be found?
 a
- e What do we listen to on the radio to find out how busy the roads are?
 the
- f What do we call an organisation which broadcasts programmes for listeners?
 a

6 Complete these sentences with the correct part of one of these multi-part verbs with *get*. (One of the verbs is not used.)

get behind get down get on get over get through get up

- a Ahmad missed the school bus because he late.
- b I've tried phoning all morning but I've only just managed to
- c My boss and I always very well – we never argue.
- d The two men talked about their families before they to business.
- e You're very fit, so it shouldn't take you long to your illness.

Project 2

Designing a new TV channel

task

You are going to work individually and in small groups to design a new TV channel aimed at young people in Syria. You should try to make your channel different from any of the channels that already exist.

Stage 1 What makes a good TV channel?

Work in groups. Make a list of the young people's TV channels available in Syria now.

- Which are the most popular channels? Are these also your favourites?
- What are your favourite kinds of programmes?
- What kinds of programmes do you never watch?



Stage 2 Make an outline plan

Continue working in groups.

- Discuss and decide what kind of programmes to include on your channel. To get as many viewers as possible, choose a selection of these programme types.

Film / Drama	Educational	News / Documentaries
Music	Food and cookery	Science / Technology
DIY *	Quizzes / Game shows	Arts

*DIY = do-it-yourself = making and repairing things, especially around the house.

- Discuss and decide when to schedule each type of programme. The following times are available for your channel:

School days 6.00 p.m. – 9.00 p.m.

Non-school days 1.00 p.m. – 10.00 p.m.



	6-7 p.m.			7-8 p.m.			8-9 p.m.		
Day 1									
Day 2									
Day 3									
Day 4									
Day 5									
	1-2 p.m.	2-3 p.m.	3-4 p.m.	4-5 p.m.	5-6 p.m.	6-7 p.m.	7-8 p.m.	8-9 p.m.	9-10 p.m.
Day 6									
Day 7									

Stage 3 Make a detailed plan

Each member of the group should take over the planning of one non-school day or two school days.

- Include a varied mix of programmes for each day. Programmes should last one or two hours.
- Give each programme a name and write one sentence describing what it is about.
8.00 p.m. *Art in Action*
Tonight, the winners of the recent competition for young painters are revealed.
- Choose suitable presenters for programmes that need them.
- Students take turns to show the rest of their group the schedule they have planned. Other students can suggest improvements at this stage.

Stage 4 Display / Presentations

- Make any final changes to programme schedules.
- Display each day's schedules on the classroom wall.
- All students should read and discuss the schedules of the other groups.
- You could have a vote for the best schedule.

Communication

Module

3



Unit 7: Communicating
What is your favourite method of communication?



Unit 8: Writing
Why are the ways people write so different across the world?

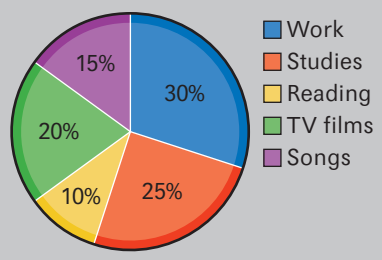




Unit 9: On the phone
 How often do you use the telephone to communicate?



Review 3, units 7-9
 Conduct a survey on the use of the English language.



Outcomes

You will be able to:

- ▶ talk about ways of communicating
- ▶ read for gist
- ▶ understand instructions
- ▶ discuss ways of writing
- ▶ understand interview technique
- ▶ give opinions
- ▶ check information
- ▶ write letters and instructions

Communicating

UNIT

7

MODULE 3: Communication

Grammar

Definite and indefinite articles

Vocabulary

Quantity words with uncountable nouns:
piece

Place names and articles: *the Nile*

Listening

Listening for gist and detailed understanding

Comparing an email and a text message

Reading

Comparing an email and a letter

Speaking

Conducting a conversation

Writing

Writing formal and informal letters



Discuss



1 Guess the average numbers of text messages, emails and letters sent each year.

Text messages

- a 32 billion
- b 19 billion
- c 52 billion

Emails

- a 17 billion
- b 6 billion
- c 1.2 billion

Letters

- a 34 million
- b 49 million
- c 56 million

2 Look at the photos showing people communicating in three different ways.

- a What are the advantages and disadvantages of email, traditional letters and phoning? Think about the question from the point of view of the sender and the receiver. Copy and complete this chart with your ideas.

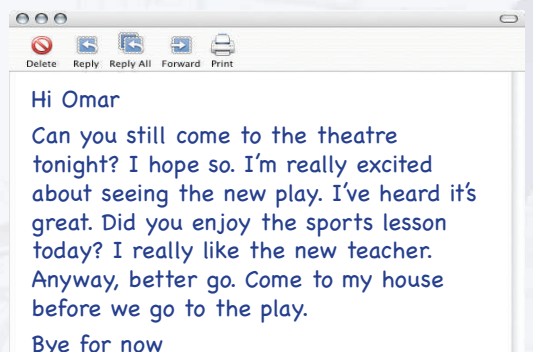
	Advantages	Disadvantages
traditional letters	personal	
email	quick and easy	
phone calls	quick and personal	

- b Compare ideas with other students and discuss any points you disagree about.

Read

3 Read the email and the text message. Then discuss the questions in pairs.

- a Discuss the main differences between the email and the text message. Make notes.
- b What does an email allow you to do more freely than a text message?
- c Do you think it is sad that nowadays people write more emails and text messages, and fewer traditional letters, than they did in the past? Give reasons.



Hey Ruba,
Can I borrow that book of Syrian stories you told me about?
Thanks for the good time at the fun park yesterday.
See you tomorrow,
Lamees

Listen Comparing an email and a text message



(7.1) You are going to hear four speakers talking about how they prefer to communicate with other people.

- a Which method does each speaker prefer?
- b Listen to the speakers again. Does anyone mention any of the advantages and disadvantages of the three methods that you listed in 2a?

Check your understanding



(7.1) Listen to each speaker again and answer these questions.

Speaker 1

- a According to the speaker, why do friends like receiving traditional letters?
- b Why doesn't she like emails?

Speaker 2

- c When did the speaker last write a traditional letter?
- d What does he do if he can't send someone an email?

Speaker 3

- e According to this speaker, why are traditional letters better for business?
- f Which groups of people does he write emails to?

Speaker 4

- g Why did the speaker and her penfriend choose real letters rather than email?
- h Why might they change to writing emails in the future?

Vocabulary



Copy and complete these sentences with words from this list.

envelope letter notepaper pen post box stamp (to) stick (to) write

Talaa decided to (a) to her aunt, who lives in Rome. She asked for three pieces of (b), and wrote with her favourite black (c) When she'd finished writing, she put the (d) into a long white (e) and borrowed a (f) from her sister. She (g) this on the envelope and took the letter to the (h)

Quote "Communication leads to community, that is, to understanding, intimacy and natural valuing."

Rollo May

Grammar Definite and indefinite articles

1 Copy and complete these sentences, adding *a / an* or *the*.

- a I'm writing to (1) friend, I prefer letters.
 b I just click (2) reply button on your phone.
 c You have to find (3) pen – sometimes (4) pen doesn't write.
 d I can't remember (5) last normal letter I wrote.
 e Put it in (6) envelope, stick (7) stamp on (8) envelope and take it to (9) post box.
 f I'm (10) accountant and I think traditional letters are (11) most polite way of contacting clients.
 g We've been writing to each other for (12) year.

2 (7.2) Now listen to the recording and check your answers. Correct any wrong answers.

3 Here are some rules about the use of *a / an* and *the*. Find one example of each rule in sentences 1a–g above.

Rule

- ▶ Use *a / an* to refer to someone's job.
- ▶ Use *the* with superlative expressions.
- ▶ Use *a / an* to refer to an object for the first time.
- ▶ Use *the* to refer to something we have already mentioned or which everyone knows about.
- ▶ Use *a* to refer to a person or thing, but not a particular person or thing.
- ▶ Use *a* to mean one (1 of two, three, etc.)

Example

.....

4 Copy and complete these sentences, adding *a / an* or *the*.

- a Talaa's father is (1) teacher at (2) school on the outskirts of town. My brother says he's (3) best teacher in (4) school.
 b I've just sent (1) text message to (2) friend in Athens. It took me less than (3) minute to write. (4) best thing about sending text messages is that you can get (5) reply very quickly. In fact (6) friend I've just sent a text message to has already replied.
 c (1) 'End' button is usually on (2) right-hand side of your computer keyboard.

Speaking Conducting a conversation

5 Work in small groups. Talk about these subjects.

- a The best and the worst things about emails
 b A person you admire
 c A country you'd like to visit

6 Write simple instructions explaining how to take a photograph with a digital camera.



Vocabulary

Quantity words with uncountable nouns: *piece*

1 In English *meat* is uncountable. We can't say *three meats* – we have to say *three slices* or *three pieces of meat*.

a Match a quantity word from List A with a word from List B.

A bar grain item lump pane piece slice

B bread cake cheese chocolate clothing advice glass
information lemon news rice salt sugar toast

b Copy and complete these sentences with the appropriate quantity expressions.

- 1 I want to write a letter. Can you pass me two **pieces of paper**?
- 2 I read an interesting about volcanoes in the paper this morning.
- 3 Can I give you a? I think you should apologise to him.
- 4 For breakfast Ann usually has two with butter and honey.
- 5 I take a to school in case I get hungry.

Place names and articles

2 *The* is used with some but not all place names.

countries and continents groups of islands rivers islands
mountain ranges mountains seas and oceans towns and cities

a Which of these types of place names are used with *the*? Study the underlined words in sentences 1–7.

- 1 I've got two penfriends – one in the United Arab Emirates and another in Japan.
- 2 The Nile is the longest river in the world. The Volga is the longest river in Europe. It rises in the north of Russia and flows into the Caspian Sea.
- 3 Everest is in the Himalayas on the border of Nepal and Tibet.
- 4 Malta is an island in the Mediterranean Sea.
- 5 The Dead Sea is an inland sea in the Jordan Valley.
- 6 London is the capital of the United Kingdom.
- 7 Jamaica is in the West Indies. The capital is Kingston.

b Write sentences about places in your country or region.

Pronunciation

Ways of pronouncing *the* (/ðə/ and /ði/)

3 (7.3) Listen to how *the* is pronounced in these phrases. Choose /ðə/ (1) or /ði/ (2).

- | | 1 | 2 | | 1 | 2 |
|---|-------------------|--------------|---|------------------|--------------|
| a | the longest river | /ðə/ or /ði/ | d | the reply button | /ðə/ or /ði/ |
| b | the next day | /ðə/ or /ði/ | e | the old palace | /ðə/ or /ði/ |
| c | the empty bottle | /ðə/ or /ði/ | f | the answerphone | /ðə/ or /ði/ |

4 Take turns to say these sentences with a partner.

- | | | | |
|---|----------------------------|---|-------------------------------|
| a | Where's the empty bottle? | d | The Nile's the longest river. |
| b | Press the reply button. | e | He arrived the next day. |
| c | I checked the answerphone. | f | Did you visit the old palace? |

5 (7.4) Listen and check your pronunciation.

Listening Formal and informal letters

Read and analyse


 (7.5) Listen and read these two letters and answer the questions.

- What is the purpose of each letter?
- Which is formal and which is informal?
- Describe the tone of each letter. Are the different types of letters Salah writes appropriate for what he wants to say? Explain your answer.



Dear Mr and Mrs Harper,
 I am writing to thank you for inviting me to stay with you in London next month. It was good to meet you last summer when you came to stay with my family in Damascus. I am really looking forward to meeting you all again. My parents have told me a lot about London and your house there. It sounds wonderful.
 While I am staying with you, I hope my English will improve. My English teacher says I need to speak as much English as possible. I know that you can speak my language very well, but I would be grateful if you could speak English to me when I visit you.
 I look forward to seeing you again in three weeks. Please tell John that I will write to him soon.
 Yours sincerely,
 Salah

Hi John,
 I've just written to your mum and dad to say how much I'm looking forward to coming to stay with you. Now I'm writing to you. Can't wait to see you all again.
 I've never been to London before, so I'm sure I'll have a brilliant time.
 Do you remember when you and your family came to stay with us last year? We had a great time, didn't we? Perhaps we could do some of the same things when I come to London - like going swimming and playing tennis. Have you bought any new computer games recently?
 I've told your parents that when I'm there, you've all got to speak English to me. I need lots of practice. My teacher says my accent isn't very good.
 Hope you're okay. Looking forward to seeing you again.
 Bye
 Salah

 2 What makes one of the letters formal and the other informal?

- Copy and complete this table with examples of words or phrases from the letters. Start by adding these examples to the table:

I am writing / I've just written / (I) can't wait to see you / my parents / your mum and dad

Features	Formal letter	Informal letter
Short verb forms		
Full verb forms		
Missing words		
Formal words		
Everyday words		

- Compare completed tables with a partner. Have you included the same words and phrases in your table?
- Notice how the two letters start and end. Make a list of any other words or phrases you know for starting and ending letters.

task

You are going to write two short letters: one formal, the other informal.

Writing

Writing formal and informal letters

1 You are going to write a letter to a friend, similar to Salah's letter to John. (You can write to a real or an imaginary friend.)

a Plan what you are going to include in your letter. Make notes under these paragraph headings:

Paragraph 1 Apologise for not writing. Give an excuse.
Say what you have done recently.

Paragraph 2 Describe something interesting you have done since you last wrote.

Paragraph 3 Say what you are doing in the future.

b Now write your letter in 100–125 words. Start and end with one of the phrases you listed in 2c. Use appropriate words and phrases from Salah's letter to John.

Check

2 When you have finished writing, read your letter carefully.

a Check spelling, grammar and punctuation, and make any changes.

b Check that you have used informal language. Have you ...

► used short verb forms? ► used everyday words? ► left out some words?

c Exchange letters with a partner. As you read your partner's letter, ask yourself these questions:

► Is the language informal? Does the writer sound friendly?

► Does the writer tell me what he's doing now, what he's done in the past and what he's doing in the future?

d Give the letters back to their writers and suggest one or two improvements to the language or the contents.

Planning and Writing

3 Imagine you are Salah and that you have now returned home to Syria after your stay in London.

Write a formal letter thanking the Harper family for having you in their home.

Use Salah's letter to Mr and Mrs Harper as a model, and remind yourself about formal language by looking at the table in 2a. Write 100–125 words.

Writing

MODULE 3: Communication

Grammar

Present perfect simple (revision)

Present perfect continuous

Vocabulary

Dates and numbers

Ways of writing

Adjectives and their opposites

Listening

Listening to the history of writing

Listening to an interview

Reading

Reading for gist and text referencing

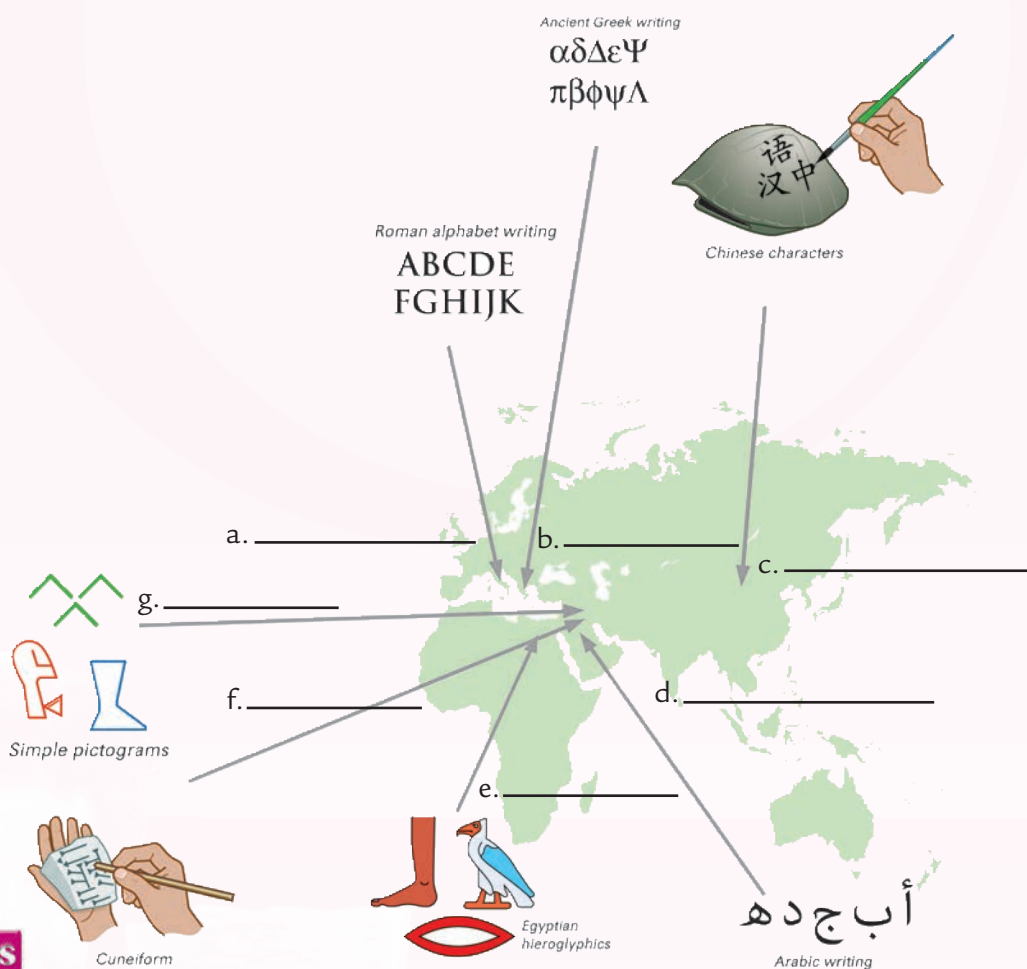
Speaking

Interviewing

Writing

Giving opinions

Composing interview questions



Discuss

1 Write the names of the countries or places the arrows point to.

2 Discuss these questions in pairs or groups.

- a What did you find most difficult when you started to write in English?
- b What did you find most difficult about writing in your own language?
- c Imagine a world without writing. How would people transmit information to each other?
- d Why do you think there is not just one universal system of writing?

Read

3 Before you read the article, look at the pictures of different kinds of writing on page 68. Which kinds of writing do you think are the oldest and the most recent?

4 (8.1) Now read the article, then listen to it to check your answer from exercise 3.

The history of writing

Human beings have been writing their languages for over five thousand years. The methodology started in Mesopotamia* /mesəpəteɪmiə/ in about 3000 BCE, when people living in the region developed a kind of writing to record and pass on information. The Mesopotamians used pictograms mainly to communicate economic information, for example about crops and money. Gradually, these pictures became a system of cuneiform /kjuːnɪfɔːm/ symbols which were scratched on blocks of clay with reeds. This system emerged in Sumer in southern Iraq.

Only certain people knew how to write, and for thousands of years, professional writers called scribes wrote about daily life and trade. Cuneiform gave countries of the ancient world a way of transcribing their history. At about the same time, another system based on pictures, or hieroglyphics, developed in Egypt.

In about 1500 BCE, Chinese scribes started writing on tortoise shells using a system of characters similar to those which Chinese people still use today. Characters represent words, so people have to learn to recognise thousands of characters before they can read even a simple story. Traditionally, the Chinese write with a brush and ink.



The Phoenicians pioneered the alphabet, a system in which each letter signifies a sound, and letters are combined to make words.

The Roman alphabet, which has twenty-six letters, is an improved form of the Phoenician alphabet. Most European countries have been utilising this alphabet since they were part of the Roman Empire two thousand years ago.

The written form of Arabic, which people have been using since the 4th century CE, is the second most widely used alphabet in the world. It is used throughout the Arab world and is also the basis of other forms of cursive writing such as Malay, Urdu and Persian. Unlike systems based on the Roman alphabet, Arabic is written from right to left. It has twenty-eight letters. Like Chinese, Arabic writing is a precious art form as well as a practical method of communication.

* Mesopotamia is the ancient name for the region between the Tigris and the Euphrates rivers.

Check your understanding

5 Read these questions, then re-read the article to find the answers.

- What were the main uses of pictograms in Mesopotamia?
- What kind of people knew how to write cuneiform symbols?
- How did the Chinese write their characters?
- Why do so many modern European countries use the Roman alphabet?
- How is written Arabic different from a system based on the Roman alphabet?
- In what way are Chinese and Arabic writing similar? Why do you think this is?

Quote "Fill your paper with the breathings of your heart."
William Wordsworth

Vocabulary Dates and numbers

1 Match the words from the article with the correct meanings.

- | | |
|-------------------|--|
| a (o) record | 1 mean / stand for |
| b (o) communicate | 2 valuable / worth a lot of money |
| c symbol | 3 put together / join with |
| d trade | 4 give information |
| e (o) represent | 5 business / buying and selling |
| f (o) combine | 6 write down for other people to read |
| g precious | 7 written sign which stands for something else |

2 Write these dates and numbers in words.

- | | |
|----------------------|--------------------|
| a 3000 BCE | d 1999 |
| b 1500 BCE | e 2008 |
| c the 4th century CE | f the 21st century |

3 Write the following as numbers and symbols.

- | | |
|----------------------|------------------------------|
| a thirty-five sounds | d a hundred and sixty pounds |
| b twenty-six letters | e thirty-one days |
| c two thousand years | f eighteen eighty-seven |

Think and speak

4 Discuss these questions with other students.

- Why do you think the first forms of writing were used mainly to record economic information?
- How do you think the development of computers will affect people's use of pens, pencils and paper?
- Look at these examples of phrases written in different scripts. Which languages are these examples from?

1 καλημέρα

2 नमस्ते

3 今日は

4 Эдравствуйте

5 Buon giorno

6 ស្រីស៊ី

5 Think of possible answers to these questions.

- Why do you think the earliest writing was in the form of pictograms rather than letters?
- Why do you think that only some people could write?
- How do you think people knew about their history before they recorded it?

Writing

6 Write a paragraph expressing your views on which language has had the biggest impact on human history. Give reasons.

Grammar Present perfect simple and continuous

- 1 The verbs underlined in these extracts from the article on page 69 are in the present perfect continuous tense. How are they formed?
- Human beings have been writing their languages for over five thousand years.
 - European countries have been making use of the Roman alphabet since they were part of the Roman Empire two thousand years ago.
 - The written form of Arabic, which people have been using since the 4th century CE, is the second most widely used alphabet in the world.
- 2 Compare these two pairs of sentences. What tense is each verb?
- I've written three letters this morning.
 - I've been writing letters all morning.
 - He's just played tennis.
 - He's been playing tennis for several years.
- 3 Which tense describes an activity over a length of time? Which tense describes a finished action?
- 4 When we are describing an activity that continues over a length of time, what kind of information follows the words *since* and *for*?
- People have been writing **for** five thousand years.
 - People have been writing Arabic **since** the 4th century.
- 5 Complete these sentences by choosing the right verb form and *for* or *since*.
- The Chinese have *drawn* / *been drawing* characters *for* / *since* 1500 BCE.
 - By the age of 15, Chinese students have *learnt* / *been learning* over 3000 characters.
 - Ali has *lost* / *been losing* his pen, so he can't do his English homework. He's *looked* / *been looking* for it all evening.
 - Asma has been reading *for* / *since* the age of three. She has *read* / *been reading* two or three books a week *for* / *since* several years now.
 - European countries have *used* / *been using* the Roman alphabet *for* / *since* 2000 years.
- 6 Copy and complete these sentences so that they are true for you. (You may need to add a phrase with *for* or *since*.)
- I've been learning English ...
 - This week, I've written ...
 - In this lesson, we've ...
 - This year in English lessons, our class has ...
 - Since I started learning English, I've ...
- 7 Compare sentences with a partner. Discuss any interesting similarities or differences.

Vocabulary Ways of writing



- 1 Copy and complete these sentences using verbs and nouns from these lists. You may have to use the past form of some verbs.

Verbs: draw paint scratch write

Nouns: brush clay ink paper pen pencil

- Traditionally, the Chinese their characters using a and
- The Mesopotamians their pictograms on blocks of with a reed.
- Today most people write on with a ball-point
- Artists pictures with a or with a paintbrush.

Adjectives and their opposites.

- 2 a Match an adjective from List A with an adjective which has the opposite meaning from List B.

A ancient practical precious professional simple

B amateur complicated impractical modern worthless

- Now use words from List B to complete these sentences.
 - I thought the ring I'd found was real gold, but it turned out to be
 - sportsmen and women do not earn any money from their sport.
 - I couldn't understand that film - it had a very plot.
 - Suggesting people stop using email and return to traditional letters is an idea.
 - The Roman alphabet is a more system of writing than pictograms.

Pronunciation -ough /u:/, /əʊ/, /ɒf/, /ʌf/ and /aʊ/

- 3 The letters *-ough* can be pronounced in different ways when they occur at the end of the word. Match the words in the box to the five words a-e that they rhyme with.

how no off puff too

- a through b though c bough d cough e tough

- 4 (8.2) Listen and check your answers.

- 5 Now take turns to read these sentences to your partner. You only need to use three different sounds.

- I haven't got enough money.
- You've just bought a new CD.
- Although I'm tired, I'm happy.
- Some students write their homework in rough first.
- I've brought my sister with me.

- 6 (8.3) Listen, check and repeat.

Speaking Interviewing

Listen

1 (8.4) Listen to a short interview with a professional writer. As you listen, answer these questions.

- a What kind of writing does she do?
- b What special technique does she use to start a new story?

2 (8.4) Listen again. Copy and complete these questions which the interviewer asked Monica Smith.

- a Can it start by asking you ...?
- b When was your first ...?
- c How many ...?
- d Do you have any ...?
- e Can you tell us a little more about ...?



Prepare for speaking

3 You are going to interview a partner about an activity that he or she does regularly, for example: playing a sport, reading, travelling, listening to or playing music.

- a Agree on suitable subjects for the interviews.
- b Work individually on four or five questions you could ask your partner. Use some of the ideas from the recorded interview. Write your questions in the best order.
- c Write a brief introduction about your partner. Imagine you are in a radio or television studio, broadcasting to thousands of people. Use the underlined parts of this introduction from Monica's interview for ideas.

Today I have with me someone who is known all over the world. Children have been reading her books for several years, but now she's written a book for adults. My guest this week is Monica Smith. Monica, welcome to Writer's World.

- d Practise interviewing each other, using the introduction and the questions you have prepared.

Speak

4 Work in groups of four.

- a Take turns to interview your partner, improving on the practice interviews if you can.
- b At the end of each interview, the pair of students who are listening can ask questions about the interviewee's activities.

USEFUL LANGUAGE

Possible replies to an interviewer's questions

I actually started in ... when I was ...
 I can still remember, / I can't remember exactly.
 I always start with ... and then ...

On the phone

MODULE 3: Communication

Grammar

Checking information: Question tags

Vocabulary

Communication: verb-noun collocations

Listening

Listening for gist and specific information

Instructions for using a mobile phone

Reading

Reading and understanding instructions

Speaking

Discussing using mobile phones

Writing

Writing instructions for sending a text message

1



2



3



4



Discuss



Look at the photographs and discuss this question in pairs.

What are the most common uses of mobile phones for these groups of people?

- School students
- Parents
- People in business
- People in the emergency services

- 2** Work through this questionnaire, then compare answers with other students.

Do you own or use a mobile phone?	
Yes	No
Answer these questions	Answer these questions
1 How many times a day do you use your mobile phone?	1 Would you like a mobile phone? Why / Why not?
2 What do you mainly use it for?	2 Would there be any disadvantages in having a mobile phone?
3 Which do you do more: make phone calls or send text messages?	3 What do you do if you need to make an emergency phone call?
4 What is the best thing about having a mobile phone?	
5 What is the worst thing?	



Mobile phones

1946 Sweden: First mobile phones used in police cars.
1950s North America: The public could buy radio phones.
1971 Finland: First public mobile phone network.
1981 Middle East: First network with roaming.
1980s First generation of mobiles: large car phones.
1990s Second generation phones: smaller and digital.
2000s Third generation phones: cameras, video and Internet access.

- 3** (9.1) You are going to hear three conversations.

- What are the three conversations about?
- What uses of mobile phones are mentioned?

- 4** (9.1) Listen again and say whether statements a–f are true (T) or false (F). Correct the false statements.

Conversation 1

- The boy borrows his brother's mobile phone because he has left his at home.
- The two boys can't get home at the usual time.

Conversation 2

- The driver knows the number of the breakdown service.
- The breakdown service will arrive in a quarter of an hour.

Conversation 3

- The young man needs a mobile phone for his work.
- When he is in another country, he only uses his mobile phone to contact his colleagues.

- 5** Match these conversational expressions from the phone calls with their meanings.

- | | |
|------------------------------------|---|
| a It isn't my fault | 1 I need it. / I'm dependent on it. |
| b We haven't got any choice | 2 The situation is improving. |
| c That's right. | 3 That is correct. |
| d I couldn't do without it | 4 There's nothing else we can do. |
| e It's getting better | 5 I'm not to blame. / I've done nothing wrong. |

Think and speak

- 6** Discuss these questions with other students.

- Have you ever used a mobile phone in an emergency?
- Do you think that some people use their mobile phones too much?

Grammar Checking information: Question tags

1 The underlined words at the ends of extracts 1–4 below (from the phone calls) are question tags.

- a** How are these phrases formed? (Look at the pronouns and the main verbs.)
- 1 You haven't brought your phone with you, have you?
 - 2 She won't be very happy, will she?
 - 3 We are playing football after school, aren't we?
 - 4 You told her this morning, didn't you?
- b** Write the question tags for these beginnings.
- 1 We can't walk from here, ...
 - 2 We haven't got any choice, ...
 - 3 You use your mobile phone mainly for work, ...
 - 4 But it's sometimes difficult to get a signal, ...
- c** (9.2) Listen and check your answers.
- d** Speakers add question tags to statements to check that what they are saying is true. The answer depends on the question tag.
- A** You live here, don't you? **B** Yes, I do.
A You don't work here, do you? **B** No, I don't.
- What do you think the answers to the 8 question tags in sentences 1a–b above were?

2 Work in pairs. Ask and answer questions about the photograph, for example:

- A** This woman is using her mobile phone, isn't she? **B** Yes, she is.
A She isn't carrying a case, is she? **B** No, she isn't.



3 Work with a different partner.

- a** Write three affirmative statements and three negative statements about your partner. End each statement with a question tag. (Write things that you think are true.)
- b** Take turns to ask and answer your questions.
- A** You like watching football, don't you? **B** Yes, I do.

Quote "Talking comes by nature, silence by wisdom."
Proverb

Vocabulary Communication: verb–noun collocations

1 Match these sentence beginnings a–e with the correct endings 1–5 below.

- a I can only just hear your voice – ...
- b If you want to stop other people using your phone, ...
- c I don't recognise the ringtone, ...
- d My friends live in a mountainous part of the country ...
- e The battery in my phone is flat – ...

- 1 don't tell anyone your security number.
- 2 so I know it's not my phone I can hear.
- 3 I'll have to recharge it.
- 4 where there's a very weak signal.
- 5 you're beginning to break up.

2 Now discuss these questions.

- a Do you use a security number with your phone?
- b Does your phone have a special ringtone?
- c How weak is the signal where you live?
- d How often do you have to recharge your phone?

3 Copy and complete sentences a–d using verbs and nouns from the box.

leave send an email a fax a message (for someone) a text message

- a Hassan wasn't in, so I for him on his answerphone.
- b Ruba Reem yesterday, but Reem hasn't emailed her back.
- c Maher didn't answer his mobile, so I him He's just texted back.
- d If he needs the document now and he hasn't got email, you could him a

Pronunciation Intonation patterns in question tags

4 (9.3) Listen to these statements and tags. If the speaker's voice goes down at the end of the tag, the speaker is checking if the statement is true. If their voice goes up at the end of the tag, they really want the information. Do the speakers' voices go up or down at the end?

- a You're Serbian, aren't you?
- b He's seventeen, isn't he?
- c You're not going already, are you?
- d It isn't very late, is it?
- e It's time to go, isn't it?
- f You didn't phone him, did you?

5 Take turns to read these sentences aloud with a partner. Follow the instruction to make your voice go up or down.

- a She's only 14, isn't she? (Down)
- b You aren't tired, are you? (Up)
- c It isn't your mobile, is it? (Down)
- d We aren't very late, are we? (Down)
- e She phoned you, didn't she? (Up)
- f You didn't shut the door, did you? (Up)

6 (9.4) Listen and repeat the same sentences.

Listening Instructions for using a mobile phone

Read and analyse



(9.5) Listen and read these sets of instructions for two ways of using a mobile phone.

a Copy and complete the texts with these words and phrases:

A call key clear code end key on-off key screen switch it off

B battery charger disconnect electrical recharging screen socket

b What are these sets of instructions, A and B, for? Choose two of the following:

- Making a phone call
- Looking up a number in your phone book
- Recharging your phone battery
- Changing a ringtone

A

- Switch on your phone by pressing the (1)
- Dial the number you want. Always include the international and / or the national (2)
- You will see the number you have dialled on the (3) If you have made a mistake, press the (4) key. [Press for a short time to clear the last number. Press for a longer time to clear the whole number.]
- Press the (5)
- Press the (6) when you have finished your call.
- When you have finished using your phone, don't forget to (7)

B

- Important! Do not charge the (1) if the phone cover is not on.
- Connect the lead from the (2) to the socket on the phone.
- Connect the charger to an electrical (3) on the wall.
- Check that you can see the word *Charging* on the (4)
- If you cannot see *Charging*, wait for a few minutes, then (5) the charger.
- Wait a few more minutes then try again.
- When (6) is finished, you will see *Charging* finished on the screen.
- Disconnect the charger from the phone and the (7) socket.

task

You are going to write a set of instructions explaining to someone who has never used a mobile phone how to send a text message.

On the phone

9

Writing

Writing instructions for sending a text message

- 1 Before you start planning, look at the text on page 78 and discuss these questions.
 - a What kind of words does the writer use to give instructions?
 - b How does the writer give a negative instruction?
 - c How does the writer try to make these instructions clear and easy to follow?

Planning and writing

- 2 Plan a set of instructions for someone who wants to send a text message on a mobile phone for the first time. (Think of a real person you know. It could be someone younger or older than you.)
 - a Think about what you do when you send a text message, then write a short note for each step.
 - b Think about the kinds of messages the person you are thinking about might want to send.
- 3 Write your instructions.
 - a Make sure they are clear, short and easy to follow.
 - b Use expressions from the *Useful language* list and the instructions above to help you.

Check

- 4 When you have finished writing, read your instructions carefully.
 - a Check spelling, grammar and punctuation.
 - b Exchange descriptions with a partner. As you read what your partner has written, try to follow the instructions in your head. Ask yourself these questions:
 - Are the instructions clear and easy to follow?
 - Is there any information missing?
 - c Compare instructions, then write a final version together.

USEFUL LANGUAGE

Instruction words

choose / select
clear
press
switch on / switch off
write
don't forget to .

Saying how to do something

Switch on your phone by pressing the on-off key.
Write your message by selecting letters from the keypad.

Other vocabulary

phonebook
international code
menu

Review 3, units 7-9



MODULE 3: Communication

Grammar and Vocabulary

1 Copy and complete these sentences with the correct article: *a / an / the*.

- a When I leave school, I want to be archaeologist.
- b I got letter from my brother in England this morning. letter only took two days to get here.
- c Have you got photograph of your father?
- d If phone rings, I'll answer it.
- e best way to contact him is to ring his mobile phone. Do you want number?
- f first mobile phone I bought cost over 7,000 SYP.

2 Copy the list of place names from this map.
Add *the* to the names if necessary.



3 Copy and complete these conversations with the present perfect simple or present perfect continuous forms of the verbs in brackets.

- a **Mother** I (1) haven't seen (not see) you all morning. What (2) (you do)?
Daughter Most of the time, I (3) (do) my homework, but I (4) (also write) emails to three of my friends.
- b **Father** (1) (you see) my mobile? I (2) (look for) it for nearly an hour.
Son (3) (you try) ringing it from another phone?
Father Yes, I (4) (ring) it three or four times.
- c **Mother** You look really tired.
Daughter I feel tired. I (1) (revise) for a geography test that I have at school tomorrow.
Mother What (2) (you study) in geography recently?
Daughter We (3) (learn) about the effects of pollution on rivers and seas.
Mother That sounds interesting.
Daughter Yes, I (4) (find) it very interesting.

4 Copy and complete these sentences with the correct question tag.

- a Email is quicker than traditional letters, ?
- b But real letters show you care, ?
- c You don't have to make an effort to write an email, ?
- d Your aunt lives in the Netherlands, ?
- e The Volga flows into the Caspian Sea, ?
- f In the past, the Chinese wrote with a brush and ink, ?
- g Scribes were professional writers, ?
- h You've been talking to someone on the phone, ?

5 Answer these questions using a word from the box below .

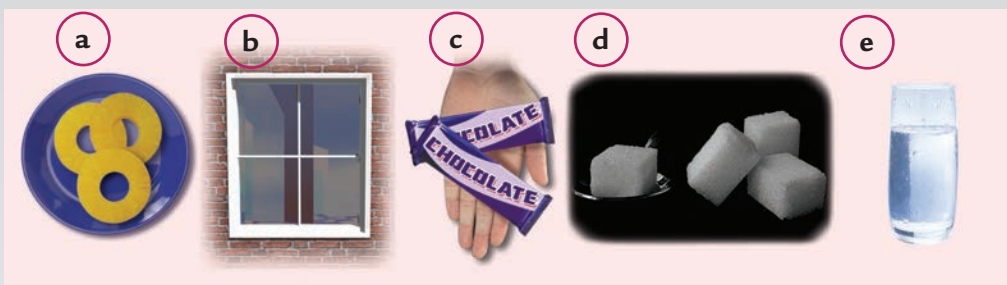
brush grain ink microphone post box slice stamp

- a What do you stick on an envelope before you send it to someone?
- b Where do you put the letter when it is ready to send?
- c What is the correct word for a single piece of rice?
- d What is the correct word for a thin piece of cheese?
- e What do you use to paint with?
- f What is the word for liquid that comes out of a pen when we write?
- g What do you talk into when you speak on a phone?

6 For each of the illustrations below, write a phrase using a number and these words.

bar lump pane slice glass

- a *three slices of pineapple*



7 Copy and complete these sentences with the correct form of these verbs.

communicate draw paint record represent scratch

- a In the earliest stages of writing, scribes marks on clay with reeds.
- b The symbol £ 'sterling' or 'pounds'.
- c Writing began as a way of information for the future.
- d These days more people by email than by traditional letters.
- e Before they start, artists sometimes a picture with a pencil.

task

You are going to plan, design and carry out a survey to find out how important English is to other students in your school or people in your community.

Project 3

Doing an English language survey

Stage 1 What do you need to do to conduct a survey?

Work in groups.

Make these decisions.

- a What do you hope to find out from your survey? Choose *one* or *more* options:
 - ▶ How do people use English now?
 - ▶ How do people expect to use English in the future?
 - ▶ How important is English compared to other languages?
 - ▶ Which aspects of English are most important? (For example: reading and writing, or listening and speaking)
 - ▶ What do people find easy and difficult about English?
- b Who are you going to ask? Choose *one* option.
 - ▶ People of your own age
 - ▶ People of older generations
 - ▶ People of different ages
- c How are you going to record the answers people give to your questions?

Stage 2 Design your survey

Continue working in groups.

- a Decide on the form of questions to ask in your survey. You need a minimum of eight questions. Use one or more of these question types:

1 Multiple-choice questions

Example: How often do you use English in your everyday life?

- | | |
|--------------------------------|------------------------------|
| A never | C once a week or more |
| B less than once a week | D every day |

2 Agree / Disagree

Example: How much do you agree with this statement?

English is very important to me.

Agree strongly / Agree / Disagree / Disagree strongly

3 Several options

Example: How do you make use of English? (Tick your main use only.)

- In my work
- In my studies
- For reading books, magazines or newspapers
- For understanding foreign TV or films
- For understanding foreign songs

4 Open-ended questions

Example: Why is English important to you?

- b Each individual member of the group should write two or three questions for the interviews, then the group puts all the questions in order for the questionnaire.



Stage 3 Carry out your survey

- a** Do as many interviews as you have time for. If you work in pairs for this task, one student could ask the questions, while the other records the answers. You can then swap roles.
- b** When you have finished interviewing, summarise the answers interviewees gave to your questions. Remember these ways of presenting the summaries:

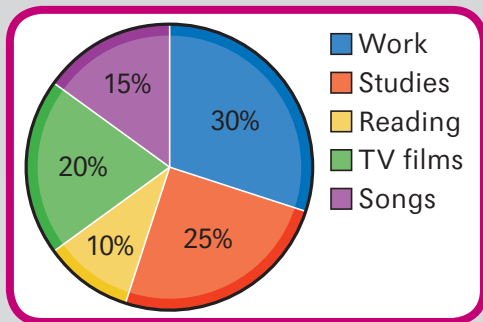
1 Simple sentences, using percentages (%)

27% of interviewees said they use English every day.

2 Tables of figures

Statement	Strongly agree	Agree	Disagree	Strongly disagree
English is very important to me.	2	4	2	1

3 Graphs or diagrams



Stage 4 Display / Presentation

Groups take turns to present their findings to the rest of the class.

Stage 5 Class discussion

Discuss these questions about the results of your surveys.

- a** Were there any major differences of opinion between the different groups of people interviewed?
- b** What can you say about the future importance of English to people in your country?

Now go to

Literature Spot: The Climb, pages 110–119.

Being prepared

Module

4



Unit 10: Accidents
Have you ever had an accident?
How could you have avoided it?

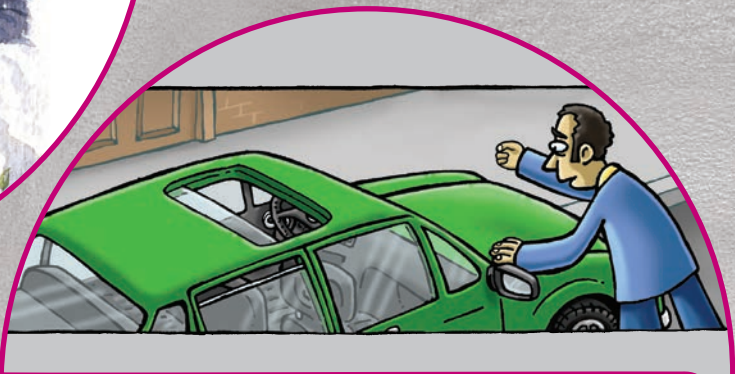


Unit 11: The planet in danger
Why is the planet in danger? How can we help?





Unit 12: The power of nature
Can people prepare themselves against the power of nature?



Review 4, units 10-12
Travel sensibly and protect the environment.



Outcomes

you will be able to:

- ▶ discuss ways of keeping safe
- ▶ criticise
- ▶ identify textual references
- ▶ read about the environment
- ▶ describe a scene
- ▶ talk about thoughts and feelings
- ▶ express opinions
- ▶ report what people say
- ▶ write an open letter

Accidents

MODULE 4: Being prepared

Grammar

Criticising: *should / shouldn't have*

Vocabulary

Safety inventions

Noun / adjective endings

Irregular plural nouns

Listening

Listening to ways of keeping us safe

Listening to a description of an accident

Reading

Reading for gist and specific information

Text referencing

Speaking

Describing an accident

Writing

Writing advice on how to avoid an accident

a



b



c



f

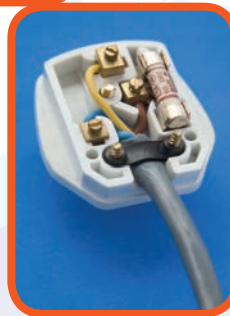


e

d



g



i

h



Discuss



Guess which definition matches each picture above and write the letter.

- 1 a special lid on medicine bottles that prevents children from getting the medicine inside.
- 2 a fire-protection device that automatically detects and gives a warning of the presence of smoke.

- 3** a cloth canopy that fills with air and allows a person or heavy object attached to it to descend slowly and safely when dropped from an aircraft.
- 4** a safety device fitted inside a road vehicle, consisting of a cushion designed to inflate rapidly in the event of a crash.
- 5** a protective covering fitting over the whole face.
- 6** a belt or strap in a vehicle or aircraft that secures a person to prevent injury.
- 7** a safety device in an electrical plug consisting of a strip of wire that melts and breaks an electric circuit if the current becomes too large.
- 8** a system of belts, ropes or restraints to hold a person to prevent falling or injury.
- 9** a thin glass instrument for measuring and indicating temperature.

2 Look at the photographs and discuss these questions in pairs or groups.

- a** Where can you normally see the things in the photographs?
b How do these things help protect people and keep them safe?

3 Copy and complete these lists of nouns and verbs with words from the article on page 88.

Nouns	Verbs
a decrease	<u>decrease</u>
b disappearance	.....
c escape	.....
d	invent
e prevention	.....
f protection	.....
g	treat

Think and speak

4 Discuss these questions with other students.

- a** How important are each of the safety inventions in the photographs on page 86? Rank them in order of importance.
- b** What other safety inventions are there? Think about these areas:
- ▶ health
 - ▶ travelling
 - ▶ in the house
 - ▶ at work

Quote "Prevention is better than cure."

Proverb

Reading

1 Before you read, match these verbs from the article with their meanings.

- | | |
|-------------|---------------------------------|
| a collide | 1 reduce / go down |
| b cushion | 2 hit with force |
| c decrease | 3 become full |
| d disappear | 4 make an accident less painful |
| e inflate | 5 exist no longer |

2 (10.1) Listen and read the text to answer questions 3a–e below.

Inventions that keep us secure

Airbags

Airbags protect car drivers and passengers if they are involved in an accident. Most modern cars have a driver's airbag in the steering wheel, and another for the front seat passenger. Some cars also have side airbags fitted in the seats, and a few even have airbags which are released from behind the driver to protect people in the back seats.

⁵ Airbags inflate in less than a second when a car collides with something solid, like another vehicle or a building. They cushion the people in the car and stop them from bumping into dangerous objects such as the steering wheel. Since cars have had airbags, the number of serious car injuries has decreased dramatically.

Smoke alarms

¹⁰ In the past, before the invention of smoke alarms, many people died in their homes, not because of flames, but because they inhaled lethal smoke while they were sleeping. This is because most fires happen at night.

However, it is now possible for people to buy inexpensive smoke alarms which they can fit themselves. Like alarm clocks, they are loud enough to wake sleepers and give them enough time to escape. The best place for a smoke alarm is at the top of stairs or in halls and ¹⁵ corridors. Some smoke alarms are so sensitive that fumes from cooking can activate them, so they should not be installed in or near kitchens.

Vaccinations

A vaccination is a medical treatment which can prevent people from catching serious diseases and stop these diseases from spreading to large numbers of people. Many childhood diseases, which were common in the past, have disappeared because of the mass vaccination of babies.

²⁰ When doctors vaccinate people, they are infecting them with a very weak solution of the disease they want to prevent. This helps the body to fight the disease in the future. Many vaccinations last for a whole lifetime.

3 Answer these questions in your notebook.

- a Who do car airbags protect?
- b Why are various types of airbag needed?
- c What is the best position in a house or flat for smoke alarms?
- d Why are smoke alarms accessible to everyone?
- e Which have some common childhood diseases disappeared?

4 What do the underlined words in these sentences from the article refer to?

- a Some cars also have side airbags fitted in the seats, and a few even have airbags... (line 3)
- b ... but because they inhaled lethal smoke... (line 10)
- c Like alarm clocks, they are loud enough... (line 13)
- d Many childhood diseases, which were common in the past... (line 18)
- e When doctors vaccinate people, they are infecting them... (line 20)

Grammar Criticising

1 Read these sentences and then answer questions a–c below.

- ▶ *You should drive more carefully.*
- ▶ *You should have driven more carefully.*
- a What part of the verb *drive* follows *should* in the first sentence?
- b What part of the verb *drive* follows *should have* in the second sentence?
- c What is the main difference in meaning between the two sentences?

2 Read these sentences and then answer questions a–c below.

- ▶ *You should buy a car with two airbags.*
- ▶ *You should have bought a car with two airbags.*
- ▶ *You shouldn't have bought a car without airbags.*
- a Which sentence refers to the present or future?
- b Which sentences refer to the past?
- c Which sentences are criticisms or give advice which is too late?

3 Read these three short news stories about everyday accidents.

Write *should have* and *shouldn't have* sentences about the three stories below. Then compare your sentences in pairs.

*The fisherman should have tied himself securely to the boat.
He shouldn't have gone out alone in the boat.*

1 A fisherman, who was alone in a tiny boat, got into trouble last week when he caught a giant fish. Unfortunately the fisherman was very inexperienced and had forgotten to tie himself to the boat. The fish was so strong that it pulled the man out of his boat and into the sea. The fisherman had also forgotten to tell anyone that he was going fishing, so nobody came looking for him. After he had been in the sea for nearly twelve hours, a ferry rescued him.

2 Ahmad was driving home from work in his car. He was thinking about the weekend. When he came to a sharp bend in the road, he put his foot on the brake to slow down, but the car was going too fast. It left the road, crashed into a bush and stopped. Ahmad was not hurt.

3 Khaled, who works at the head office of the National Bank, had a shock yesterday when he was shredding some confidential letters. As he was putting the last letter in, he saw someone he knew through the window. As he leant forward to wave to his friend, Khaled's tie went into the shredder. Luckily Khaled switched off the machine before he was injured.



4 Work in pairs.

Take turns to tell your partner about a 'small' accident you had. Then discuss what you should or shouldn't have done.

Vocabulary Noun / adjective endings

1 The endings of words often tell us whether they are nouns, adjectives, verbs, etc.

For example, many words that end in *-ment* are nouns, and many words that end in *-ous* are adjectives.

a Look at the endings of these words from the article. Find nine nouns and seven adjectives.

accidental busy careful dangerous environment
equipment government motorist natural
neighbourhood poisonous regulation responsibility
smaller substance swimmer

b Which ending can be a noun and a comparative adjective?

c What other words do you know with these endings?

▶ Nouns *-ment* / *-tion* / *-er* ▶ Adjectives *-y* / *-ful* / *-ous*

d Choose nouns or adjectives from 1a to complete these sentences.

1 You must be when you cross this road. It's very in the morning.

2 Fumes from cars are and can damage the

3 The is bringing in new s to fine s for speeding.

4 It is the of parents to check that play is safe for their children.

Irregular plural nouns

2 We form most noun plurals by adding *-s* to the singular form, but there are some exceptions.

a Copy and complete these sentences with correct plurals of the nouns in brackets.

1 Some (person) are afraid of (mouse)

2 Three (man) and their (wife) were injured in the accident.

3 Some (child) forget to clean their (tooth) before they go to bed.

4 The (woman) of the village looked after the (sheep)

b What other nouns do you know with plurals similar to *wife*?

Pronunciation Consonant clusters /tr/ or /θr/

3 (10.2) Listen and write down the five words you hear.

a tree / three c tread / thread e trust / thrust

b trash / thrash d true / through

4 (10.3) Listen to the same words again in sentences and check your answers. Then listen again and repeat the six sentences.

Speaking Describing an accident

1 (10.4) Listen to someone describing the scene of an accident. Which of these four pictures are they describing?



2 Work in pairs. You are going to describe one of the other accident scenes in detail.

- Choose which picture you are going to describe. Don't tell your partner.
- Make notes about what you are going to say. Don't write full sentences. Start by saying where you were and what you were doing, then describe the scene in as much detail as possible. Use the *Useful language* list below.
- Take turns to describe your scene. When you have finished the description, your partner should guess which of the three remaining pictures you have described.

Writing Writing advice on how to avoid an accident

3 Write a paragraph. Say how the accident you just described could have been prevented.

USEFUL LANGUAGE

As I came round the corner, this is what I saw.

There was a bus / car and two cars / buses, one red / green and one silver / black in the middle of the road / at the side of the road / on the pavement.

The driver of the red car / blue car / bus was very angry.

Two children / men were laughing / examining their cars.

The planet in danger

MODULE 4: Being prepared

Grammar

Talking about thoughts and feelings (state vs. dynamic verbs)

Vocabulary

The environment

Word building

Compound nouns

Listening

Listening for gist and specific information

Reading

Finding out about environmental schemes in Serbia

Speaking

Discussing global warming

Writing

Writing an open letter



1



2



3



4

Discuss

1 Look at the photographs and discuss these questions.

- a Which types of damage to the planet are shown in these photographs? Match one of these words or phrases to each photograph.

pollution global warming deforestation endangered species

- b What other similar types of damage can you think of?
c What worries you most? Which types of damage do you think are the most serious?

Vocabulary

2 These words are from the interviews you are going to hear. Match them with their meanings.

- | | |
|--------------|---|
| a chimney | 1 feel a strong pain – from an insect or smoke |
| b extinct | 2 parts of a town or city far from the centre / edges |
| c habitat | 3 a passage that takes smoke out of a building |
| d outskirts | 4 where animals live naturally in the wild |
| e (to) sting | 5 when a type of animal doesn't exist anymore (e.g. dinosaur) |

Quote

“For the first time, we have the power to decide the fate of our planet and ourselves... This is a time of great danger, but our species is young, and curious and brave. It shows much promise.”

Carl Sagan

Listen

3 (11.1) You are going to hear four teenagers talking about the types of environmental damage that they take most seriously.

- a Which of the types of damage listed in 1a do they mention?
- b Do any of the speakers have the same worries as you?

Check your understanding

4 (11.1) Listen again and complete each of these sentences with one word from the interviews.

Speaker 1

a The boy takes global warming most seriously because it will change

Speaker 2

- b In the city centre, where the girl lives, the pollution is
- c The girl thinks the pollution is making people
- d The worst pollution is caused by, not cars.
- e In the street, people's stinging, and it's for them to breathe.

Speaker 3

- f The boy worries most about the
- g He worries about the animals and the who live in the forests.

Speaker 4

- h The girl is particularly worried about
- i She thinks everyone should stop animals.

5 Copy and complete these lists with missing words from the interviews.

Verb	Noun
1 pollute	.....
2	breath
3	disappearance
4 destroy	.....

6 Read the paragraph and answer the questions.

- a How do you think the protected areas will try to keep Syria's animals and plants safe?
- b Do you think a competition is a good way to encourage people to think about the environment? Give reasons for your answer.
- c Work in groups. Think of a place in Syria which you think should be made a protected area. You may wish to refer to the vocabulary on page 92 for ideas. Make notes and present your group's decision to the rest of the class. You should explain why you chose the area and how you think it would benefit.

Environmental Schemes in Syria

Similarly, environmental problems cannot be fixed by countries working alone. The Syrian Government is working closely with organisations like the United Nations Development Programme to help protect the planet. This has included the creation of 'protected areas' to preserve areas of outstanding natural beauty. These protected areas aim to keep endangered animal and plant species safe.

Similarly, Enviro-Syria is helping to protect the environment by addressing issues raised by the UNDP. Concerned by climate change, the organisation has highlighted damage to the planet caused by the use of non-renewable energy sources like oil. In 2010 they launched a nationwide competition to encourage Syrians to think of new, cleaner energy sources. Syria's young inventors, designers and artists were invited to suggest beneficial devices and machines that will help to harness the power of the sun, sea and wind. The winning entrants will have their work presented to experts who can manufacture the designs for the good of Syria and the rest of the world.

Grammar Talking about thoughts and feelings (state vs. dynamic verbs)

1 Make a list of the verbs in these extracts from the interviews which people use to talk about their thoughts and feelings. What tense are all these verbs in?

- a I do n't think things are getting better.
- b Is suppose global warming is the most serious problem for me.
- c ... the pollution is very bad. I believe it's making people ill.
- d I lo ve wild animals, and I hate to think that more of them will become extinct.
- e I k ow what the problems are: people are hunting ...

2 Put the verbs from extracts 1a–e into these two lists:

- ▶ Thoughts
- ▶ Feelings

Then add these verbs to your lists:

agree expect fear realise suspect understand

Note

These thinking and feeling verbs do not describe actions, so they are sometimes called state verbs. They are not usually used in the continuous form.

3 We can use the continuous form of some state verbs, but with a different meaning.

- a What is the difference in meaning between the types of thinking in these sentences?
I think we should protect wild animals.
I am thinking about tigers and pandas in particular.
Which form of the verb means *I believe* and which means *I have in my mind*?
- b What is the difference in meaning between the types of expecting in these sentences?
I expect things will improve.
I am expecting a phone call from my brother.
Which form of the verb means *wait for* and which means *imagine*?

4 Discuss these questions in pairs or groups.

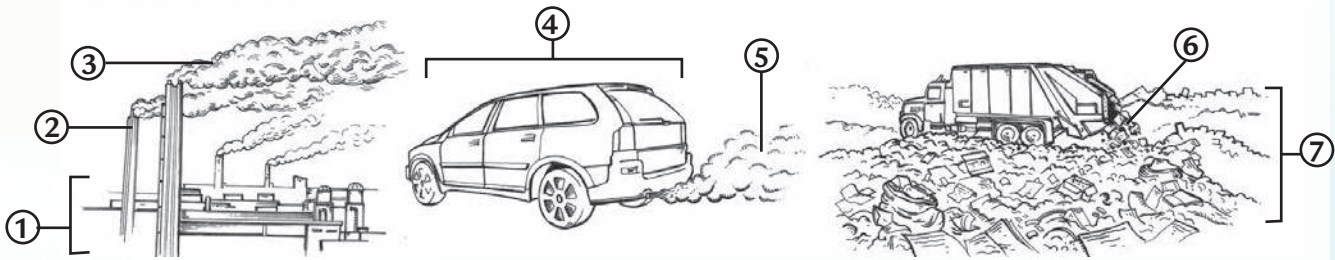
- a What do you know about global warming?
- b ~~btw~~ do you think people in Sri Lanka can protect the environment and stop global warming?
- c What do you believe will happen if people do not stop cutting down the rainforests?
- d What do you think we should do to improve situations like the one shown in this photograph?



Vocabulary The environment

1 Choose the correct word to describe each part of the pictures below.

chimney exhaust fumes factory landfill site smoke vehicle waste



2 Copy and complete sentences a–c using the words and phrases you used to label the illustrations.

- a Look at that factory. There's black coming from its, 24 hours a day, 7 days a week.
- b from buses, taxis, lorries and other can make it difficult for people to breathe.
- c There's a on the outskirts of our city where they take people's household

Compound nouns

3 These nouns have two or more parts.

a Use a word from List A and another from List B to form compound nouns.

A	B
1 animal	change
2 climate	chimney
3 global	fumes
4 factory	habitat
5 exhaust	warming

b Working groups. Choose one of the compound nouns, for example, *animal habitat*, and talk to the rest of the group about this subject for one minute.

Pronunciation Stress patterns

4 Read each pair of sentences aloud. What does each pair have in common?

- | | |
|------------------------|-----------------------|
| a Do you work at home? | Does he like to swim? |
| b It's getting worse. | He's feeling ill. |
| c I don't believe him. | I want to see you. |
| d I'm very frightened. | She's really worried. |
| e Buses are slow. | Taxis are fast. |

5 Compare your answers with a partner.

6 (11.2) Listen and check your answers. Then listen again and repeat each pair of sentences. Try to make the two sentences sound the same.

Reading An open letter

Discussion

1 Look at the photograph and discuss these questions.

- a Why are the trees being cut down?
- b Are the benefits of this process short-term or long-term?
- c How is this an environmental issue? Give evidence to support your answer.



Read and analyse

2 Read this open letter and answer these questions.

- a Who is the letter to? Who is it from?
- b What is the main worry expressed in the letter?

The Editor

Natural World Magazine

Dear Sir,

This letter is to everyone who is attending this week's international conference on the
5 environment in Geneva.

We are students in our last year at secondary school and we are writing to express our concern about some of the environmental problems which the world faces today.

We are especially worried about global warming, which could affect everyone in the world in the next hundred years. We are worried for ourselves and also for our children and our
10 grandchildren.

Our own government is working very hard to solve this problem, but we know that the situation can only improve if all the countries of the world work together. So, at your conference this week, we hope you can all agree on action that will help to protect the Earth and all the human beings who live here for the next thousand years or more.

15 Yours faithfully,

56 students from Arden Secondary School

3 Read the letter again.

- a What are the writers saying in the letter?
In which line do the writers:
 - ▶ express their hopes for the future?
 - ▶ say who the letter is from?
 - ▶ explain what they are particularly worried about?
 - ▶ say who the letter is addressed to?
- b Is the letter written in *formal* or *informal* language? Find two examples.
- c Why do you think the writers want this to be an open letter?

Writing

- 1 **Plan your own open letter, expressing your concerns about an environmental issue you are worried about.**

task

You are going to write an open letter* to a person or an organisation that you think could help protect or improve the environment.

* an open letter is a letter which many people can read – for example to a newspaper.

- a Decide which issue to write about and who to write to. Choose one of these kinds of issues:
- ▶ a local issue in your area, city or town
 - ▶ a national issue which worries people in your country
 - ▶ an international issue which affects many people on Earth
- b Make an outline paragraph plan.
- Paragraph 1** Say why you are writing.
Paragraph 2 Describe the problem in more detail.
Paragraph 3 Say why you are worried.
Paragraph 4 Make a suggestion to the person or organisation you are writing to.

- 2 **Write your letter in 150–200 words.**

Use ideas from the sample letter and expressions from the *Useful language* list. Express your ideas clearly and simply. Use some formal language.

Check

- 3 **When you have finished writing, read your letter carefully.**

- a Check spelling, grammar and punctuation.
 b Exchange letters with a partner.
 As you read what your partner has written, ask yourself these questions:
- ▶ Is the purpose of the letter clear?
 - ▶ Do I share the writer's worries?
- c Return your partner's letter and talk about the problems you have both written about.

USEFUL LANGUAGE

I am writing to tell you about (to complain about).

Experts have told us (said / reported).

It is an (an) terrible waste of water (very dangerous / bad for).

I think we should be (be) more careful about (top watering the park).

I would be grateful if you could (help / gain / stop).

Please suggest that (they stop wasting water).

I suggest that (you / your company).

The power of nature

MODULE 4: Being prepared

Grammar

Reporting what people say

Vocabulary

Water

Listening

Listening to scientific advice

Reading

Reading for gist and specific information

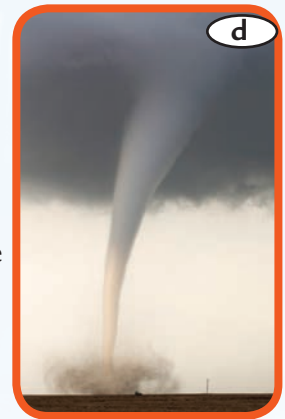
Text referencing

Speaking

Role playing: Expressing opinions and talking about priorities

Writing

Solving problems to protect the environment



Discuss

1 Discuss these questions in pairs or groups.

- a What natural threats can you see in the photos above? Match these four headlines with the correct photo:
- ▶ Volcano erupts at dawn
 - ▶ Earthquake turns city to rubble
 - ▶ Floods leave 200 homeless
 - ▶ Tornado hits major city
- b Has your country ever been affected by any of these threats?



Aswan High Dam



The Thames Barrier



Al-Ibrahimiyyah Wind Farm

Reading

2 As you read the article below, match each paragraph 1–5 with one of these headings:

- ▶ Making earthquakes less dangerous
- ▶ Protecting London from the Thames
- ▶ Learning to live with nature
- ▶ Coping with floods, saving water and producing electricity
- ▶ Science can help

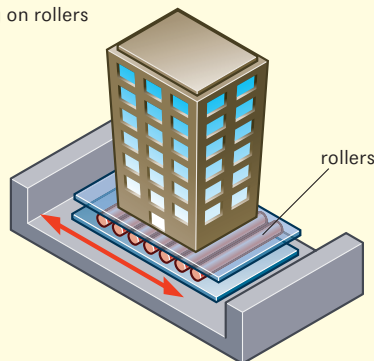
Natural threats and disasters

1 _____
 People have always tried to avoid natural threats; for example, we do not live too close to a river that floods, or on the side of a volcano that may erupt. Scientists cannot stop these threats completely, but there are things they can do to make them less dangerous.

2 _____
 Rivers flood when the water level rises too high and the river overflows its banks. The Nile flooded for thousands of years until the Aswan High Dam was built in 1970. The dam stops the flooding and generates electric power. It also collects water during the rainy season so that people have water when there is a drought.

3 _____
 A different system protects London from flooding by the River Thames. High tides can bring too much water up the River Thames and this could flood the city. To protect London, the Thames Barrier was built. When there is a high tide, 'walls' come up out of the river to stop the high water from reaching the city.

Building on rollers



4 _____
 It would probably be impossible to design a building that would be completely safe in the most serious earthquake. It would also be very expensive. Instead of this, engineers design buildings which will not fall down when the earth shakes. There are two main ways of doing this: buildings are built on springs or rollers, so that when the earth shakes, the building itself moves a little. Another method is to use building materials that reduce the impact of an earthquake.

5 _____
 Throughout history, natural disasters have killed and injured human beings and damaged the cities and buildings they live in. Humans cannot prevent these disasters, but we have learnt to recognise the incredible power of nature.

3 What do the words in italics in these sentences from the article refer to?

- a Scientists cannot stop these threats completely, but there are things *they* can do to make them less dangerous. (line 4)
- b *It* also collects water during the rainy season ... (line 13)
- c *the* River Thames and *this* could flood the city. (line 18)
- d *h*stead of *this*, engineers design buildings ... (line 27)
- e There are two main ways of doing *this* ... (line 29)
- f *the* cities and buildings *they* live in. (line 37)

Writing

1 Write possible answers to these questions.

- a Why does the water level in rivers rise?
- b Look at the photo of the Thames Barrier. Why do you think it was difficult for engineers to build?
- c Why would it be impossible to design a building that would be completely safe in an earthquake?
- d What kinds of building materials do you think would reduce the impact of an earthquake?

2 Match these verbs from the article with their correct meanings.

- | | |
|------------|----------------------------|
| a avoid | 1 think of, plan and draw |
| b erupt | 2 produce / make / create |
| c generate | 3 explode / throw out rock |
| d collect | 4 escape |
| e protect | 5 hold and save |
| f design | 6 make safe / guard |

Think and speak

3 Discuss these questions with other students.

The article says: *'we have learnt to recognise the incredible power of nature.'*

- a Can you think of examples of the *incredible power of nature*?
- b What do people do which shows that they recognise this power?
- c List the safety ideas which the writer mentions. Can you think of other ways of preventing disasters?

Quote "Man masters nature not by power but by understanding."
Anonymous

Grammar Reporting what people say

1 Compare these pairs of sentences.

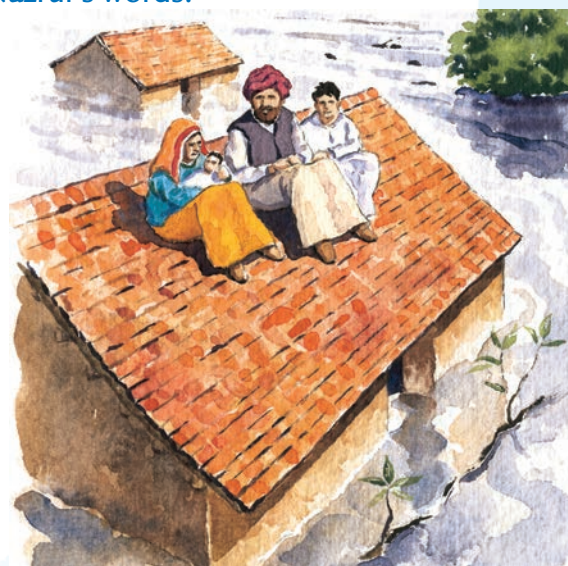
- a** Which sentence in each pair tells you exactly what someone said? Which sentence tells you about what someone said in the past?
- “Our town floods regularly.”
She said that their town flooded regularly.
 - She said that it had flooded twice the previous month.
“It flooded twice last month.”
 - “The volcano is erupting.”
The journalist reported that the volcano was erupting.
 - People told the journalist that they had heard noises coming from the volcano.
“We heard noises coming from the volcano.”
 - “There had been other eruptions before the volcano erupted last week.”
Geologists confirmed that there had been other eruptions before the volcano erupted last week.
- b** Look at each pair of sentences. How are the verbs different?
- c** What other differences are there between the sentences? Think about punctuation and these kinds of words: pronouns, time and place words, etc.

2 Report these things that people said. Copy and complete the sentences.

- | | |
|--|--|
| a ‘My house is near the river.’ | Omar said that his house was near the river. |
| b ‘They’re building flood defences.’ | Mazen said that they ... |
| c ‘The river flooded the town last week.’ | Asma said that ... |
| d ‘The water came into my house.’ | Rana said that ... |
| e ‘They built the hotel on springs.’ | The journalist said that ... |

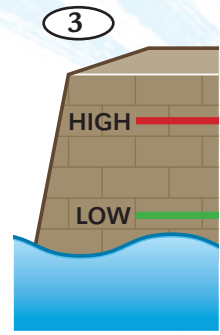
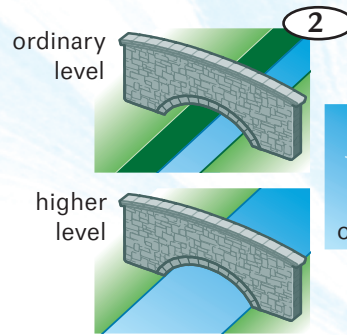
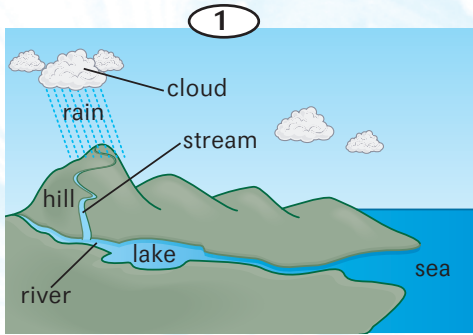
3 Now rewrite this story in your notebook using Nazrul’s words.

- a** (Ten-year-old Nazrul from Bangladesh said that) he had been trapped on the roof of his house.
I was trapped on the roof of my house.
- b** The river in his town had overflowed its banks after heavy rain.
The river ...
- c** (He explained that) his father had woken him early in the morning because the house had been full of water.
- d** (Nazrul said that) he had looked after his baby brother while his parents had carried all the furniture upstairs.
- e** (He said that) he and his family had spent a night on the roof of their house and that nobody had rescued them until the following day.
- f** (Nazrul said that) he had been staying with his aunt since the flood.



Vocabulary Water

1 Look at these diagrams and the vocabulary, then copy and complete sentences a–h below. Use the present simple form of verbs from the list below. (You need to use some verbs more than once.)



come in fall flood flow go out overflow rise run

Diagram 1

- a The rain from the clouds on to the hills.
- b The stream into the river.

Diagram 2

- c The river through the city.
- d The water level in the river
- e The river its banks.
- f The water the town.

Diagram 3

- g When the tide the water level
- h When the tide the water level

Pronunciation /ɒ/, /ʊ:/ or /ʌ/

2 The letters **oo** in English words can be pronounced in three ways.

Write the words which contain **oo** pronounced in these sentences?

- | | | | |
|--------|---------|---------|--------|
| a food | c took | e foot | g look |
| b good | d tooth | f flood | h mood |

3 (12.1) Listen and check your answers.

4 Now take turns to read these sentences to your partner.

- a They lost all their food in the flood.
- b The doctor took an X-ray because he thought I'd broken my foot.
- c He doesn't look in a very good mood.

Speaking Role playing


Introduction

1 Read this scenario. How seriously would you take the scientists' warning if you lived in this area?

Water is in short supply in your area. Scientists have said that soon there will be serious shortages. They have suggested several different ways to solve the problem, but these all have advantages and disadvantages.


2 (12.2) Listen to three possible ways of solving the problem suggested by the scientists. Are there any other advantages or disadvantages of each idea?

Drill new wells




+ New sources of water
- Expensive process

Convert more sea water into drinking water



+ Plentiful supply of sea water
- Expensive

Improve ways of storing water



+ No need to find new water
- May not provide enough water for demand

Preparing for the role play

3 You are going to discuss this situation in groups of three.

- a Each student should play one of the roles A–C described below.
- b Read your role card and decide which method of solving the water shortage problem you prefer. Make notes to express your opinions.

Role A – Environmentalist

- You believe that there would be no need for new sources of water if everyone used it sensibly.
- You believe that finding new sources of water would be too expensive and would only lead to greater demand.

Role B – Member of public

- You are a member of the public who uses an average amount of water for normal purposes.
- You work for a company which builds equipment for discovering sources of water.

Role C – Scientist

- You do not believe that it is possible to meet the increasing demand for water by telling people to be less wasteful with water.
- You believe strongly that new sources of water have to be found.

Role play

4 Work in groups of three – A, B, C.

- a First, each 'character' should say how he/she thinks the water shortage problem should be dealt with. Give reasons.
- b When everyone has expressed his/her opinions, have a general discussion.
- c Organise a vote to find out whether your group thinks new sources of water should be found.
- d If the answer is Yes, discuss who should pay for the project.

USEFUL LANGUAGE

Expressing opinions: talking about priorities

This problem is not going to go away. I think we should .
As far as I'm concerned, the cause of this problem is ...
It seems to me that the best way of dealing with this problem is to .

Other useful phrases

in the long /s hort term, .
the future of the area.

Review 4, units 10-12



MODULE 4: Being prepared

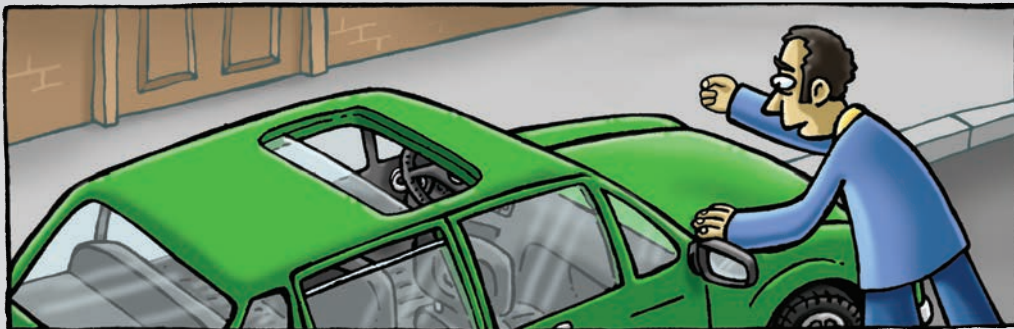
Grammar and Vocabulary

1 Read statements a–f in which people are talking about something that went wrong.

Write sentences saying what they should or shouldn't have done. Use the words in brackets in your answers.

- a It was a difficult book to read. (put glasses on)
You should have put your glasses on.
- b I was very hungry by lunchtime. (eat more / breakfast)
- c I went out in the evening and got very cold. (go out / a T-shirt)
- d Someone stole my car. (lock / doors)
- e I ran out of petrol in the middle of the desert. (fill up with / petrol)
- f I got stuck in traffic and couldn't tell anyone. (leave / mobile phone at home)

2 Hussam had locked his keys inside his car. He got into his car by climbing through the sunroof.



a What do you think he should have done? Use these verbs and nouns in your answers.

- 1 phone / garage *He should have phoned a garage for help.*
- 2 go home / spare keys
- 3 break / lock
- 4 climb / sunroof
- 5 buy / new keys
- 6 force open / back window

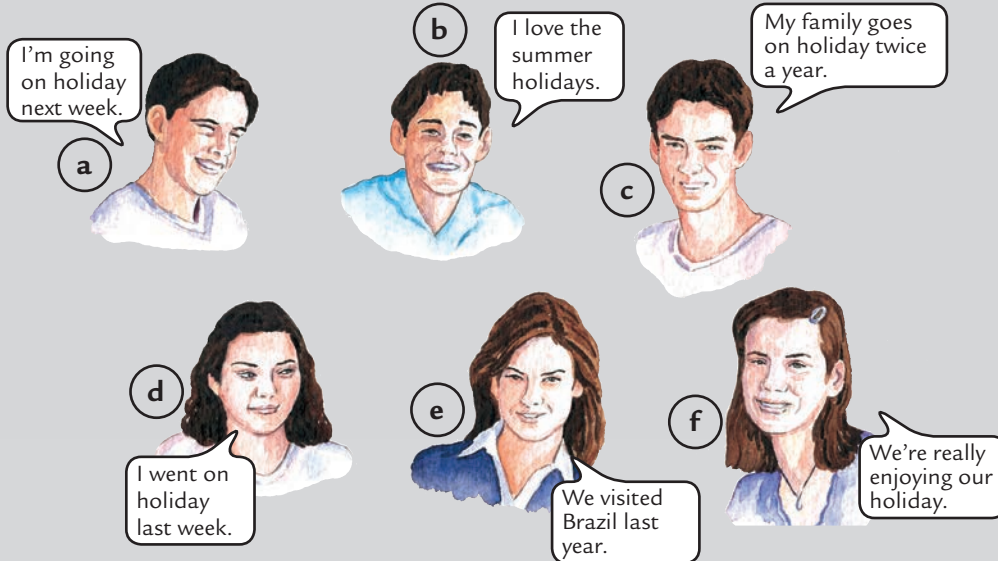
b Discuss your ideas in pairs.

3 Are the verbs in these sentences right or wrong? Rewrite the incorrect sentences.

- a Scientists are believing that Earth is getting warmer.
Scientists believe that Earth is getting warmer.
- b My friends and I are thinking that 'protected areas' in Syria are a good idea.
- c She is expecting an email about the job she applied for.
- d Syrians have good habits when it comes to protecting the environment.
- e Most people aren't knowing very much about the environment.
- f Experts are thinking that pollution is getting worse.

4 Report these people's words.

a He said he was going on holiday the following week.



5 What were these people's words? Write them in your notebook.

- a** Ahmad said he always drove carefully.
I always drive carefully.
- b** Asma told me she was feeling ill.
- c** Waleed said he had passed his maths exam.
- d** Talaa told me she wanted to be a teacher.
- e** Wissam told me he loved fast cars.
- f** Maysaa said she was learning to play the flute.

6 Copy and complete these sentences with the correct form of the word in capital letters.

- a** It's to drive fast in the town centre. DANGER
It's dangerous to drive fast in the town centre.
- b** drivers don't have accidents. CARE
- c** The fire in the shop was Nobody started it. ACCIDENT
- d** Don't drink that stuff. It's POISON
- e** It's the of parents to make sure their children are safe. RESPONSIBLE
- f** Earthquakes are examples of disasters. NATURE
- g** Cars and other vehicles cause POLLUTE
- h** warming is leading to climate change. GLOBE

7 Choose the correct words in these sentences.

- a** Some people are afraid of spiders and *mouse* / *mice*.
- b** Your temperature is very *high* / *tall* – you should see a doctor.
- c** Shaza is not as *high* / *tall* as her older sister.
- d** *Woman* / *Women* usually live longer than *man* / *men*.
- e** I can't afford to buy that car – the price is too *high* / *tall*.
- f** Some people believe that *child* / *children* watch too much television.



task

You are going to write a set of guidelines* suggesting what people can do to make the world a safer place to live in.

* guidelines = information which gives advice or makes suggestions



Project 4

Composing guidelines for making the world a safer place

Stage 1 What are guidelines?

Read the guidelines for visitors to Al-Talila Nature Reserve and discuss these questions.

- What kind of language is used?
- What is the purpose of the three main headings?
- How are you going to record the answers people give to your questions?

TRAVEL GUIDELINES FOR VISITORS TO AL-TALILA NATURE RESERVE

Protecting wildlife

- Do not disturb any animals or birds.
- Do not feed or touch animals so that they do not change their behaviour.
- Take care not to damage plants when you are walking, trekking or driving.

Respect the environment

- Do not leave rubbish on land or in water.
- Do not take anything away with you, like rocks, plants or bird eggs.

Be safe

- Be ready for extreme weather. Take the right equipment and clothes.
- Stay with your group.
- Don't try to do anything you have never done before.



Stage 2 First decisions

a Work in groups of three or four. Think about the title of the guidelines you are going to write: *Making the world a safer place*. Discuss these questions and make decisions.

1 Who do you want to write the guidelines for?

- ▶ People of your age
- ▶ Young children
- ▶ Adults
- ▶ People of all ages

2 What kinds of safety could your guidelines include? Choose three or four of these headings.

- ▶ Safety in the home
- ▶ Safety on the road
- ▶ Safety for children
- ▶ Safety in the city
- ▶ Safety for the environment
- ▶ Safety of the planet

b Now share out the work to be done. Each member of the group should be responsible for writing the guidelines under one heading.

Stage 3 Individual writing

- a Each member of the group writes two or three guidelines for their subject. You could use ideas from **Units 10–12**.
- b Include at least one guideline starting with *Don't ...*
- c Use clear, simple language.

Stage 4 Final decisions

- a Work in groups again. Read each other's guidelines and suggest improvements. These could be:
 - ▶ corrections to language (grammar, spelling, etc.)
 - ▶ suggestions for making guidelines clearer or simpler.
- b Write the final version of your guidelines.
- c Together the group produces the final set of guidelines. You could add photographs or other illustrations.

Stage 5 Presentations

- a Each group presents their guidelines to the rest of the class. You could do this in these ways:
 - ▶ Display the sets of guidelines on the classroom walls.
 - ▶ Pass them round the class. Each group reads the other sets of guidelines.
- b The class could discuss the good points of each set of guidelines, saying how well the ideas could be followed by the people they are written for.
- c Finally, have a class vote for the most successful set of guidelines.



Culture Spot: Mari

Before you start



(13.1) What buildings or artefacts might you expect to find at an archaeological site in Syria? Write down two things. Then listen to the text and see if your suggestions were found at Mari.



(13.1) Listen to the passage again and decide whether the following sentences are true (T), false (F) or there is no information (NI).

- 1 Mari was built in 1933.
- 2 Archaeologists have been finding new artefacts at Mari since 1933.
- 3 Zri Lim built a 400-room palace.
- 4 Mari was the biggest city in ancient Mesopotamia.
- 5 Mari's land was watered to help crops grow.
- 6 Merchants transported bronze through Mari.
- 7 The citizens of Mari fled when Hammurabi attacked.



Deep in the Syrian desert lies Mari, one of the most important archaeological sites in Mesopotamia. The existence of such a place was known to historians but its exact whereabouts remained a mystery for hundreds of years.

In 1933 a local shepherd was gathering stones when he uncovered a very old and beautiful statue. When they heard about it, Deir ez-Zour's Department of Antiquities sent a team of archaeologists to the site and began digging. They soon came across more statues and ancient objects. As the outlines of large buildings began to emerge under the rubble, the archaeologists knew that they had found something special. It was only when they came across an object with the inscription of King Lamgi Mari that they knew just how special it was. They had found the lost city of Mari!

Thanks to its strategic position on the region's vast trade routes, Mari had grown into an important settlement by 2900 BCE. Merchants carrying dried fruit, olives, grain, pottery, timber and stone passed through Mari on the journey from modern day western Iran to what is now Turkey. When these merchants began to trade in valuable tin (vital for making bronze), Mari offered to protect them from bandits in exchange for money. In this way, it grew into a very prosperous city.

Mari offered its citizens a comfortable life: the newly irrigated land allowed farmers to grow enough food for everyone; intellectuals were able to write and collect 'books' (clay tablets); and engineers

designed grand buildings like the city's public baths, temples and palaces. The luxury of Mari's royal palace tells us just how impressive the city had become; by the time of Mari's last king, Zimri Lim, it was spread over 25,000 square metres with 300 rooms. There were two elaborately decorated courtyards, a banqueting hall, royal suites, guest quarters and an impressive library stocked with more than 20,000 clay tablets. The palace - and Mari itself - was the envy of kings everywhere.

But Mari's greatness became its downfall. The Babylonian king Hammurabi wanted to rule all of Mesopotamia and so he set about conquering rival cities. Mari was destroyed, its magnificence hidden for centuries to come. If it had not been for the shepherd's curiosity, Mari's whereabouts might have remained a mystery to this day.

Now the ancient city is enjoyed by thousands of visitors every year and teams of archaeologists continue to find new artefacts there learning more about the merchants, citizens and kings of the time. Examples of Mari's splendour can be seen in dedicated exhibitions in various museums around Syria (the National Museum in Damascus, the National Museum in Aleppo) and abroad (the Louvre in Paris). Thousands of years after it was first built, Mari's greatness is once again known around the world.

3 Match the following words 1-7 with the meanings a-g.

- | | |
|--------------------|---|
| 1 gathering | a extremely important and necessary |
| 2 rubble | b a meeting of a group of people |
| 3 trade | c impressive beauty |
| 4 vital | d the feeling of wanting what someone else has |
| 5 envy | e fragments of stone |
| 6 curiosity | f the exchange of items of similar value |
| 7 splendour | g the desire to know about something |

4 Read the passage about the archaeology of Mari. Change the verbs in brackets into the correct tense if necessary.

When Mari's royal palace (1).
 (be attack) the walls (2).
 (fall) inwards, covering everything
 that had been inside. Although this
 destroyed the palace, it meant that its
 contents were protected for thousands
 of years. When archaeologists uncovered
 what had been the library, they
 (3). (find) its 200 000 clay
 tablets were virtually undamaged. The
 tablets (4). (be fill) with
 words describing the (5) own world. They
 (6). (document) lives and
 events that historians had only previously
 had limited information about. The
 discovery of the (7) kitchen and classrooms
 revealed the details of everyday life in
 the palace; (8) kitchen utensils and food
 (9). (be find) as they
 (10). (be leave) and the
 classrooms still showed signs of being
 used by the royal children.

5 Do you think it is important to excavate archaeological sites like Mari. Why or why not?

6 Discuss in groups. Do you think historical artefacts should be taken from the place where they were discovered?

7 Tourism plays a major role in the Syrian economy. Think of ways in which tourism to Mari could be encouraged.

Then write an open letter to international students of your own age. Invite them to visit Syria, especially Mari, to benefit from the many attractions it has.

OPTIONAL

The Climb

by John Escott

It began one day in the summer, the day the man called Holland came to the island. Holland was nervous. He looked out of the window at the island below. It was beautiful, but already he wondered if he was right to come. The plane touched down just as the sun came up. It was boiling, but it would be even hotter later. Holland walked across to the airport building. He had come to the island alone. He took a notebook from his pocket and read the name 'Kazakou'. A car had already been rented under the same name. "I hope there's a map in the car," he thought. "I don't want any trouble finding the villa. All I know is it's on the cliff road." He went to find the rented car. The airport was half empty. Would anybody know his face? Holland hoped they wouldn't. "I don't have to stay," he thought. "I could go away now." But he went to get the car. The island was a sun-drenched spot, just off the coast of Greece. It was popular with people who wanted a quiet holiday. It was a place for people who liked to walk or swim. On another part of the island, a young man called Costas was climbing a cliff. His sister, Eleni, was swimming in the sea. Costas and his sister lived on the island. Their father, Mr Kazakou, owned a holiday villa and a small block of holiday apartments. Costas was studying at university. Eleni was still at school. But now they were at home on holiday. Eleni liked swimming. Costas liked climbing the "C" shaped cliffs that dotted the island's beaches. The beach was almost empty because it was still early in the morning. There were only a few people walking along the sand. The island woke up slowly. Costas liked to get up early and climb the rocks above the beach. That morning, Eleni had decided to get up and have an early swim. She floated on her back and looked up at the curve of the cliff until she saw the tiny figure of her brother. He was halfway up the cliff. "He's a better climber than he used to be," she thought. "But he gets into dangerous places. I wish he would climb with others. It's more dangerous to climb alone. I'm almost afraid to watch him." Some time later, Eleni looked across to the holiday villa her father owned. It stood amongst other villas at one end of the cliff top. A car had stopped outside Mr Kazakou's villa. It looked tiny from the sea. But Eleni could see it wasn't a car she'd ever seen before. "It must belong to the person who's renting the villa this week." Eleni said to herself. Her father had told her a visitor was coming. She watched Costas begin to walk towards the other end of the beach. The cliff was steeper at that end. The rocks were more dangerous. Eleni saw where he was going, and she looked worried as she came out of the water. Costas walked along the beach and looked up at the cliff at the end. The rocks were steep. One was shaped like the head of a bird, a huge eagle with a cruel-looking beak. There were signs at the bottom of the cliff: DANGEROUS. NO CLIMBING. This rock was called Eagle's Rock. It was steep and dangerous to climb. Costas stood and looked up at Eagle's Rock for a long time. It fascinated him. Sometimes he even dreamed about it. He thought about climbing it. He thought about how he might do it. He'd dreamed of climbing Eagle's Rock for a long time now. Costas was looking at Eagle's Rock, thinking about the climb ... "Twenty-five metres high ... follow the groove to the bird-shaped overhang ... move on slowly ... then up the shelf above ... I'd need a lot of pitons ..." he said to himself. Just thinking about it excited him, made his heart beat faster. Eleni picked up her towel and sunglasses and came across to Costas. She knew at once what he was thinking about. She could see it in the look on his face. It made her feel even more afraid. "Stop looking at it, Costas," she said. "You can't climb Eagle's Rock; it's too dangerous. Two men and a woman have already been killed."

Costas knew this. There had been many accidents, and already three people had died trying to climb the Rock.

"But don't you understand?" Costas said. "I want to be the first person to climb it. Then I'll be famous!"

"Or dead," Eleni said.

Costas just laughed.

"I wish you wouldn't climb alone all the time. It's much more dangerous. You make me feel afraid." Eleni said.

"You don't understand," Costas said. "It's more exciting. Just me against the cliff! A real test of my climbing skills - of my nerve!" His eyes shone as he spoke.

She took his arm and tried to pull him away from the cliff. "Come home," she said. "I want some breakfast before I go to the shop."

Costas allowed her to pull him away. "All right," he said at last.

"And don't tell father that you want to climb Eagle's Rock," Eleni told him. "He'll go crazy."

Mr Kazakou didn't like his son climbing rocks and cliffs. He thought it was foolish. But Costas loved to climb. It gave him a buzz.

"I feel free!" Costas would say, "Sometimes I even feel like a bird up there!"

Mr Kazakou wouldn't listen. He thought all climbers were thoughtless. He didn't know about the excitement of using a climber's skill.

But Costas did.

Eleni and her brother walked across the sand to the cliffs on the other side. They found the steps up to the cliff road above. The sun was warm on their backs.

"It's going to be

a hot day

today," Eleni

said.

The holiday

villas were on

the cliff road.

Their father

was outside the

one he owned.

He was a small

man with a

thick

moustache and

a merry smile.

"Costas! Eleni!"

Mr Kazakou

called to them.

"Come and

meet Mr

Holland."



A fair-haired man stood beside Mr Kazakou.

The man did not seem to want to meet Costas or Eleni, but he waited. Costas and Eleni welcomed him. Costas looked hard at the man's face until the man looked away.

"Mr Holland seems nervous," Eleni thought.

"Mr Holland has come from England," Mr Kazakou said. "He's renting the villa for two weeks. He's a writer."

"A writer?" Eleni said. "How exciting! Do you write books?"

"Sometimes," said the man. He didn't seem to want to talk about it.

"Have you been to the island before?" Costas asked him.

The man shook his head. "No, never," he said.

"I thought I'd seen you before," Costas said.

"Do you have any friends on the island, Mr Holland?" Mr Kazakou asked.

Holland shook his head again. "No. I know nobody on the island," he said.

"Well there are lots of places you can walk," Mr Kazakou said.

"Yes," Holland said. "I may do some walking." Then he turned and went inside the villa.

Mr Kazakou walked back along the cliff road with Costas and Eleni. Their home was up the hill in the town.

"Mr Holland didn't want to talk," Costas said. "He just wanted to get inside the villa. I wonder why?"

"Perhaps he's just a shy man," Mr Kazakou said. "Perhaps he just likes to be alone. Some men do." They walked up the hill to the small town. A waiter was putting out chairs and tables outside a small café.

Costas was silent as he walked. "Where have I seen Mr Holland before?" he wondered. "I am sure I have seen him."

"What's the matter?" Eleni asked Costas when they were inside the house. "You look as if something's wrong."

"I'm sure I've seen Mr Holland before," Costas said.

"But where?" Eleni said. "He told you he's never been to the island before."

"I know he told me that," Costas said. "But I don't believe him."

"Are you going out again?" Eleni asked her brother.

"Later," Costas told her. "First I have work to do."

"Don't say anything to father about Eagle's Rock," she warned him.

"He'll have to know sometime," Costas said. "But I won't say anything at the moment."

Costas went up to his room to begin his work. Eleni ate a quick breakfast and collected her things. Then she went off to the shop where she helped out during the school holidays. The shop belonged to Old Papas. It sold pictures by artists who lived on the island. Many tourists came into the shop, and were interested to see the paintings.

"Good morning, Eleni," Old Papas said. "I saw you this morning. I waved but you didn't see me."

"Oh, I'm sorry, Old Papas," Eleni said. "But it was lovely in the water."

Old Papas went for a long walk along the cliff each morning. "I see you have a visitor staying in your holiday villa," he said. "I saw an open-topped car outside in the road."

"Yes," Eleni said. And she told Old Papas about Mr Holland. "He's a writer," she said.

"Is he?" Old Papas said. "I'd like to meet him. I've never met a writer."

"Perhaps he'll come to the shop to buy a book," Eleni said.

She didn't tell Old Papas that Mr Holland didn't seem very friendly. Perhaps her father was right. Perhaps Mr Holland was just shy.

Later on, a large black sports car stopped outside. A man got out. He was a well-built man and he wore a white linen suit.

"Good morning," the man said as he shook hands with Old Papas. "What do you have? Can I see any books or paintings that might interest me?"

"I hope so," Old Papas said. He took the man through to the gallery and then to the back of the shop. "Make some coffee for the gentleman, will you, Eleni?" he called over his shoulder. Eleni went into the little kitchen at the side of the shop. She began to make some coffee.

The shop looked out on to the narrow road and a café opposite. A waiter mooched



around in the doorway looking bored. There weren't many customers.

"It's Mr Holland!" Eleni said to herself.

"Eleni!" Old Papas called from the gallery. "Where's the coffee?"

"Coming, Old Papas!" Eleni said.

She took the coffee into the gallery.

Mr Holland was looking at a picture. Old Papas was rubbing his hands nervously. He was hoping to make a sale.

Mr Holland and Old Papas came out of the gallery. Mr Holland had not found a painting to buy. Eleni saw that Old Papas looked rather disheartened.

"Perhaps next time I shall see something I like," Mr Holland said. "Thank you for the coffee," he said to Eleni.

After he had gone, Eleni went back to the kitchen. She began to wash the coffee cups. Then she looked out of the window at the café.

Mr Holland was walking back to his car. Three tourists stood at the corner of the street and stared at his car as it pulled away.

Eleni watched him too. He drove past the shop belonging to Old Papas and out of the town. Soon he was on the road leading to the villa. It was a steep, narrow road. The big car had to slow down to turn the corners.

Eleni thought about Mr Holland. "What is he doing on the island?" Eleni thought. "Why does he seem to be strange? What is he looking for in the shop? Is he looking for something to write about?"

That afternoon, Costas went to the beach and looked again at Eagle's Rock. He sat in the sun for an hour and looked up at the bird-shaped cliff. Eleni always said it was ugly, but Costas thought it looked beautiful. He imagined himself climbing the Rock. He imagined how it would feel.

"How famous I would be!" he thought. "All over Greece, people would talk about Costas Kazakou, the famous climber! Even my father would think I was brave and clever if I got to the top."

Costas thought he'd seen the best way to the top now.

"I'll make the climb soon," he decided. "It's stupid to wait any longer. I'm ready. I'll pick a fine, clear morning."

Later, he was smiling to himself as he walked home. He went past his father's holiday villa.

Suddenly, he saw the man Holland at one of the windows. Holland was looking through binoculars at something.

Then Costas saw he was looking at Eagle's Rock.

Costas went across the road and stood where Holland could not see him. He watched the man for several minutes. Holland looked at the rock a long time. Then he moved the binoculars and looked at Eagle House. At last he moved away from the window.

Costas walked on. "I don't understand," he thought. "What's Holland doing? Why was he looking at Eagle's Rock? Is he going to try to climb it, too?"

Costas stopped suddenly. His eyes became wide with astonishment.

"Now I know where I have seen Holland's face before!"

After supper, Costas took Eleni into his bedroom.

"What is it?" she asked.

"I know where I've seen Mr Holland before," he said.

"You do?" Eleni said. "Where?"

"I'll show you." Costas went across to some bookshelves under the window. He took a book from the top shelf and handed it to her.

Eleni looked at it. It was a book about climbing mountains, *High Adventures* by David Ashken. "What about it?"

Eleni said. Costas had many books



about climbing. A lot of them were by David Ashken. What was so special about this one? Costas took it from her and turned it over. On the back was a picture of the man who had written the book. He had a beard but Eleni knew his face.

"It's Mr Holland!" Eleni said. "So this is the kind of book he writes."

"Not any more," Costas said.

"What do you mean?" Eleni said.

"Mr Holland's real name is David Ashken," Costas said. "He was once a famous climber."

"Was?" Eleni said.

"Yes. He had a bad fall from a mountain in Austria five years ago," Costas told her. "After that, Ashken was too scared to climb again."

"Oh," Eleni said. "But why does he call himself Holland?"

"He's a coward!" Costas said with disgust. "He doesn't want people to know who he is any more." "Why do you sound so angry about it?"

"I used to think he was one of the best rock climbers in the world," Costas said. "I wanted to be like him. But then he had the accident and became afraid. He became a coward. I don't like cowards."

"He said he was a writer," Eleni said.

"His books were about climbing," Costas said. "Now he is too frightened to climb. What can he write about? Nothing. He's pretending to be a writer. That's all."

"Poor man," Eleni said. She felt sorry for Mr Holland.

"Don't say anything to father," Costas told her. "It's best if he doesn't know who Mr Holland really is. He may ask Ashken to try to stop me climbing. He will try to frighten me. He will tell me I could be like Ashken in a few years. But I won't be. One day I'll be a great climber."

"Like David Ashken was once," Eleni said quietly. "It's possible that he is on the island to climb Eagle's Rock, and that isn't possible - " She stopped abruptly.

"It wasn't impossible for David Ashken once," her brother said. "And he was looking at it through the binoculars this afternoon."

Eleni looked surprised. "But you said he had been afraid to climb since his accident."

"I know," Costas said. He became angry. "But if Ashken did climb the rock, that wouldn't be fair! Eagle's Rock is my climb. It's not right for Ashken to climb Eagle's Rock first."

Now Costas cared only about David Ashken climbing Eagle's Rock. "He must not do it first. Eagle's Rock is mine. I must be first!" he thought.

"You'll kill yourself!" Eleni said. "Promise me you won't try, Costas."

Costas said nothing.

In the following morning, Eleni woke up suddenly. What was that noise? Did somebody open and close the door of the house? But who was leaving the house at this time of the morning? She looked at the clock beside her bed. It was 7 am.

Eleni got out of bed and went over to the window. It was a bright, sunny morning. She looked down into the garden below - and saw Costas!

He was carrying his climbing helmet and wearing his climbing boots. And he was walking quickly from the house. Eleni knew at once what her brother was going to do. She knew why he was leaving the house so early, before anyone could stop him.

He was going to climb Eagle's Rock!

Eleni wondered what to do. "Can I stop my brother before he begins to climb?" she thought.

Eleni went downstairs, making as little noise as possible. Then she hurried out of the house.

Eleni ran down the hill to the cliff road. She couldn't see Costas anywhere. She ran past her father's holiday villa. She ran down the steps to the beach.

It was empty except for herself and her brother. She could now see him ahead of her. He was almost at the bottom of Eagle's Rock.

"Costas!" she called.

But he didn't hear her. He was putting on his climbing helmet, looking up the cliff.

"Costas!" she shouted again.

This time he did hear. He turned round quickly. She could see he looked angry because she'd come.

"Go back home, Eleni," he shouted.

He began to find footholds at the bottom of the cliff. Then he began to climb.

"Costas, please come down!" Eleni called after him. "It's too dangerous to climb alone!" "Don't worry," he shouted. "I'm all right."

He wouldn't answer her after that. Eleni watched him make his way up the cliff face. She was frightened, but there seemed nothing she could do to stop him.

Up and up he went. Quite quickly at first, then more slowly and steadily. His body was flat against the rock. He tested a handhold, a foothold. He climbed up a crack in the rock. His feet were against one side of the crack, and his hands held the other side.

Eleni watched, her mouth dehydrated.

"It'll be useless to shout after him again," she thought. "He won't stop now. I'll just have to hope that he'll be all right."

Small stones fell from above as a bird flew off a shelf. The stones from the shelf hit against Costas' helmet before falling on down to the beach. The bird flew away. Costas took no notice, and just kept climbing steadily.

"What would our father say if he were here now?" Eleni wondered. "He would be angry with Costas. But he would be frightened, too, the way I am. Our father doesn't understand this need of Costas' to climb."

Now he was getting nearer to the overhang – that part of the rock which was shaped like the beak of a bird. It was the most dangerous part of the climb. It was from there that the other three climbers had fallen.

Eleni held her breath as she watched.

Costas moved more slowly now. He stopped several times with his face against the rock.

"He's afraid," Eleni thought. "Oh no, he's really afraid!"

"Costas!" she cried out.

Costas didn't move for a long time. The horrid, bird-shaped rock was above him. Then Costas stretched out a hand. He found a hold. He moved one of his feet ... and slipped.

Eleni screamed as more small stones fell from the cliff.

Costas tried again, and again his foot slipped. Now Costas cried out as well. But he held on to the rock. He didn't move.

"Costas!" Eleni shouted.

He didn't look down but shouted something back.

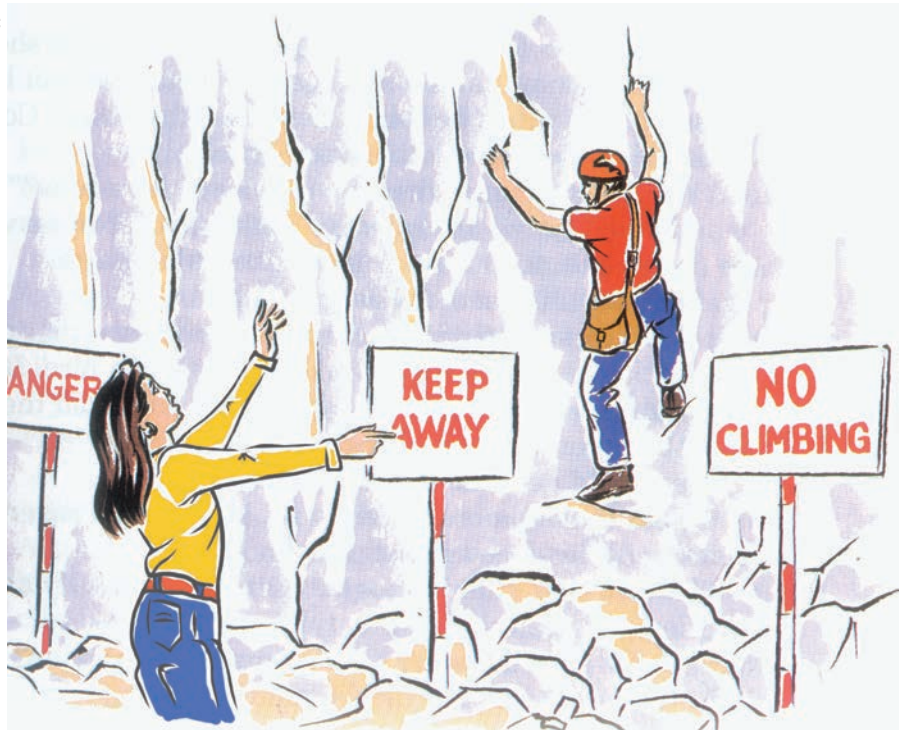
"I can't hear you!" Eleni shouted.

"I can't move!" Costas shouted again.

On the other side of the island, David Ashken sat beside the window of the villa.

He hadn't been able to sleep and had got up early. He'd gone for a walk along the cliff road and down the path to the beach. The day had only just dawned, but Ashken needed to get out of the villa.

He had felt better when he got back. And then he'd seen a boy on the rocks below Eagle House and quickly got his binoculars for a closer look. He could see Eagle Rock across the C-shape beach, on the other cliff top. David Ashken watched the boy on the rocks. At first, he wasn't able to believe what he was seeing, somebody climbing up to Eagle House!



And then Ashken had understood. It was just somebody climbing the cliff.

"Somebody daring," he thought, "or foolish."

Watching the boy climb made him remember things, things he wanted to forget ...

He remembered another rock, another cliff, in Austria. A cold winter's day. There had been another climber with him, Guy Landberg. A younger man who knew less about climbing than he did.

Landberg had always wanted to climb with the great David Ashken. He'd asked Ashken again and again, and at last Ashken had agreed to take him on this climb ...

The climb had turned into a horrendous venture ... the two of them, with the rope between them ... the cold black rock against Ashken's face ... the wind cutting across them ... the fine sleet blowing into Ashken's nose and mouth in the seconds before they fell ...

And the sound of Landberg's scream as he fell ... the wind had taken the sound and carried it away, but Ashken would reverberate inside shriek for the rest of his life.

David Ashken had broken both legs and a shoulder, but Landberg had broken his neck and back. He'd died before help could get to them.

Others had told Ashken it was not his fault - that he'd done everything possible to keep them both safe. "Accidents happen when you climb," they told him. Yet a small voice inside Ashken kept asking a question. Could he have done more to avoid the fall? Afterwards, he lay in the hospital bed and hoped to die. He climbed that rock again and again in his dreams. He woke, shaking and wet with sweat. The sound of Landberg's scream rang inside his head.

Ashken had not climbed since. He was finished as a climber, he told himself.

But now?

Now he watched a boy on a cliff. A boy who had no fear of climbing. A boy who hadn't lost his nerve. David Ashken wished he could be like that.

And yet ... there was something wrong! The boy hadn't moved for some time now.

And a girl was running across the beach.

"She's coming here!" David Ashken thought. "There's something amiss and she's coming here!"

Eleni ran back across the beach. She couldn't run fast through the soft sand. It seemed to take a lifetime to get to the steps the other side.

"I have to get assistance," she thought as she began to climb the steps. "Oh, poor Costas! Father will be so angry with him for climbing Eagle's Rock. I'll have to call out the cliff rescue helicopter."

Eleni ran up the last few steps to the cliff top. She had to find a telephone. Which way was the nearest one?

Then she recalled. The nearest one would be in her father's holiday villa. She ran towards it.

She banged on the door. "Mr Ashken! Mr Ashken!"

There were sounds from inside the villa, then David Ashken opened the door. He looked at Eleni in surprise.

"What - what did you call me?" he said. "My name is Holland."

"You're David Ashken, the climber,"

Eleni said. "But that doesn't matter now. I have to use your telephone. My brother's on Eagle's Rock and he's too frightened to move."

"Come in," he said, looking worried.

"The phone's in the front room."

Eleni ran across the room and picked up the telephone. Then she stopped. She turned and looked at David Ashken.

"Wait a minute!" she said. "I don't need to phone for the rescue helicopter. You could help my brother. You're a famous climber. You must know what to do."

Ashken's face went white. His hands began to quiver. "I don't know. I -"

"Please!" Eleni said. "Oh, please!" She



took hold of Ashken's arm and pulled him towards the door.

"No!" Ashken said, pulling back. "I can't do it!"

"Yes, you can!" Eleni said, angrily. "You're going to climb Eagle's Rock, aren't you?"

Ashken looked at her. He could hardly believe what she had said. "How do you know that?" he asked.

"Costas saw you looking at Eagle's Rock through your binoculars," Eleni explained. "We guessed what you were going to do."

David Ashken didn't speak for a moment. "But I won't climb Eagle's Rock."

Eleni was nearly in tears ... "But you must help my brother! He may be killed!" she said. "Do you know something? Costas used to think you were the greatest climber in the world. He once dreamed of being like you. Now he thinks you're a coward because you won't climb. Show him he's wrong, Mr Ashken. Show him you're not afraid. Help him. Please!"

Ashken looked at her for a full minute without speaking. It was the longest minute of Eleni's life.

Then he said in a quiet voice, "I don't know if I can."

"You can!" Eleni told him. "You must!"

"All right," Ashken said after a moment. "But I have to get some things." And he went into the next room.

Eleni looked out of the window as Ashken went to get his climbing things. She picked up the binoculars and put them to her eyes. Then she looked across at Eagle's Rock. After a moment, Eleni could see the minute figure of Costas. He hadn't moved.

"But nor has he fallen," she thought thankfully.

"Come on," David Ashken said from behind her.

And she put down the binoculars and followed him out of the villa.

A few minutes later, they were hurrying across the beach.

"I'm glad you came to the island," Eleni said. "But I don't understand why".

They were almost at the cliff now. They could both see Costas. He was still in the same place. They began running faster towards the cliff.

David Ashken looked up at the figure on Eagle's Rock. Ashken wore climbing boots and carried some rope. Then he looked for a way up the rocks. It wouldn't be easy. Maybe up that crack. And then across to the shelf to the left of the boy, he thought.

The ugly bird-shape of the rock hung over Costas. To Ashken, it seemed a long, long way away. But now was the moment. Suddenly, he knew there was no going back. He had to make the climb. He had to save that boy.

"Hold on!" David Ashken shouted to Costas. "I'm coming up to you!"

Ashken began to climb slowly, very slowly, at first. He was shaking. His heart beat faster and faster. His hands wouldn't keep hold of the rocks. They were shaking too much. He was afraid and he knew it.

He closed his eyes as he remembered his accident on the Austrian mountain.

... he was falling, falling ... there was snow everywhere ... it was in his mouth, in his nose ... he could hear himself scream ... yet worse than that, he could hear Landberg's scream ... the sound seemed to fill his whole head ... on and on it went ... he thought it would never end ...

"Mr Ashken, go on!" Eleni's voice came from below him. "Hurry, please!"

Ashken opened his eyes. He was not on the Austrian mountain. He was still on Eagle's Rock. The boy was still above him.

He moved a hand, a foot ... and found that he was climbing.

He moved across the face of the rock, taking a different route from the one Costas had taken. He worked his hands and feet into cracks and pushed his way upwards. His arms and legs seemed to know what to do without him telling them. It was a strange feeling.

He could see the shelf now. He could also see the boy's face above him. Costas looked very frightened.

"Help!" Costas called out. "Please, Mr Ashken, help me!"

David Ashken took a deep breath and moved on. The sun was getting higher in the sky. He was sweating. The blue sea seemed to flatten as he climbed. He could not see the waves now. It was like a flat blue mirror behind him.

His hands were steadier now. His heart wasn't beating so quickly. His feet found holds more easily.

Up and up he went. The shelf got nearer and nearer. The ugly head of the 'eagle' came between him and the sun. A soft wind blew in his face. He could hardly hear the sound of the sea. He thought only about where to put his feet, where to put his hands. The climb was the only thing in his mind. He was climbing!

He could scarcely believe it. After five years, he was really climbing again! He had thought he would never be able to do it again. All his old skills had returned. He began to feel that he was part of the cliff, the way he used to. It was as if he'd never been away.

At last, he got to the shelf.

"Costas!" he shouted across to the boy. "Are you secure?"

"I - I'm frightened," Costas shouted back.

"Don't worry," Ashken told him. "I'll get you down. You'll be safe now."

He hammered two pitons into the face of the rock. He put the rope through them and tied himself on.

"Now listen," Ashken shouted to Costas. "You're going to come over to me -"

"I can't," Costas shouted. "I can't move!"

"Yes, you can," Ashken said. His voice was calm, steady. "You will do exactly what I tell you. Just listen to what I say."

"But -" Costas began.

"There's a foothold to your left," Ashken went on. "Do you see it? It's half a metre away. Find it."

"I can't -"

"Find it!" Ashken shouted.

After a moment, the boy moved his left foot and found the hold.

"Good," Ashken said. "Now move your hands. You can see the holds easily enough. Just take it steady."

The boy moved his hands. Suddenly, he was less afraid. David Ashken was in control. "Everything will be all right," Costas thought. "I'll get down. This man knows what he's doing."

Slowly, step by step, Ashken guided Costas across to the shelf. He told him where to put his hands and feet. One move, one hold at a time.

On the beach below, Eleni had taken her hands from her face. She dared to watch again, now that Ashken was in control.

Costas moved closer and closer to David Ashken. Then they were together and David Ashken put the rope around the boy.

"You can abseil down to the beach," Ashken said.

Costas said, "All right." He was calmer now. He didn't look afraid. "Thanks."

Ashken smiled. "It's OK," he said.

He controlled the rope as Costas went down the face of the rock. Then the climber went down after him.

Ashken's own fears had disappeared. It was as if ... as if he'd never stopped climbing!

"I've never felt better in my whole life than I do now," he thought as he went down the cliff face.

When they were both on the beach, David Ashken looked up at Eagle's Rock. He knew he wouldn't be afraid to climb again.

"I'm a climber again!" he thought. "Nothing matters now that I can climb again. I'll climb other rocks and mountains. I'll write more books. I'll become famous again."

He looked at Eleni and Costas. Eleni smiled.

"Oh, thank you, Mr Ashken!" she said.

"Yes," Costas said. He was shaking. "Thank you again."

"No, I must thank you," David Ashken told them. "You helped me to climb again. You've changed my life. I'm no longer afraid."

Costas looked back up the rock. "I think I'll stay away from this part of the cliff," he said.

David Ashken nodded. "That would be a good decision. Eagle's Rock is too dangerous. It may even be too dangerous for me. But it doesn't matter. There are plenty of other places to climb. And good climbers don't take pointless risks." They walked back across the beach at the edge of the sea.

"Will you climb with me again whilst you're staying on the island?" Costas asked him.

"Yes, I will," David Ashken said. "We'll climb together."

Costas looked pleased. "That will be great," he said.

"Mr Ashken?" Eleni said. "Do you mind if I ask you one question?"

"It depends on what it is," Mr Ashken laughed.

"Why did you come to the island in the first place? It wasn't to climb Eagle's Rock, was it?" Mr Ashken paused. The lines on his forehead wrinkled into a frown. Eleni and Costas looked towards the sea, trying to hide their curiosity.

"This isn't my first time on the island," Ashken answered slowly. "I came once before. For a holiday. When I was about your age actually. My mother and father loved this place."

"Did you stay in our villa?" Costas interrupted. Eleni stared at him. She wanted Mr Ashken to continue his story.

"No, no I didn't. We stayed in a beautiful small villa. I remember there was a sheep in the garden and red roses growing around the door."

Eleni and Costas were confused. They knew the island like the back of their hand, but they'd never seen a villa like that.

Mr Ashken saw the puzzled look on their faces. "It was owned by a painter, but he must have sold it. It's called Eagle's House now. Sometimes the painter would ask my mother and father to pose for his oil paintings. They passed away a few years ago, so I'm trying to find the paintings."

"Don't worry," Costas said. "We'll ask my father. He's lived on this island his whole life. I bet you anything he can track them down."

"If you come to our house for lunch," Eleni said, "we can ask him straight away. And you can tell us all about your adventures."

"OK," Mr Ashken agreed. "But I think Costas has had enough climbing adventures for today."

Eleni, Costas and Mr Ashken all laughed. The sun was now shining strongly on the island. Tourists had started flocking to the beach. A couple of boys played football in the sand. But none of them knew the drama they had missed, just a few hours earlier.



Comprehension Questions

- 1 Who is Holland? Describe him.
- 2 Where does the story take place?
- 3 Who are the other characters? Describe them.
- 4 Why is the rock called Eagle's Rock? Explain.
- 5 Do you think Costas' dream can be achieved? Explain.
- 6 How did Old Papas react to the presence of Holland to his shop?
- 7 How did Eleni feel about Mr Holland?
- 8 What do you think Mr Holland really wanted? Discuss with a partner.
- 9 Who did Mr Holland turn out to be? Does this explain his being strange?
- 10 Costas knew who Holland really was. How did this affect him?
- 11 How did Eleni feel when she saw her brother climbing the rock? What did she do?
- 12 How did Ashken feel when he saw Costas climbing the rock?
- 13 Why did Ashken say: "What – what did you call me?"
- 14 How did Eleni convince Ashken to help Costas?
- 15 Why did Costas ask Mr Ashken to help him?
- 16 Was Mr Ashken skilful in helping Costas? Show evidence.
- 17 Did you expect Costas to cry for help?

Discussion Questions

- 18 Is this story realistic or true to life? Explain your answers by giving examples.
- 19 Did you identify with any of the characters?
- 20 Does the story have a moral? If not, what do you think the purpose of the author was?

Analysis

Fill in the following with information from the story. Then share with the class.

Characters:

Main

Secondary

Setting:

Theme:

Plot:

Conflict

Suspense

Climax

Outcome

Closure

English for Starters

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- **A Teacher's Book**, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **A Cassette**, which contains all of the listening activities for the course.