

الجمهورية العربية السورية
وزارة التربية

English for Starters 10

Students' Book

Simon Haines

 YORK
PRESS

٢٠١٤-٢٠١٥ م
المؤسسة العامة للطباعة



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حقوق التوزيع في الجمهورية العربية السورية
محفوظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية
نبال حنا
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Module 1 Culture

Unit	Language	Skills	Pronunciation
1 We are what we eat (page 10)	<p>Grammar past simple and past continuous</p> <p>Functions listening to a talk; listening to a story; talking about past events; reading an article; planning and writing an online guide; discussing ideas; planning and giving a talk</p> <p>Vocabulary types of food; ways of cooking</p>	<p>Reading food in Syria; places to eat</p> <p>Listening a talk; a story</p> <p>Speaking food; presenting ideas in a short talk</p> <p>Writing an online guide to eating places</p>	/ɪ/ or /e/
2 The arts (page 16)	<p>Grammar present perfect</p> <p>Functions reading a factfile and an article; describing past and present experiences; conducting a survey; planning and writing a review</p> <p>Vocabulary compound adjectives; verbs with similar meanings</p>	<p>Reading a factfile; an article about the history of the <i>oud</i>; book reviews</p> <p>Listening a survey</p> <p>Speaking traditional music; achievements and experiences; asking and answering questions for a survey</p> <p>Writing an informal book review</p>	/g/ or /k/
3 Building for the future (page 22)	<p>Grammar comparative and superlative adjectives</p> <p>Functions describing; comparing; listening for news; discussing advantages and disadvantages; presenting ideas and suggestions; planning and writing a formal report</p> <p>Vocabulary adjectives from numbers; buildings</p>	<p>Reading a formal report</p> <p>Listening people talking about buildings; a conversation</p> <p>Speaking opinions about modern buildings; describing a fantasy house or flat; discussing plans for a new airport; presenting ideas and suggestions</p> <p>Writing a formal report</p> <p>Project planning a cultural holiday programme</p>	/ɒ/ or /ɔ:/

Module 2 Free time

Unit	Language	Skills	Pronunciation
4 Computer games (page 34)	<p>Grammar future <i>will/going to</i>; present continuous</p> <p>Functions talking about the future; predicting; using a computer; listening to and giving advice; planning and writing instructions</p> <p>Vocabulary noun endings: <i>-er</i> or <i>-or</i>; computers; money</p>	<p>Reading an article about games in the future; instructions for a game</p> <p>Listening telephone conversations for advice</p> <p>Speaking the effects of playing computer games; giving advice</p> <p>Writing instructions for a game</p>	/t/ or /θ/
5 Sport (page 40)	<p>Grammar questions and imperatives</p> <p>Functions taking part in a quiz; saying dates and numbers; asking questions; checking information</p> <p>Vocabulary dates and numbers; sports/equipment/venues; compound nouns</p>	<p>Reading an application form</p> <p>Listening a sports quiz; a telephone conversation to check information</p> <p>Speaking big sporting events; opinions about sports equipment; role play for checking information</p> <p>Writing filling in an application form</p>	saying letters and spelling words aloud
6 A special zoo (page 46)	<p>Grammar countable and uncountable nouns</p> <p>Functions talking about quantity; describing character; forming an action plan; planning and writing a formal letter to request funds</p> <p>Vocabulary adjectives to describe character for animals; types of animals; animal idioms</p>	<p>Reading an article about the Al-Talila Reserve; information on a website; a formal letter</p> <p>Speaking opinions about the importance of protecting wild animals; a talk to persuade for an action plan</p> <p>Writing giving instructions; a formal letter to request funds</p> <p>Project planning a radio programme</p>	intonation in lists

Module 3 Power

Unit	Language	Skills	Pronunciation
7 Power – the alternatives (page 58)	Grammar conditional sentences: general/1st/2nd Functions discussing future possibilities; expressing opinions on global issues; planning and writing an article to make suggestions Vocabulary energy; adjective-noun collocations; word families	Reading a magazine article Listening a radio programme about world energy Speaking advantages and disadvantages of different kinds of energy; role play: discussing a statement from different points of view Writing a magazine article about saving energy	/eɪ/ or /e/
8 The power of technology (page 64)	Grammar <i>can/could/be able to</i> for abilities and possibilities Functions talking about abilities; talking about possibilities; selling an idea in a sales talk; writing an advertisement Vocabulary adjectives with negative prefixes	Reading an article about future inventions; an advertisement Speaking future inventions; abilities; possibilities; a sales talk Writing a magazine advertisement for a new invention	/ɪ/ or /əʊ/
9 Money (page 70)	Grammar modal verbs: <i>have to/should/must</i> Functions expressing necessity; describing materials and substances; discussing advantages and disadvantages; planning and writing an opinion composition Vocabulary history of money; adjective + <i>to</i> + infinitive	Reading a factfile; an opinion composition Listening a talk about the history of money; discussing choices Speaking exchanging things; discussing rules; discussing choices; exchanging ideas Writing an opinion composition Project doing a technology survey	/n/, /ŋ/ or /k/

Module 4 Fact and fiction

Unit	Language	Skills	Pronunciation
10 Short stories (page 82)	<p>Grammar adverbs of manner</p> <p>Functions describing the way someone does something; discussing advantages and disadvantages; interviewing and being interviewed; informally describing a recent event</p> <p>Vocabulary ways of travelling; travel verbs</p>	<p>Reading a traditional story; a story; an informal letter</p> <p>Listening a radio news report</p> <p>Speaking role play: a judge and a poor man; discussing morals; advantages and disadvantages of different forms of transport; role play: an interview</p> <p>Writing narrating a recent event in an informal letter</p>	<p>word stress</p>
11 Messages (page 88)	<p>Grammar the passive</p> <p>Functions giving information in different ways; describing things; taking and leaving messages on the phone; emailing; text messaging</p> <p>Vocabulary verbs with several meanings; words for people</p>	<p>Reading different types of messages; informal emails</p> <p>Listening a radio programme about strange stories; answerphone messages</p> <p>Speaking messages; leaving answerphone messages</p> <p>Writing taking messages; writing notes and messages; replying to emails and text messages</p>	<p>/skr/, /spr/ or /str/ and counting syllables</p>
12 Flying stories (page 94)	<p>Grammar relative pronouns; relative clauses</p> <p>Functions giving additional information; taking notes and giving an eyewitness account; planning and writing a news story</p> <p>Vocabulary phrasal verbs with <i>take</i>; body idioms</p>	<p>Reading a short biography; a joke; a newspaper story</p> <p>Listening an eyewitness account</p> <p>Speaking possibilities; giving an eyewitness account</p> <p>Writing a short paragraph about a friend or family member; a news story</p> <p>Project the story of your city or your country</p>	<p>-ed endings and counting syllables</p>

Culture

Module

1



Unit 1: We are what we eat
What do you eat? Do you eat healthy food?

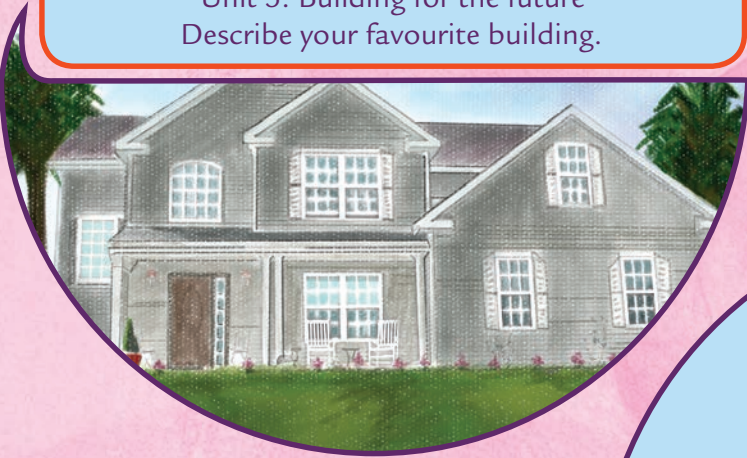


Unit 2: The arts
Who are these men? What are they famous for?





Unit 3: Building for the future
Describe your favourite building.



Review 1, units 1–3: Where do you recommend that tourists visit in Syria? Why?



Outcomes

You will be able to:

- ▶ listen to a talk and a description
- ▶ talk about past and present actions and experiences
- ▶ discuss advantages and disadvantages
- ▶ carry out a survey
- ▶ give opinions
- ▶ present ideas and suggestions
- ▶ write an online guide, a book review and a formal report

We are what we eat

MODULE 1: Culture

Grammar

Describing past actions and events

Vocabulary

Food and cooking

Reading

Reading for gist

Listening

Listening for specific information

Writing

Writing an online guide to eating places

Speaking

Giving a short talk

Discuss

1 Answer these questions about food.

- Which is your favourite meal of the day – breakfast, lunch or dinner? Why?
- How many other meals or snacks do you have in a typical day? When?

Now compare your answers with those of other students.



! GUESS

2 Guess and match each kind of food with its name and the countries it comes from.

- | | |
|----------------|-------------------|
| 1 Tabbouleh | a Syria |
| 2 Noodle soup | b Tunisia/Algeria |
| 3 Roast turkey | c England |
| 4 Pizza | d Japan |
| 5 Yabrak | e Italy |
| 6 Sushi | f Spain |
| 7 Barbecue | g China |
| 8 Tajeen | h Lebanon |
| 9 Paella | i Australia |



Listen Breakfast around the world

3 You are going to hear a talk about what people in different countries eat and drink for breakfast.

- a Before you listen, find out what other students had for breakfast this morning.
- b Now check that you know what these food words mean. Find each one in the picture below.



beans cereal cheese croissant eggs fish noodles onion rice toast yoghurt

C (1.1) Listen and note which kinds of food in the list the speaker mentions.

4 Answer these questions with a partner.

- a Which other country's breakfast is most similar to breakfast in Syria?
- b Which of these foods do you know?
- c Which would you like to try?

Check your understanding

5 (1.1) Listen again and answer these questions.

- a Which three drinks are mentioned as part of a 'continental breakfast'?
- b Where does the speaker say a 'continental breakfast' is popular?
- c What are some popular breakfast dishes in Syria?
- d What is in the Egyptian meal *foul moudames*?
- e Which Far Eastern country does the speaker talk about? What is unusual about breakfast in this country?
- f What do most Russians drink at breakfast time?
- g What do children particularly enjoy eating in Russia?

Think and speak

6 Work in pairs or groups.

- a How important are meal times in your family?
- b When do you have special meals?

Grammar Past simple and past continuous tenses Activity Book pages 81–83

1 (1.2) Listen to this breakfast time story and answer these questions.

- a Why did the speaker go to the shop?
- b What happened at home while he was at the shop?

2 Read these extracts from the listening text and fill in the blanks with the correct form of the verbs in brackets.

- a Last week (*be*) a school holiday, so I (*wake up*) late every day. This morning, when I (*get up*), my family (*have*) breakfast. My mother and father (*talk*) and my brothers and sisters (*drink*) tea, and (*eat*) bread and cheese. My mother (*make*) me some tea.
- b I (*buy*) the last loaf of bread in the shop, (*pay*) and (*leave*). While I (*walk*) home, I (*meet*) two of my neighbours. They (*stand*) and (*chat*).



3 Work in pairs or groups. Talk about what these people were doing at 10 o'clock yesterday morning. You may have to use your imagination to make a guess.

What was your mother doing at 10 o'clock yesterday morning?

- a Your mother or father
- b One of your brothers or sisters
- c One of your teachers
- d Your friend

Pronunciation /ɪ/ or /e/

4 (1.3) Listen and choose which word you hear.

- a lift / left
- b it / ate
- c big / beg
- d tin / ten
- e win / when
- f sit / set

5 (1.4) Now listen and repeat the words in sentences.

Vocabulary Food and cooking

- 1 Read this article about meals in Syria. Which of the foods mentioned do you eat at home?

EATING IN SYRIA: STYLE AND SOCIETY

Syrian cuisine has very ancient roots and has had a vital influence on modern Arabic food all over the region. The ingredients have been used for centuries but are combined in many forms – both traditional ones that every Syrian knows from family meals, and in new inventions. A typical Syrian meal will start with appetizers, a collection of small dishes that are shared between family and friends as part of social occasions. These are always beautifully presented – even the simplest bowl of houmos has a particular style of moulding and is garnished with designs made with paprika or a few leaves of fresh herbs. One of the most important dishes on the menu of Syrian appetizers is the famous kibbeh nayeh, a vital part of a high quality spread and a matter of pride when it is at its best. Kibbeh nayeh is made from raw meat, usually lamb, and bulgur wheat. The simplest versions use only a few herbs but some restaurants add chopped onions and green peppers to make the dish easier for Western tourists to eat.

The key to Syrian appetizers is that everyone has their own recipe – they vary according to region, occasion and personal taste. What doesn't change is the attractive presentation of the dishes, and the atmosphere that surrounds the consumption of appetizers – family, friends, generosity and lively talk.



Types of food

- 2a Copy and complete this table in your notebook. Think of foods and ingredients that you know. An example is given for each type of food.

dairy products	grains	meat	vegetables	other foods
yoghurt	rice	lamb	aubergines	bread

- b Work in pairs. Talk about your favourite meal.

Ways of cooking

- 3a Syrians eat grilled meat. *Grilling* is one method of cooking. Match each method 1–6 with its meaning a–f.

- | | |
|---------|---|
| 1 bake | a cook in a pan in hot oil or fat |
| 2 boil | b cook in an oven so that food changes shape (e.g. bread) |
| 3 fry | c cook in an oven or over fire (e.g. meat) |
| 4 grill | d cook over (not in) boiling water |
| 5 roast | e cook quickly in very hot water |
| 6 steam | f cook under a very hot surface – heat comes from above |

- b Which methods of cooking are most common in Syria?

Quote "Laughter is brightest in the place where food is."
Irish proverb

task

You are going to write an online guide recommending eating places for visitors to your town in Syria.

Writing An online guide to eating places

Read and analyse

1 Read this guide which describes four eating places.

- Which one would you choose to go to?
- Why does the writer recommend these places?
- Now make a note of phrases which tell you where the places are.

Eliza Blues Restaurant

Eliza Blues Restaurant is right in the city centre, and overlooks the river. This family business is a really friendly place to eat and the food is fantastic. It's famous for its enormous cooked breakfasts, but if you're not very hungry you can just relax with a coffee, a fruit juice or a light snack.

Places to eat

Falafel House

Falafel House is close to the market. Their speciality is bread with falafel which you can fill up with your choice of pickles and vegetables. They do not sell anything else here, and it's always busy, especially at lunchtime.



Best Café

Best Café is by the river. It is my favourite café, first of all because the food is delicious. Secondly, because it is very fresh and healthy. Try their grilled fish or steamed vegetables. Even the inside looks like somewhere in nature – there are lots of plants. It's very calming!

International Café

International Café is famous for its home-made tomato soup. You can also get nice rolls with goat's cheese and the salad variety is excellent. If you have dinner there, try their lamb kebabs. Good location, near to the park. Real value for money.

Plan your online guide

2 Plan your own online guide recommending eating places for visitors to your town or city.

- Choose one or two places to describe.
- Make notes about each place under these headings:
 - Location
 - Specialities: food and drinks
 - Other good points

Write and check

3 Write your guide based on your plan and your notes.

- Write one or two sentences for each place. Use some of the language from the *Useful language* list below.
- Check spelling, grammar and punctuation, then make changes and corrections. Exchange guides with another student and discuss any differences of opinion.

USEFUL LANGUAGE

Saying what you like about something

The best thing about Café X is ...
I really like Café X because ...
It's my favourite café because ...

Making recommendations

I'd recommend the pitta bread at ...
If you come here, you should try the ...

Speaking Giving a short talk

Read and discuss

1 a As you read this notice from a Syrian magazine, make brief notes under these headings:

- ▶ The best location for a restaurant
- ▶ Interesting ideas for the menu
- ▶ Interesting ideas for the decoration

We're opening a brand new city centre restaurant and we need YOUR ideas NOW!!!

Here's what we have in mind ...

- ▶ We're planning to open a restaurant in central Damascus next year.
- ▶ We want to attract people of all ages – from 8 to 80 – and of all kinds, from students to working people, local people to tourists.
- ▶ We're looking for unusual and original ideas.
- ▶ We want a menu that appeals to everyone: from traditional food lovers to fast food fanatics!
- ▶ Our customers will expect modern, fashionable decoration.

Record your ideas on video, CD or audio tape and send them to us at our address.



MENU

Sandwiches

Chicken, egg, lettuce and tomato
Falafel, tahini and lettuce
Cheese and tomato

Desserts

Chocolate mousse
Fresh pineapple with honey
Ice cream
Baklawa

- b** Compare your ideas with those of two other students. Discuss these things:
- ▶ The best location for a new snack bar – where all kinds of people go regularly. Think of a suitable building.
 - ▶ An original menu: combining traditional food from your country and any new food that you think will be popular. Suggest some prices.
 - ▶ Original ideas for decoration. Should the atmosphere be local, international or a combination? Think about colours, lighting, tables and chairs, uniforms for waiters.

Prepare and give your talk

2 Continue planning your talk in groups of three.

- a** Each of you should prepare one topic – location, menu and decoration. Prepare a talk on your topic lasting one minute. Use the ideas you have discussed and the expressions from the *Useful language* list.
- b** Now give your talk to your own group first.

USEFUL LANGUAGE

Introducing yourself

Good morning/afternoon. My name is ... , this is ... and we're here to talk about ...

Expressing personal opinions

In my opinion, the menu should include ...

I think the staff should dress smartly.

I (really) don't think the room should be too dark ...

Expressing uncertainty

I'm not sure where the best place would be.

Maybe there should be special menus for tourists.

It's difficult to say how many tables there should be.

Audience questions

Are there any questions?

Please ask us any questions you'd like to.

The arts

MODULE 1: Culture

Grammar

Describing past and present experiences

Vocabulary

Describing people

Verbs with similar meanings

Listening

Listening to a survey

Reading

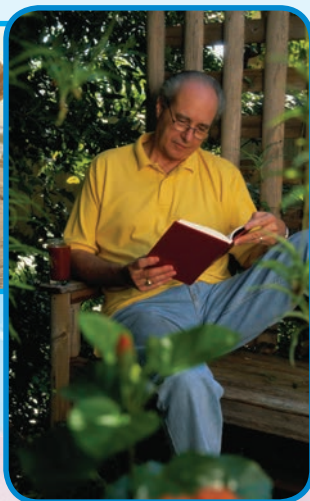
Reading for gist and detail

Speaking

Conducting a survey

Writing

Writing a review



Discuss

1 Discuss these questions.

- a What subjects and activities make up 'the arts'?
- b How important are 'the arts' in your country?
- c What kinds of arts do most people like? Think about these groups: teenagers, young adults, middle-aged and elderly people.

Read

2 Look at the photograph below and the headings of the article on page 17. Don't read the article yet.

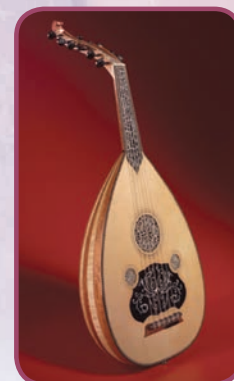
What is the topic of the article? What kind of information do you think will be included?

3 Now read the article on page 17 and check your answers to question 2.

Vocabulary

4 The *oud* has a short neck. It's a short-necked instrument. What do we call these people?

- a A boy with a round face.
- b A woman with long hair.
- c A man with a bare head.
- d A baby with blue eyes.
- e An athlete with long legs.



From the *oud* to the guitar

711

The Arabs took the Arabic *oud* to Spain.

1200

Paintings showed Europeans playing the lute, their version of the *oud*.

1500

This was the most successful century for the lute. There were many excellent composers and performers.

1600

Makers of lutes added more strings, but the instrument became less popular.

1800

The guitar took over from the lute as the most popular stringed instrument.

What is an *oud*?

The *oud* is a short-necked, pear-shaped musical instrument with five or six pairs of strings. The two strings in each pair sound the same. Traditionally, players plucked the strings with a bird's feather. The word *oud* comes from *al-oud* which means 'a branch of wood'. The *oud* is the main instrument in Arab countries and is also popular in Turkey, Iran, Armenia and Azerbaijan. It is the ancestor of the European lute and the guitar.

The history of the *oud*

Many people call the *oud* 'the king of instruments' because it is the oldest and most important instrument in the Arab World music. Nobody is quite sure when it was first made but the ancient Egyptians played a similar instrument, the *nefer*, at the time of the Pharaohs. In the past, people believed that the sound of the *oud* could help to treat illnesses by 'calming people's hearts'. People used the *oud* to accompany poetry. *Oud* music deeply influenced European classical music.

A Syrian *oud* player

Abdul Rahman Jabakji was born in Aleppo, Syria in 1931. When he was still very young, he decided that he wanted to learn the *oud*. So, he searched for books on the art of playing the *oud*. To his surprise, he found that there was not just one book and one method. There were many different approaches that had been developed all over the Arab world, for example in Syria, Iraq and Egypt. This was how his lifelong exploration of musical techniques began. Jabakji learned to play musical instruments similar to the *oud* all over the world, including the guitar and the mandolin. He worked for more than fifteen years on this project, and eventually managed to write his own book. *The Method for Oud* is an important guide for every student of *oud* playing who wants to learn from a master whose work is based on historical musical research. Abdul Rahman Jabakji died in 2003, having devoted most of his long life to the study of music and the improvement of his *oud* technique. His book has remained of great importance ever since it was published.

Check your understanding

5 Read the article again. Are these statements true or false?

- a The *oud* has five or six strings.
- b The *oud* is a relative of the guitar.
- c People listened to the *oud* as they had their meals.
- d Jabakji only learned to play the *oud*.
- e Jabakji decided that he wanted to learn the *oud* when he was young.

6 Copy and complete these sentences about the *oud*. Use one word only.

- a In the past, *oud* players used a from a bird to play their instrument.
- b No one when the *oud* was first made.
- c People played the *nefer* in ancient
- d Abdul Rahman Jabakji more than fifteen years researching musical techniques.
- e Jabakji found that Arab countries each had different techniques of playing the *oud*.

Think and speak

7 In some countries, traditional music is not heard very often because people prefer to listen to modern music.

- a What is the situation in Syria?
- b How can people prevent traditional music from disappearing?

Grammar Present perfect Activity Book pages 83–84

1 Look at sentences 1–5 from the article on page 17.

- a Which sentences tell us **that** something happened, but not **when** it happened?
- 1 Jabakji worked for more than fifteen years on this project.
 - 2 He found that there was not just one book and one method.
 - 3 Abdul Rahman Jabakji was born in Aleppo, Syria, in 1931.
 - 4 His book has remained of great importance ever since it was published.
 - 5 This was how his lifelong exploration of musical techniques began.
- b Write two sentences saying that something happened. Then write two sentences saying that something happened, and when it happened.

2 We can use the present perfect to say how long someone has done something for.

Ali has played the oud for more than 20 years.

Ali has played the oud since he was a teenager.

- a Which word in these sentences introduces a length of time?
- b Which word introduces a particular time?

3 a Think about any interesting or unusual experiences you have had. For example:

- ▶ places you have visited or seen.
- ▶ people you have met or seen.
- ▶ different kinds of food you have eaten.
- ▶ competitions you have won or exams you have passed.
- ▶ difficult things you have learned to do.

- b Write sentences like this:

I've seen a chariot race.

I've won a prize for photography.

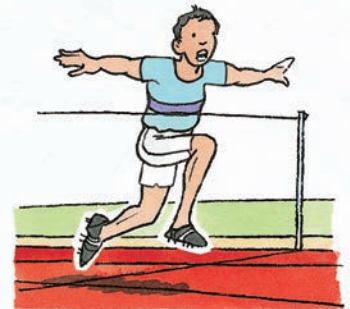
- c Now work with a partner. Make conversations like this:

Mahmoud: I've been to the Palmyra Traditional Festival

Ahmad: When did you go there?

Mahmoud: I went in 2008. Have you ever been there?

Ahmad: Yes, I have. I went there in 2006.



Quote "Great art can communicate before it is understood"
T.S. Eliot

Vocabulary Verbs with similar meanings

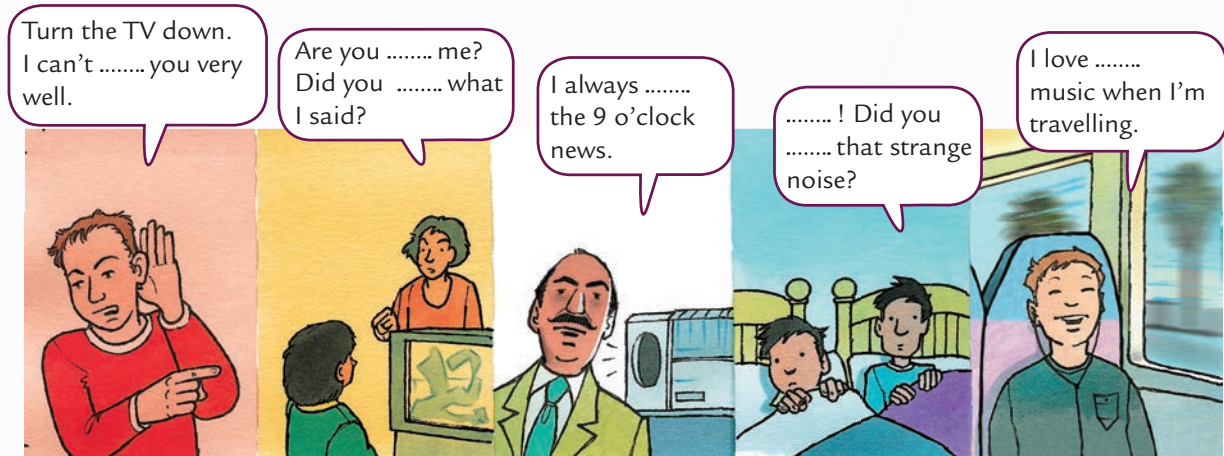
1 Answer these questions about *listen (to)* and *hear*.

a Which verb means:

1 to receive a sound in your ears? *listen (to) / hear*

2 to pay attention to a sound? *listen (to) / hear*

b Copy and complete these people's words in your notebook with the correct form of *hear* or *listen (to)*.



2 Copy and complete these sentences with the correct form of *look at*, *watch* or *see*.

a those people over there. What are they doing?

b I can't very well without my glasses.

c The police a house in our street. They think criminals are using it.

d If you my brother, tell him I'll phone him tomorrow.

e You shouldn't the sun. It can damage your eyes.

f Some children TV for three or four hours every day.

3 Copy and complete these sentences with the correct form of *say*, *tell* or *speak*.

a **Yousef:** What did Ibrahim ?

Ali: He he's learning to English.

b **Yousef:** She she used to live in Aleppo. Is that true?

Ali: Yes, of course. She never lies.

c **Yousef:** Hello. This is Yousef. Can I to Omar, please?

Ali: I'm sorry, he's out. I'll him you phoned.

d **Yousef:** Can you that again, please? I couldn't hear you.

Ali: The problem is, everyone in the room at the same time.

Pronunciation /g/ or /k/

4 (2.1) Listen and choose which word you hear.

a cold / gold c came / game e class / glass

b coat / goat d could / good f back / bag

5 (2.2) Now listen and repeat the words in sentences.

Speaking Conducting a survey

Listen

1 (2.3) You are going to hear someone doing a survey in Damascus. Listen and answer these questions.

- a What is the subject of the survey?
- b What are the interviewer's three questions?

2 (2.3) Listen again and answer these questions.

- a What is the boy's favourite hobby? (Interview 1)
- b What kinds of handicraft does the girl do? (Interview 2)
- c When does she do this? (Interview 2)
- d What is the man's favourite sort of book? (Interview 3)
- e Where does he like to read? (Interview 3)



Do a survey

3 Work in pairs. You are going to do a book survey among the other students in your class. Follow these stages:

- a Write survey questions to ask other students. Leave space to write answers.
Note: Every student should have a list of questions.
- b Practise asking and answering questions with your own partner. Use your own ideas and expressions from the *Useful language* list below.
- c Find other pairs of students. Take turns to interview each other. As you do this write down the other students' names and answers.
- d Ask your questions to as many students in the class as possible.

USEFUL LANGUAGE

Starting the conversation

Hello. / Good morning. / Excuse me.

Asking permission to ask questions

Could I ask you a few questions?

Is it okay if I ask you a few questions?

Would you mind if I ...

Agreeing to answer questions

Yes, that's fine / Yes, sure. / Yes, okay.

Thanking

Thank you very much.

Thanks for your help.

Thanks for your time.

Responding to thanks

That's all right.

You're welcome.

That's okay.

4 Now tell the class what you have found out from your survey.

Writing A review

task

You are going to write a review of a book that you have read

Read and analyse

1 Read these two book reviews quickly.

Which is a review of a book about

- ▶ history?
- ▶ travel writing?

2 Read the reviews again, and answer these questions.

- a Are the reviews good, bad or mixed?
- b What did the writers like or dislike?



Ibn Battuta



Ibn Khaldun

Ibn Battuta's account of his thirty-year journey is a fascinating book. Born in Tangier in 1304, he left home for Mecca at the age of about twenty. Then he travelled through forty-four countries including Jordan, Egypt, Turkey, India and even China! He covered about 75,000 miles. The account includes descriptions of his pilgrimages, the cities he stayed in, local tales, and sea adventures – so this is a book that everyone will enjoy! His memory of the events and places was amazing. And you will remember his stories for a long time too. This is an excellent account of an amazing lifetime of travelling.

Ibn Khaldun *Muqaddimah* is one of the most important historical works ever written. The author was born in Tunis in 1332 CE and was a high-ranking political figure.

The work was ground-breaking and discussed many important theories which are still relevant today. Because of its complex content and purpose, the book is not easy to read. However, it is well-written and well-organised.

Reading *The Muqaddimah* will make you think – and it will change your view of the world!

3 Find three facts and three opinions in each of the reviews.

Plan your review

- 4 a Choose which book to review.
- b Make a list of important facts.
- c Make a note of your opinions and give the book a star rating (five stars is the best).

Write

- 5 a Write a general review in about 100–300 words. Use your notes from 4 and the *Useful language* box.
- b Check your spelling, grammar, punctuation and style.
- c Exchange reviews with another student. Does your partner's review give you enough information? If not, ask him/her questions.

USEFUL LANGUAGE

Expressing personal opinions

This is a book that everyone will enjoy.
It is a fascinating book.
It is well-written/organised.

Making recommendations

If you get the chance, read
This is an excellent account of
You will learn a lot from it.

Building for the future

MODULE 1: Culture

Grammar

Describing and comparing things

Vocabulary

Describing buildings

Listening

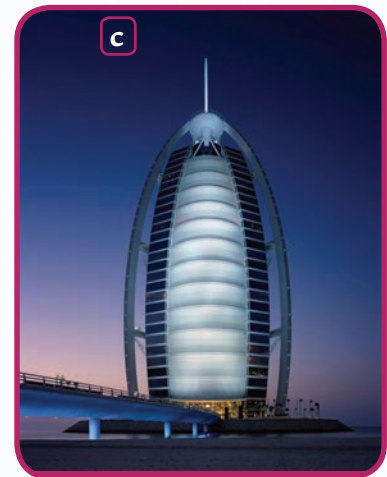
Listening for gist

Speaking

Discussing plans for a new airport

Writing

Writing a formal report



Match

GUESS
1

Guess and match each photo of a famous modern building with a caption.

- 1 The Kingdom Centre
- 2 The Guggenheim Museum
- 3 The Petronas Towers
- 4 The Sydney Opera House
- 5 Burj al-Arab

2 a Answer these questions about each building.

	photo A	photo B	photo C	photo D	photo E
Which country is it in?					
What is it used for?					

b Which of the buildings do you like or dislike? Compare your opinions with those of a partner.

Listen

3 (3.1) You are going to hear people talking about three buildings. Listen and decide which building each speaker is talking about.

Check your understanding

4 (3.1) Listen again and answer these questions.

- a** What makes Burj al-Arab Hotel different from all other hotels?
- b** How high is it?
- c** How much does it cost to stay for a night?
- d** What did the Sydney Opera House remind the speaker of?
- e** What is interesting about the inside of the Opera House?
- f** When did the speaker visit the Opera House?
- g** What's special about the Petronas Towers?
- h** How high is the skybridge?
- i** What did the speaker like most?

Vocabulary

5 Look at this phrase and its meaning.

It's a seven-star hotel = It's a hotel with seven stars.

- a** Use the following phrases to write similar sentences to the one above.
 - 1** a five-bedroom house **2** a 44-storey office block
- b** Now write phrases with these meanings:
 - 1** a journey of 20 kilometres **4** a meal with three courses
 - 2** a ticket which costs 20 dollars **5** a word with five letters
 - 3** a lesson which lasts 50 minutes **6** a baby who weighs seven pounds

Think and speak

6 Look at the photographs again.

- a** Choose one sentence from each pair and copy and complete it with your own ideas.
 - 1** *I'd love to live or work in a huge modern building because*
or I would not like to live or work in a huge modern building because
 - 2** *The best thing about modern buildings is*
or The worst thing about modern buildings is
- b** Compare answers with those of another student. Do you agree with each other?

Grammar Describing/Comparing Activity Book pages 84–85

1 Find the adjectives in this short text.

My father has a very important job. He works in a large bank in a busy part of Damascus. He has a big office on the top floor of a tall office block. The lift to the top of the building is very fast.

2 a Look at these adjectives from the text in exercise 1. What has been added to each adjective to make the comparative and superlative forms?

- ▶ tall taller the tallest
- Example **tall + -er** **the + tall + -est**
- ▶ large larger the largest
- ▶ big bigger the biggest
- ▶ busy busier the busiest
- ▶ important more important the most important

-er is added to adjectives for comparison and **-est** to adjectives in the superlative form.

b Copy this table and add the adjectives *tall*, *large*, *big*, *busy* and *important* in the correct spaces (based on the spelling of the adjectives shown).

Adjective		Comparative		Superlative	
short	<i>tall</i>	shorter	<i>taller</i>	the shortest	<i>the tallest</i>
thin	___	thinner	___	the thinnest	___
heavy	___	heavier	___	the heaviest	___
luxurious	___	more luxurious	___	the most luxurious	___
fine	___	finer	___	the finest	___

c What are the comparative and superlative forms of the irregular adjectives *good* and *bad*?

3 You are going to compare the buildings on the right.

a First match adjectives **1–6** with the opposite adjectives **a–f**.

- 1** big **a** expensive
- 2** cheap **b** modern / fashionable
- 3** comfortable **c** new
- 4** dark **d** small
- 5** old **e** uncomfortable
- 6** old-fashioned **f** light

b Now write sentences comparing the buildings using some of these adjectives.

The flat is more expensive than the cabin.

The villa is the most expensive building.



4,000,000 SYP



26,000,000 SYP



50,000,000 SYP

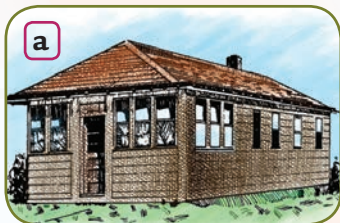


150,000,000 SYP

Vocabulary Buildings in Syria

1 a Find a word from the box to describe the pictures.

farm house villa terraced house flats bungalow tent barn



b Discuss these questions with a partner.

- 1 Which of the buildings in the pictures would you most like to live in?
- 2 Which building would you least like to live in?
- 3 Which building is most similar to where you live?

c Find these parts of the building in the picture of the hotel below:

entrance steps ground floor roof balcony swimming pool garden fountain first floor



Think and speak

2 Work with a partner. Describe your favourite house or flat.

Pronunciation /b/ or /ɔ:/

3 (3.2) Listen and choose which word you hear.

- | | | |
|-----------------------|-----------------------|-----------------------|
| a pot / port | c cot / caught | e shot / short |
| b spot / sport | d not / nought | f tot / taught |

4 (3.3) Now listen and repeat the words in sentences.

Quote "He is happiest, be he the king or peasant, who finds peace at home."
Johann Wolfgang Von Goethe

Speaking **Discussing plans for a new airport**

Listen

1 The picture shows the view from a village in Syria. Discuss these questions:

- a** What people do you think live in this village?
- b** Would you like to live here? Why? Why not?



2 (3.4) You are going to hear a conversation among three people who live in this village. As you listen, answer these questions.

- a** What is the bad news?
- b** What two locations are mentioned?

Discussion and presentation

3 Work in groups. You are students at a school in the village. You are going to discuss the new airport location and make your own suggestions.

- a** Talk about the points below. Use expressions from the *Useful language* list.
 - ▶ The advantages of building a new airport
 - ▶ The disadvantages of building a new airport
 - ▶ The needs of people who live in the valley

One student in each group should make a written note of the best ideas.

- b** Present your ideas and suggestions to another group or to the rest of the class. Each member of the group should talk about one point from **3a**.
- c** Finally, the class should vote for the best ideas.

USEFUL LANGUAGE

Making suggestions

They could ... / Do you think it would be a good idea to ... ? / What about?

Agreeing with a suggestion

That's a good idea. / That sounds good. / Why not? / Brilliant idea! / I agree.

Disagreeing with a suggestion

No, I don't think so. / I'm not so sure.
I don't think that's a very good idea.
I'm not really keen on that idea.

task

You are going to write a formal report to send to the city council about building the new airport near your town.

Writing A formal report

Read and analyse

1 This is a report by a group of local business people who want the airport to be located in the valley, near the town.

- a** As you read the report, match these headings with the appropriate sections of the report.
- ▶ Conclusion/recommendations
 - ▶ The reason for writing
 - ▶ The benefits
 - ▶ The worries of a minority

To: The City Council
From: Business Group
Subject: The proposed new airport

1 _____
 The purpose of this report is to comment on the effect that the new airport will have on our town.

2 _____
 The majority of businessmen in the town believe that the new airport is a good idea. They think it will bring more tourists and more money into the town. This will help all the inhabitants. In addition to this, people will be able to travel to the town in less than 30 minutes. At the moment this journey takes two hours.

3 _____
 A small group of people in the town are worried about the effect the airport will have on their lives. In particular, they think the school will be badly affected. Some of the older people also believe that the airport will bring too many tourists to the area.

4 _____
 This group welcomes the building of the new airport and looks forward to the benefits it will bring. However, we realise that the noise from the runway may have a bad effect on the education of the children. For this reason, we suggest that a new school be built on the other side of town from the airport.

- b** Work in pairs. Look at the report again. What can you say about:
- ▶ its appearance?
 - ▶ the language: verb forms, etc.?
 - ▶ the beginning and the ending?

Plan your report

2 Now plan a report to the city council, giving your group's opinions.

- ▶ Decide what your section headings will be.
- ▶ Think about the ideas your group discussed in the Speaking activity.

Write and check

3 a Write your report in about 175 words, using your plan and the business report.

- b** Check spelling, grammar and punctuation carefully.

USEFUL LANGUAGE

Stating your purpose

The purpose of this report is ...
 This report will consider ...

Making suggestions

I/We suggest that
 I/We recommend that

Giving reasons

For this/these reason(s)
 Because of this ...

Review 1, units 1-3



MODULE 1: Culture

Grammar and Vocabulary

1 Read this letter from a Syrian tourist on holiday abroad. Choose the correct form of the verbs in brackets.

Sunday evening

Hi everyone,

I (1) (have) a good flight here and (2) (arrive) on time on Saturday evening. Unfortunately, since then, everything (3) (go) wrong. I (4) (get) off the plane and (5) (wait) for my cases. All the other passengers (6) (take) their cases, but mine (7) (be) not there. Two hours later they (8) (appear), but they were badly damaged. I (9) (find) a taxi to take me to the city centre, but as I (10) (put) my cases into the taxi, one of them (11) (come) open and all my clothes (12) (fall) on to the road. I (13) (be) so angry.

The taxi (14) (stop) near the hotel and I (15) (get) out. It was quite dark, so I (16) (stand) under a street light.

As I (17) (pay) the driver, a young man (18) (run) past, (19) (grab) my wallet with all my money in, and (20) (escape) into the darkness. As soon as I (21) (get) to my hotel room, I (22) (phone) the police and (23) (report) the crime. They (24) (say) they would send an officer to the hotel to interview me. While I (25) (wait) for the police to arrive, I (26) (hear) a loud noise outside the hotel. There had been a car accident. The two drivers (27) (shout) at each other: A police car (28) (arrive) and an officer (29) (write) down details of the accident. Then the three cars (30) (drive) away. Nobody (31) (come) to interview me about the theft of my money, so I (32) (go) to bed early. I (33) (get) up at seven this morning, but the police still (34) (not come) to interview me. I just hope the rest of the holiday is better than this!

Love
Hassan

2 Work in pairs.

- A You are the police officer who interviews Hassan.
- B You are the tourist who has lost all his money.

a Prepare for the interview.

- A Write some important questions to ask Hassan.
- B Imagine the scene when the young man took your wallet. Be ready to answer the police officer's detailed questions.

b Do the interview.

c Write a brief report of the interview

- A Write in the third person. *Hassan was standing under the street light ...*
- B Write in the first person. *I was standing under the street light ...*

3 Look again at page 22. Copy and complete sentences a–e using these words:

than (x2) ... as (x2) less the least the most the

- a Burj al-Arab is higher the Sydney Opera House. It has one of fastest lifts in the world.
- b Theatre tickets are expensive tickets for the opera.
- c Burj al-Arab is not tall the Petronas Towers.
- d The Sydney Opera House is sophisticated of the three buildings.
- e Burj al-Arab, the Petronas Towers and the Sydney Opera House are some of famous modern buildings in the world.

4 Copy and complete questions a–g with the superlative form of one of the adjectives and the correct form of one of the verbs from the lists below.

There are more words than you need to use.

cheap exciting expensive famous funny good kind long short strange

buy eat hear make read see meet

- a What is the **longest** journey you have ever **made** ?
- b Who is the person you have ever ?
- c What is the film you have ever ?
- d What is the present you have ever ?
- e What is the book you have ever ?
- f What is the music you have ever ?
- g What is the food you have ever ?

5 a Now write your answers to the questions you made in exercise 4.

The longest journey I've ever made was from Syria to London.

b Ask another student the same questions:

What is the longest journey you have ever made?

Make a note of your partner's answers:

The longest journey she has ever made was from Damascus to Lebanon.

Project 1 Planning a cultural holiday

Stage 1 Read

task

You are going to work individually and in groups to produce a holiday programme for some visitors to a place in Syria. The programme will be used as a classroom display.

Read this five-day programme for visitors to Aleppo.

- a What kinds of places will the tourists visit?
- b What kinds of people would particularly enjoy this holiday?

Five days in Aleppo

One of the oldest inhabited cities in the world!

Aleppo, or *Halab* in Arabic, is both one of the largest cities in Syria with many exciting activities, and a UNESCO World Heritage site with beautiful buildings and monuments that tell us much about the history and culture of the ancient world. It is said that Prophet Abraham used to give milk to travellers passing through these lands.

Day 1 Arrival and the Ancient City The heart of old Aleppo is the Ancient City, surrounded by a 5-kilometre wall with seven gates. In the centre is the Citadel, rising above the city - start here and just get lost in the wonderful old streets, where you will come across the Great Mosque and other ancient palaces, *madrasas* and *hammams*. Imagine you are one of the peoples to have passed this way throughout history - Amorite, Greek, Mongol, Hittite - take your pick!

Day 2 Shopping in the suqs Today, immerse yourself in the benefits of Aleppo's historic role as a thriving trading centre. Shopping streets or *suqs* are hives of activity; you can also bargain for your souvenirs in the *khans* or commercial courtyards, or just enjoy the sights and sounds.

Day 3 Modern Aleppo Your visit isn't just about sightseeing around historic buildings! Join the crowds in Syria's largest public park, make a splash at the Blue Lagoon water park, go to the famous Ciné d'Alep cinema, and see the side of Aleppo that knows how to enjoy itself!



Day 4 Seven gates Feeling energetic? Today you will take a guided walking tour around the walls of the old city, learning about the story of Aleppo as you go. Marvel at the architectural variety and extraordinary stories contained in these walls.

Day 5 Departure The day is free for your own activities. You can revisit your favourite monuments or just relax in the city's wonderful cafés and restaurants. Later, leave for your next destination.

Stage 2 Discuss and decide

Work in groups. You are going to plan and write a cultural holiday programme for visitors to a place in Syria.

- a Who are the visitors? (e.g. adult tourists, students, business people)
- b What would this group be interested in? (e.g. history, traditional music/dance, wildlife, art, famous buildings, food, sports, shopping)
- c How long is the visit? (e.g. a long weekend, a week, two weeks)

Stage 3 Write the programme

- a Write an outline programme for the holiday, using 'Five Days in Aleppo' as an example. Write only the headings for each day. Don't write any details yet.
Day 1 Arrival ...
Day 2 Visit to ...
Day 3 Visit to ...
- b Share out the days among the members of your group.
- c Each student writes his/her part of the programme in detail.
- d Exchange what you have written with other students in your group. Correct and improve each other's writing.

Stage 4 Add extras

- a Think of some 'optional extras' to add to your holiday programme. For example:
 - ▶ Speciality food your visitors will have a chance to try.
 - ▶ Evening events they could go to.
 - ▶ Markets where they could buy souvenirs.
- b Plan the layout and design of your programme. You want to attract people to your country. You could add photographs to the written programme.

Stage 5 Presentation

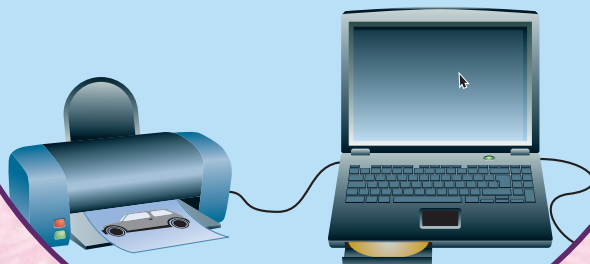
- a Plan how to display your holiday programme in the classroom.
- b Display your programme, then look at the work of other groups.
- c Finally, the whole class should vote to decide which the most interesting programmes are.

Free time

Module 2



Unit 4: Computer games
What might computer games be like in the future?



Unit 5: Sport
What do you know about the Pan Arab Games?





Unit 6: A special zoo
Why is it important to protect wildlife?



Review 2, units 4-6
What would you say in a radio programme?



Outcomes

You will be able to:

- ▶ read and talk about the future
- ▶ make predictions
- ▶ discuss effects and levels of importance
- ▶ give reasons for preferences
- ▶ listen to and give advice
- ▶ persuade through a talk
- ▶ write instructions and a proposal to receive funds
- ▶ fill in an application form

Computer games

MODULE 2: Free time

Grammar

Talking about the future

Vocabulary

Computing and computer games

Reading

Reading for detail

Listening

Listening for gist

Speaking

Giving advice

Writing

Following instructions



Discuss

1 Answer these questions about computer games.

Do you play computer games?

If your answer is Yes ...

- 1 How old were you when you played your first computer game?
- 2 How often do you play computer games?

If your answer is No ...

- 1 Why haven't you played any computer games?
- 2 Why do you think computer games are so popular?

Compare your answers with a partner.

2 Discuss how you think computer games will change in the future.

Read

3 You are going to read an article about future computer games. Before you read, match words a-f with their meanings 1-6.

- | | |
|------------------------|---|
| a to predict | 1 artist who creates computer images |
| b to enable | 2 growth/expansion |
| c complex | 3 living thing/animal |
| d animator | 4 make something possible |
| e creature | 5 say what you think will happen in the future |
| f increase (n.) | 6 difficult/complicated |

4 Read the article on page 35 quickly and note how future computer games will be different from the games we play now.

Fast forward to the future of games

Technology experts are predicting that the computer games of the future will be a lot more difficult both for games producers and for players. In particular, they say, games will look much more realistic, and computer-controlled characters will be more believable. This means that keen computer games players will almost certainly spend more time playing games than they do at the moment. New technology will enable companies to create more complex games. The graphics of computer games will definitely improve, but this may cause problems. Firstly, game studios will have to employ hundreds of animators to produce enough features to fill huge computer worlds. Secondly, designers may spend too much time on visual effects and forget about the quality of the games themselves.

One computer expert said: 'When you move away from games where characters just fight each other, speaking will become much more important. We will have to make our games characters more intelligent; in the end they will even have conversations with each other.'

Another change that seems probable is the increase in people playing the same game on the mobile phone networks. Many of these games are free at the moment, so companies don't earn much money from them. Some people are predicting that in future, as multi-player games become more and more popular, players will have to pay for every episode.



Check your understanding

5 Read the article again and answer these questions.

- What will computer games be like in the future?
- Why will computer game players spend more time playing games?
- What are the difficulties generated by the improvement of graphics?
- Why do game characters have to become more intelligent?
- How may companies earn more money in the future?

Vocabulary

6 Many words for people who do things end in *-er* or *-or*.

designer producer lawyer farmer animator
doctor director conductor

What are the words for these people? Someone who ...

- acts in a play or film?
- drives a bus?
- decorates people's houses?
- plays football?
- operates a computer?

Think and speak

7 What effect can playing computer games have on young people?

Discuss some positive and negative effects.

Grammar

Talking about the future Activity Book pages 85–86

1 All these sentences are about actions or events in the future.

- a Note all the future verb forms in sentences 1–6.
- 1 I'm buying a new computer game at the weekend.
 - 2 We're finishing our game tomorrow after school.
 - 3 I'm going to win next time.
 - 4 I'm going to beat the highest score.
 - 5 Computer characters will have conversations with each other.
 - 6 Games won't be as cheap as they are now.
- b In which sentences are the people talking about:
- 1 what they intend to do?
 - 2 what they have already arranged to do?
 - 3 what they expect to happen?
- c Write the negative and/or question forms of sentences 1a (1–6).
- d What is the difference in meaning between these two sentences?
- 1 Designers **will** spend too much time on visual effects.
 - 2 Designers **may** spend too much time on visual effects.

2 Write predictions about how these everyday objects (a–e) will change and develop in the future.

I expect laptop computers will get smaller and become more powerful.
Laptop computers will definitely get cheaper. Everyone will have one.

- ▶ Start sentences with one of these expressions:
I expect... I think... I predict that...
- ▶ Or use these words after *will* to show how certain you are about your predictions: *definitely / probably / possibly.*

3 Think about your future plans and arrangements.

- a Write three answers for each question.
- 1 What are your plans and arrangements for next weekend?
 - 2 What are your plans and arrangements for your next holiday?
 - 3 What do you intend to do when you leave school?
- ▶ Write about a plan/intention like this:
I'm going to play football on Saturday.
- ▶ Write about an arrangement like this:
I'm playing football on Saturday.
- b Now find other students who have the same plans or intentions as you.
Ask: *What are you going to do at the weekend?*
When you find someone who is doing the same as you, write sentences like this:
Hussein and I are both going to play football in Homs at the weekend.

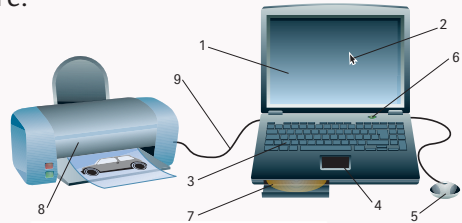


Vocabulary Computing

1 Work in pairs.

- a Find these components of the computer in the picture:

cable cursor mouse printer CD/DVD drive
screen keyboard power button touchpad



- b Now copy and complete these sentences with words from the list.

- 1 To turn on the computer, press the
- 2 To play a CD or a DVD, open the
- 3 Join the mouse and the printer to the computer with
- 4 Move the on the screen using the mouse or the
- 5 On a computer there are usually three rows of letters.

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

afford buy cost earn pay (for) save (up) spend (on)

- 1 I like your new mobile phone. How much did you it?
- 2 How much do you a week mobile phone calls?
- 3 A Laptops are quite cheap now. They don't as much as a few years ago.
B I know - I one for less than 45,000 SYP last week.
- 4 I'm for a new computer game. I'll have enough money next month.
- 5 I do a part-time job in a shop in Hama, so I don't very much.
- 6 My dad got a pay increase last month, so we can a long holiday this year.

b Discuss these questions in pairs or small groups.

- 1 How much do you spend on juice and snacks every week?
- 2 Do you save up to buy things? What's the longest time you have saved for?

Pronunciation /t/ or /θ/

3 (4.1) Listen and choose which word you hear.

- | | | |
|--------------------|----------------|-------------------|
| a taught / thought | c tree / three | e boat / both |
| b tank / thank | d team / theme | f fought / fourth |

4 (4.2) Listen and repeat the words in sentences.

Speaking Giving advice

1 (4.3) You are going to hear three callers phoning a computer helpline. Listen and note down what the three problems are.

2 Work in pairs.

- a** Discuss what advice you think the helpline assistant will give to caller 1.
- b** (4.4) Listen to find out if the helpline assistant gave any of the same advice as you.
- c** Now roleplay the second problem situation.



A You are the helpline assistant. Start by giving the caller some advice. Use advice expressions from the *Useful language* list.

B You are the caller with the problem. If you don't understand the advice you are given, ask extra questions.

d Change roles and roleplay the third problem situation.

e (4.5) Listen to the second and third complete phone conversations. Do you think the helpline assistant's advice is helpful or not?

3 Work in small groups.

- a** Tell each other about any computer or computer game problems you are having at the moment. (If you have to, make up a common problem, or pretend past problems are still worrying you.)
- b** Give each other advice, using expressions from the *Useful language* list below.

USEFUL LANGUAGE

Identifying the problem

Hi. I'm calling about ...
Hello. I hope you can help me.
I was ... (ing) when ...

Asking for advice

What do you think I should do?
What would you do if you were me?
What would you do in my position?

Giving advice and suggesting solutions

(I think) you should ...
Why don't you ...?
If I were you, I'd ...
If I were in your position, I'd ...
Have you tried ...
What about ...

Quote "Computers are magnificent tools for the realisation of our dreams, but no machine can replace the human spark of spirit, compassion, love and understanding."

Louis Gerstner

task

You are going to write a list of instructions for playing a game.

Writing Game instructions

Read and analyse

1 As you read these instructions, answer these questions.

- How many people can play?
- How many matchsticks can you take at one time?
- When does the game end?

Matchsticks a game for two players

Instructions

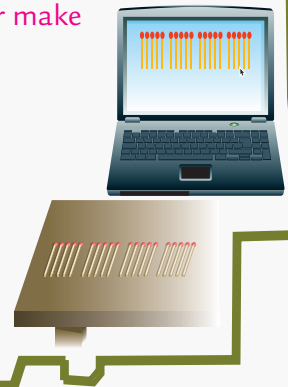
- Place 20–40 matchsticks in a line.
- Players take turns to remove one, two or three matchsticks from the line.
- You can't take more than three matchsticks and you have to take at least one.
- The object of the game can be either to take the last matchstick or make the other player take it.

Ways of playing

- In Human vs. Human you play a game with another person.
- In Human vs. Computer you can play against the computer.

Other settings

- You can decide whether the object of the game is to take the last matchstick or make the other player take it.
- You can decide which player moves first.



2 Work in pairs. Look at the game instructions again.

- Which are the verbs which introduce a rule? *You can't take more than three matchsticks.*
- Vocabulary: Find the examples of game vocabulary.

Make a plan

3 Discuss and make notes in pairs.

- Decide on a simple game and write the instructions for it.
- Plan what the headings of each section will be.

Write and check

4 Write your instructions on a piece of paper.

- Use your plan to write your instructions. Make sure they are clear.
- Check your spelling, grammar and punctuation.
- Exchange instructions with a partner. Ask questions if necessary.

Sport

MODULE 2: Free time

Grammar

Asking questions;
Giving instructions

Vocabulary

Dates/numbers
Sports

Listening

Listening for detail

Writing

Completing an application form

Speaking

Checking information

**Discuss**

- 1 Look at the pictures. Can you guess the sports?
- 2 Work with a partner and answer these questions.
 - a Do you do any of the sports in the pictures?
 - b Which sports would you like to do?

Listen

3 You are going to take part in a sports quiz.

a (5.1) Listen and choose the correct answer, **A**, **B** or **C**, for each question.

- | | | |
|---|-------------------------------|-----------------------------|
| 1 A 1944 | B 1953 | C 1964 |
| 2 A Syria | B Egypt | C Algeria |
| 3 A 1992 | B 1998 | C 2004 |
| 4 A Brazil | B € rmany | C France |
| 5 A Australia and
New Zealand | B Norway and
Sweden | C Korea and
Japan |
| 6 A London | B Paris | C Athens |
| 7 A about 150 | B about 200 | C about 250 |

b Compare answers with those of a partner.

c (5.2) Now listen to the answers to find out your score.

Check your understanding

4 (5.2) Listen again and answer questions a-f.

- In which city were the first Pan Arab Games held in 1953?
- Approximately how many gold medals has Egypt won in the Pan Arab Games?
- How many countries took part when Syria hosted the Pan Arab Games?
- Who did Brazil beat in the final in Yokohama?
- When were the first modern Olympic Games held?
- Exactly how many countries took part in the 2004 Olympic Games?

5 (5.3) Practise saying these dates and numbers, then listen and repeat the numbers you hear.

- | | |
|----------------------|--|
| 35 venues | thirty-five venues |
| 301 medal ceremonies | three hundred and one medal ceremonies |
| 10,500 athletes | ten thousand five hundred athletes |
| in 1953 | in nineteen fifty-three |
| in 2002 | in two thousand and two |

6 Now say these numbers and dates with a partner.

- | | |
|-------------------------|-----------------------------|
| a 28 sports | e 21,500 journalists |
| b 76 students | f 500,000 people |
| c 202 countries | g in 1896 |
| d 600 passengers | h in 2004 |

Think and speak

7 Discuss these questions in pairs or groups.

- Do you enjoy watching big sporting events, like the Olympic Games? Justify your answer.
- Would you like to be a world champion in a sport? Why/Why not?

Olympic Games
Athens 2004

28 sports
35 venues
301 medal ceremonies
10,500 athletes
21,500 press/TV
representatives
45,000 volunteers
5.3 million spectators
4 billion TV viewers

Facilitate

Questions

1 Rearrange these words to write questions a–e. (You heard some of the questions in the quiz.)

- a did / first / modern / Olympic Games / place / take / the / When ?
- b 2004 / countries / How many / in / Olympic Games / part / the / took ?
- c is / famous / footballer / in / the most / the world / Who ?
- d 2002 / did / Football / place / take / the / Where / World Cup ?
- e country / gold / has / in / medals / most / the / the / Pan Arab Games / Which / won ?

2 Compare your questions with those of a partner. When you agree on the word order, answer the questions together.

3 Which question words or phrases do we use to ask about:

- a a particular thing/a particular group of things?
- b a place?
- c a time?
- d a number?
- e a person?

4 Write seven sports or general knowledge questions.

- a Use these seven question words or phrases once each:

How How many What When Where Which Who

- b Exchange questions with a partner and answer their questions.

Imperatives for instructions

5 a Find the verbs in these sentences from the Sports Quiz that give instructions.

- 1 For each question, choose the correct answer: A, B or C.
- 2 Give yourself a point for each right answer.
- 3 Now add up your score.
- 4 Don't change your answers!
- 5 Be honest!






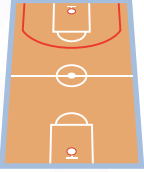
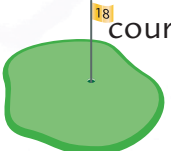


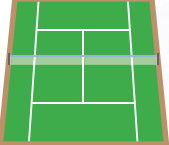
- b Write down three or four instructions that your teacher gives you.

Quote "I can accept failure. Everyone fails at something. But I can't accept not trying."
Michael Jordan

Vocabulary Sports

1 Write three headings in your vocabulary notebook – *sport, equipment, venue*.

- a Match the pictures of sports equipment with the sports and the venues (i.e. places where people play sports).

Sports equipment	Sports	Venues
 bat  racket  club  net  boots	football golf tennis baseball basketball	 court 1  course  pitch 1  pitch 2  court 2

- b With a partner, practise saying the words you have matched.
 Examples: *football boots / football pitch*

Compound nouns

2 Read this language note and make phrases 1–5 into compound nouns.

- ▶ *Football boots* and *football pitch* are compound nouns.
- ▶ Compound nouns are more common than using long phrases:
boots for playing football or *a pitch where people play football*

- | | |
|--------------------------------|-----------------------------------|
| 1 a quiz about sports | 4 games people play in the summer |
| 2 a ceremony to present medals | 5 the wheel of a bicycle |
| 3 viewers of TV (programmes) | |

Think and speak

3 Discuss these questions in pairs or groups.

- a Which sports equipment do you think is:
- | | |
|---------------------------|-----------------------|
| 1 the most uncomfortable? | 3 the most expensive? |
| 2 the most attractive? | |
- b Which is the most exciting or the most interesting sports venue you have ever visited?

You are going to fill in an application form to join a sports club in Syria.

Writing Completing an application form

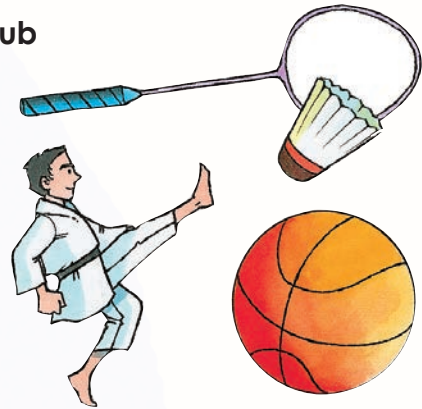
Read and check

1 Look at this application form and check that you understand what to write in spaces 1–11.

New Damascus Sports Club

Personal Details:

Family name (1)
Middle name (2)
First name (3)
Age (4)
Home address (5)
Telephone number (6)
Email address (7)



Sports you would like to do (8)

(Please give level: Beginner / Intermediate / Advanced)

<input type="checkbox"/> Athletics	<input type="checkbox"/> Football	<input type="checkbox"/> Judo	<input type="checkbox"/> Gymnastics
<input type="checkbox"/> Golf	<input type="checkbox"/> Karate	<input type="checkbox"/> Baseball	<input type="checkbox"/> Tennis
<input type="checkbox"/> Squash	<input type="checkbox"/> Basketball	<input type="checkbox"/> Hockey	
<input type="checkbox"/> Cycling	<input type="checkbox"/> Horse-riding	<input type="checkbox"/> Badminton	

Which of these facilities would you be interested in using ? (9)

<input type="checkbox"/> Restaurant	<input type="checkbox"/> Snack bar	<input type="checkbox"/> Sauna	<input type="checkbox"/> Solarium
-------------------------------------	------------------------------------	--------------------------------	-----------------------------------

Signature (10) _____
Date (11) _____

Write

2 Write numbers 1–11 on paper, then the information you would give for yourself.

3 Work in pairs.

- a Read your partner’s answers to parts 1–11 of the form.
- b Ask each other any questions you would like to know the answers to.
 - Where did you learn to ride a horse?
 - How long have you been doing athletics?
- c Discuss these questions.
 - 1 Is there any extra information you would like to know that is not on the form? How could you get this information?
 - 2 Is this the kind of sports club you would really like to join? Why/Why not?
 - 3 How often do you think you would go to a sports club like this?

Speaking Checking information

Listen



(5.4) You are going to hear a conversation between a secretary at the New Damascus Sports Club and a club member.

- a Why is the secretary telephoning the member?
- b What extra information does he need?



Pronunciation Saying letters



(5.5) Listen and choose the word that the speaker is spelling.

- a L-E-DOUBLE T-E-R / L-I-DOUBLE T-I-A
- b K-W-E-S-T-I-U-N / Q-U-E-S-T-I-O-N
- c B-A-U-J-H-T / B-O-U-G-H-T
- d S-E-T-DOUBLE O / Z-DOUBLE O
- e J-O K-E-D / G-O-C-I-T
- f P-L-A-Y / B-L-E-I
- g W-U-S / W-A-X
- h F-A-B-E / F-I-V-E
- i C-O-N-Y / C-O-M-E



(5.6) Listen and write the words.

Role play

4 Work with the student who read your application form in exercise 3 on page 44. Follow these stages.

- a Exchange application forms again, so that you have your partner's form.
- b Imagine that the form has got wet and you can't read some of the information. Decide now which two pieces of information are not clear.
- c Sit back to back with your partner and take turns to phone each other to find out the information. Make conversations like the one you have just listened to. In each conversation the secretary should start first.

USEFUL LANGUAGE

Secretary

Hello, could I speak to X, please?
 (Hello), this is (Nour) from ...
 I'm ringing to (find out) ...
 So that's ...
 Thank you very much.
 Goodbye.

Member

Yes, this is X.
 Yes, I'll get him/her for you.
 No, I'm afraid he's/she's not here.
 Can I take a message?
 Yes, of course, it's ...
 That's right. / No, it's ...
 Goodbye.

A special zoo

MODULE 2: Free time

Grammar

Talking about quantity

Vocabulary

Animals: types and characteristics

Animal idioms

Reading

Reading for gist and detail

Speaking

Presenting ideas; being persuasive

Writing

Writing a formal letter



Discuss

1 Discuss these questions in pairs or small groups.

- a** Have you ever been to a zoo? What did you find particularly interesting there?
- b** Does your family have any pets?
- c** How important do you think animals are in the modern world?

2 Look at the pictures of some of the animals at a zoo in the Al Talila Nature Reserve in Syria. How many can you name?



Read

3 Read the article on page 47 quickly and choose the best title:

- ▶ An Educational Centre, Not a Tourist Attraction
- ▶ A Safe Home for Animals in Danger
- ▶ Farm Animal Centre for Children

The **Al-Talila** Nature Reserve opened in 1991. The main purpose of the reserve is to protect rare species of wildlife in the Syrian desert that are in danger from hunting and habitat destruction, and to increase their numbers. It is also an important education centre for local people, children and tourists. The Environmental Education Centre (EEC) includes an environmental guide for visitors and teachers, a conservation club, visits to the field and meetings with local hunters. Some of the most important projects are those focused on the involvement and training of locals in contributing to the reserve. Bedouin cooperatives work with the project and receive training in skills that will enable them to participate in and benefit from future ecotourism projects. The EEC's work also extends to literacy programmes, English teaching, and study trips to other nature reserves abroad. Bedouin women have been trained in traditional tailoring and embroidery, and local young men have become nature- and bird-watching guides for tourists visiting the Al-Talila reserve. Another important role for local hunters has been to use their knowledge of the flora and fauna to help create a fauna inventory – a list of all the animals and birds living in the reserve. This list includes the endangered Arabian Oryx. The last oryx in the wild was killed in Oman in 1972. However, ten years earlier, two wildlife organisations had taken nine oryx from different countries and established a World Survival Herd. Other animals at the Al-Talila Reserve are red foxes, sand cats, jackals and hedgehogs. There are also over 270 species of birds, including a type of ibis that was previously registered as extinct, and many different trees, shrubs and other plants such as wormwood and lavender. In addition, the Reserve contains a hot spring, with natural healing properties for neural and dermatological conditions.



Check your understanding

4 Read the text again. Are these statements true or false?

- The reserve looks after animals from all over the world.
- The World Survival Herd was created in 1962.
- The main focus of the EEC's work is on literacy and English teaching.
- Bedouin will be involved with tourist projects connected with the Reserve.
- Water from the hot spring on the Reserve can help you if you have some medical problems.

Vocabulary

5 Match words a–f with their meanings 1–6.

- | | | | |
|---|---------------------------|---|---|
| a | hunter | 1 | relating to the nervous system and the skin |
| b | flora and fauna | 2 | the ability to read and write |
| c | habitat | 3 | someone who finds and kills animals |
| d | literacy | 4 | the natural environment where an animal lives |
| e | neural and dermatological | 5 | the making and decorating of clothes |
| f | embroidery and tailoring | 6 | the plants and animals of a region |

Think and speak

6 Work in groups. Discuss these questions.

- How important do you think it is for countries to protect wild animals?
- Should we spend money on animals? Why?

Grammar **Countable and uncountable nouns** Activity Book page 87

1 Find the eleven countable nouns in this extract from the Al-Talila Nature Reserve

“It is also an important education centre for local people, children and tourists. The Environmental Education Centre (EEC) includes an environmental guide for visitors and teachers, a conservation club, visits to the field and meetings with local hunters.”

2 Find the five uncountable nouns in this text.

“Zoos have to make sure they always have enough food for all the different kinds of animals. Some animals, like tigers, only eat meat. Many others eat grass or hay. And, of course, zoo animals need a lot of water.”

3 Copy the quantity words and phrases in the box below under the three headings:

Singular countable nouns	Plural countable nouns	Uncountable nouns

a(n) a few a little lots of any (how) many (how) much no some the

4 Choose the correct word or phrase in this interview with Amira.

Zeina So, Amira, I know you’re an animal lover. (1) *How many / How much* pets do you have at the moment?

Amira Well, I’ve got five cats, a horse and (2) *a few / a little* mice.

Zeina Have you got (3) *a / any* birds?

Amira Yes, I forgot to tell you. I’ve got (4) *a lot of / many* birds.

Zeina (5) *How many / How much* food do all these animals eat? It must be very expensive for you.

Amira It is expensive, but I don’t buy all the food. My friends sometimes bring me (6) *a few / a little* bits of food for my cats, and (7) *a few / a little* bread for the birds. And I don’t buy (8) *any / some* food at all for the horse in summer. It just eats grass then.

Vocabulary Animals

Adjectives to describe character

- 1 a** Find the three character adjectives in this sentence:
Ostriches have a reputation for being clumsy, cowardly animals, but they can be quite fierce.
- b** Here are some more character adjectives. Match them with a meaning and a word with the opposite meaning. Follow the example.

Character word	Meaning	Opposite meaning
1 brave	angry/aggressive	modest
2 fierce	you won't change your mind or ideas	wild
3 proud	gentle	bold/confident
4 shy	ready to do dangerous things	peaceful
5 stubborn	happy because of something you have done	cowardly
6 tame	nervous/uncomfortable with other people	easy-going



Animals and idioms

- 2 a** Write the names of the animals below under the correct headings in your notebook. Some can be in more than one list.

camel cat chicken cow donkey elephant fox gerbil goat horse lion
 mouse parrot pigeon rabbit sheep

wild animals	farm animals	sports animals	household pets
elephant	goat	horse	cat

- b** Choose three of these animals and write a short description of them. Describe what they look like and what their character is like.
- c** Exchange descriptions with a partner. Can you add anything?
- 3** We can describe people by comparing them to animals. Match these sentence beginnings with the correct endings.
- | | |
|---|--|
| a A busy bee is someone who ... | 1 ... gets up before other people. |
| b A cold fish is someone who ... | 2 ... is active and always has a lot of things to do. |
| c A dark horse is someone who ... | 3 ... shows no feelings. |
| d An early bird is someone who ... | 4 ... doesn't tell other people what she/he is doing. |

Pronunciation Intonation in lists

- 4** (6.1) Listen and repeat these lists of animal characteristics. Notice where the voice goes up and down.

Lions are brave, fierce and proud.



Speaking Presenting ideas; being persuasive

Read

1 You are going to think about what you can do to protect wildlife in Syria.

As you read this information, note any suggestions that you could act on.

What you can do to help

More and more, every decision you make, as an individual or as a family, has an effect on the health of our planet. Your choice is simple. **Do you want to be part of the solution or part of the problem?**

Here are a few things you can do to help protect wildlife in your area:

- Look after birds by putting out some food, a bird bath or a bird house.
- Attract other wildlife by providing running or dripping water.
- Help to turn wasteland into a home for animals.
- Protect wildlife by making sure there are no dangerous chemicals there.
- Don't buy exotic birds from pet shops if they are from the wild.
- Never bring home any wild animals you find.
- Don't buy things made from reptile skin, like boots or belts.

Factfile
The WWF (World Wide Fund for Nature) is a global organisation which works to stop the destruction of the natural world.

Discuss and make notes

2 Discuss this question in groups of four.

- a How could your school protect the wildlife in your area? Think of all kinds of wildlife in Syria, including insects, birds, small mammals, larger animals, fish, etc.
- b Now write an action plan with notes under these headings:
 - 1 Which animals need protecting and why
 - 2 Practical things ordinary people can all do
 - 3 What we need to get started – e.g. money/support from people
 - 4 A suggested timetable

Being persuasive

3 Now persuade someone in authority about your plan.

- a Share out the four topics between the students in your group.
- b Each student prepares a one-minute talk on his/her topic.
- c As practice, students give their talks to their own group.
- d Finally, each group presents its ideas to the rest of the class.

USEFUL LANGUAGE

Saying why something is important

It is really important for us to (look after our wildlife) because ...

The main reason we must (protect the birds) is that they ...

I'd like to explain why we shouldn't forget (the insects) ...

If we don't do something soon ...

Quote "We never know the worth of water 'til the well is dry."

Thomas Fuller

Writing A formal letter

Read and analyse

task

You are going to write a formal letter to a Syrian organisation, asking for funds to help finance the action plan on animal protection you suggested in **Speaking**.

1 Read this formal letter and answer the questions.

- a Why are birds and butterflies in danger?
- b Why do the students need money?

Dear Sirs,

- 1 I am writing on behalf of a group of students to apply for funds to finance a plan to protect animals.
- 2 We have studied our area and we would like to help protect birds and butterflies here. These animals are in danger because of air pollution from cars and buses in our city.
- 3 The main reason we have chosen birds and butterflies is that ordinary people, including students, can do something practical to help. One idea is to use an area of wasteland near to our school. In this area, birds can build their nests and we can make sure they have enough food. We will also grow plants here for butterflies.
- 4 We have collected some money from the public, but we do not have enough to start work. Students can do a lot of the work themselves, but we will need to employ someone to clear the area. We are planning to complete the project in our next school holiday.
- 5 We hope your organisation can help us, and we look forward to hearing from you. Yours faithfully,

- c Now match each paragraph with a purpose.

Paragraph 1	a To explain why the group needs money.
Paragraph 2	b To give more details about the plan.
Paragraph 3	c To summarise what the writer hopes for next.
Paragraph 4	d To introduce the main purpose for writing.
Paragraph 5	e To describe the most important points of the plan.
- d How do you know that this is a formal letter? Think about verbs, the beginning and ending, and particular words or phrases.

Make a paragraph plan

2 Look back at the notes you made in **Speaking**.

Plan what you are going to write about in each paragraph of your letter. Make sure you use formal language.

Write and check

- 3 a Write your formal letter following your paragraph plan.
- b Check and correct your spelling, grammar, punctuation and style.

Review 2, units 4-6



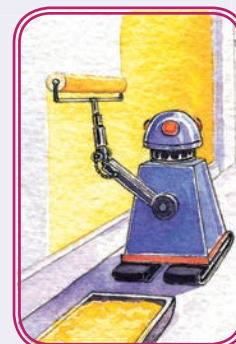
MODULE 2: Free time

Grammar and Vocabulary

1 Choose the best future form to complete gaps 1-9.

will + verb going to + verb present continuous

Everyone is predicting that in the future we (1) (have) more spare time than we have at the moment. People say that robots (2) (do) most of the work that humans do now. Nobody is sure when these robots (3) (start) doing all the work, but I hope it (4) (be) soon. In fact I'm already making plans. First of all, I (5) (take up) at least one new sport, probably tennis. I'm quite serious about this. In fact, I (6) (have) my first lesson next weekend. They (7) (have) to build hundreds of new tennis courts, because I predict thousands of people (8) (start) playing. Also, I've decided to become a computer expert. At the moment, I use my computer as a word processor and for email, but when I have more spare time I (9) (learn) how to compose music. So where are the robots? I can't wait to start filling up all that spare time!



2 Work in pairs or small groups.

- a** What could robots do to make your life easier? Write a list of everyday things you do that robots might do for you in the future.
- b** Tell your partner/s how you will spend your time when robots are doing all the hard work. For example:
I'll probably do more sport.
I'm definitely going to play more computer games.

3 Work in pairs.

- a** Copy and complete questions 1-7 on Ghada Shouaa with the best question word from this list.

How many How much What When Where Who Which

- | | |
|---|---|
| 1 was she born? (the year) | 5 Olympic Gold Medals did she win? |
| 2 was she born? (the place) | 6 dropped out of the 1995 World Championships due to injury? |
| 3 event did she specialise in? | 7 did Ghada want to compete again? |
| 4 was her first team sport? | |

- b** Now write the answers to questions 1-7 with the information below.

- | | |
|----------------|--------------|
| ▶ very much | ▶ 1972 |
| ▶ Syria | ▶ basketball |
| ▶ athletics | ▶ one |
| ▶ Sabine Braun | |

4 Work in pairs.

- a Invent three questions about a famous sports person in Syria. (Make sure you know the answers.)
- b Exchange questions with your partner, and answer each other's questions.

5 Answer these questions with the name of a sport.

- a I've got a racket and some balls. What am I going to play?
- b I'm on a course. I've just hit a small ball with a club. What am I playing?
- c Someone has just kicked a ball into the net. What is he playing?
- d I've thrown a ball through a round net above me. What am I playing?

6 Copy and complete the questions below using these money verbs.

buy cost earn pay (for) save (up) spend (on)

- a You want to know how much money someone gets for his/her work.
How much does he/she
- b You want to know how much someone paid for his/her new jeans.
How much did those jeans
- c You want to know when someone got his/her new car.
When did you your new car?
- d You want to know how much the car cost.
How much did you your new car?
- e You want to know why someone is keeping his/her money instead of spending it.
Are you for something special?
- f You want to know what someone does with his/her money.
What do you your money

7 Write a short story.

- a The title is 'A bad day on the computer'. Start like this:
Ahmed turned on the computer. At first, everything was normal, but then ...
Write about 100 words, using some of these computer words:

CD/DVD drive cursor screen email the Internet keyboard
mouse power button printer

- b When you have finished writing, exchange stories with a partner and read each other's work.

Project 2 Planning a radio programme



Stage 1 Read

task

You are going to work individually and in groups to plan a weekly radio programme for young people in Syria. Follow stages 1–5.



Read this announcement about a competition and answer questions a–c.

It's Competition Time !

We want to hear YOUR VOICE

We're looking for **creative ideas** for a new radio programme for teenagers in **Syria**.

Programme guidelines

The programme will be weekly and will last **60** minutes.

Contents could include

STORIES, NEWS, SCIENCE, SPORT, REVIEWS, PEOPLE, HEALTH

Listeners will be teenagers with lots of different interests.

The programme must be: **VARIED, LIVELY, FUN**

At least three people must plan and will present the show.

What to do next

Plan a sample programme (60 minutes maximum) – with a list of items and timings.

Write a detailed script for **3–4** items, each lasting **1–2** minutes.

Deadline **September 30**. Send your ideas by email or post.

We will announce the competition winners on January 25.

First prize: A one-year contract to present the new programme.

- How often will the new programme be on the radio?
- When does the competition close?
- What is the first prize?

Stage 2 Discuss and decide

Work in groups of 3 or 4. You are going to plan a sample radio programme for a competition.

- a** What are you going to include in the sample programme?
Choose four of these topics.
- | | |
|---------|--|
| MUSIC | play music? / interview musicians? / favourite CDs? |
| STORIES | fiction from well-known writers? / stories from listeners? |
| NEWS | local news? / national news? / international news? |
| SCIENCE | new inventions? / explaining everyday things? |
| SPORT | personalities? / techniques? / results? |
| REVIEWS | CDs? / DVDs? / books? / TV programmes? / films? |
| PEOPLE | in the news? / famous historical figures? |
| HEALTH | local hospitals? / give advice? |
- b** Share the topics out between the students in the group. Then as a group discuss and make notes about what teenagers would be interested in for each topic.

Stage 3 Plan each topic in more detail

For example:

NEWS

- | | |
|------------------------------|-----------|
| 1 News headlines | 2 minutes |
| 2 Local and national stories | 4 minutes |

- a** Add more detail to each item. For example, write some headlines for today's news.
b Tell the rest of the group about your plans. Ask for suggestions for improvements.

Stage 4 Write

- a** Write a detailed script for one or two of the items on your list. Make sure you write the correct length by reading your script aloud.
b Read (or play) your script to the rest of your group for them to suggest improvements.

Stage 5 Presentation

As a group, present your ideas to the class. Describe the sample programme and read any complete items.

Power

Module

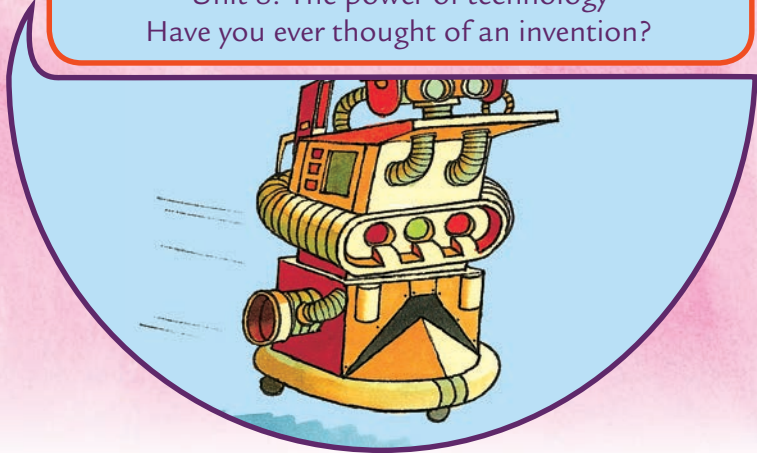
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Unit 7: Power – the alternatives
Why is it important to save energy?

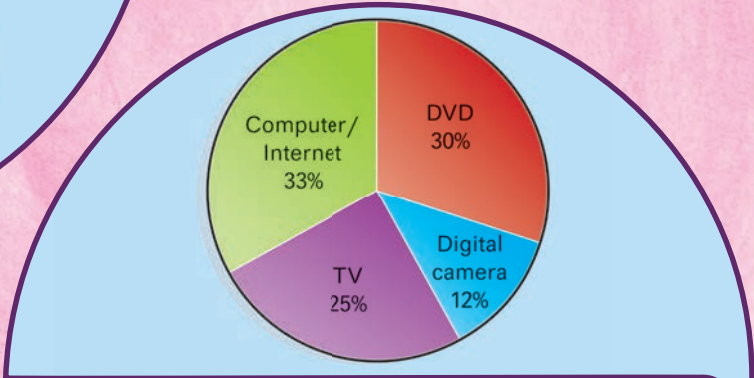


Unit 8: The power of technology
Have you ever thought of an invention?





Unit 9: Money
What do you spend your money on?



Review 3, units 7-9
Which piece of technology is most important to you?



Outcomes

You will be able to:

- ▶ listen to a programme and a talk
- ▶ read about future inventions
- ▶ discuss possibilities for future technology
- ▶ express opinions about global issues
- ▶ give advice
- ▶ give a sales talk
- ▶ reach agreement through discussion
- ▶ write a magazine article and an opinion composition

Power – the alternatives

MODULE 3: Power

Grammar

Defining conditions for future possibilities

Vocabulary

Sources of energy

Adjective-noun collocations

Reading

Reading an article

Listening

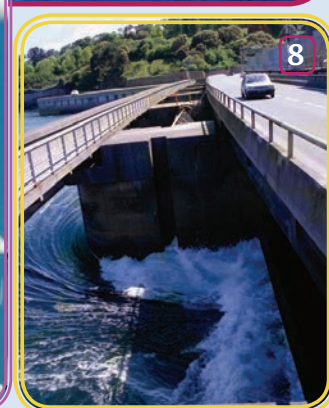
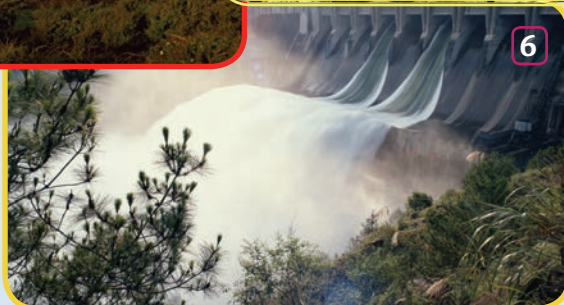
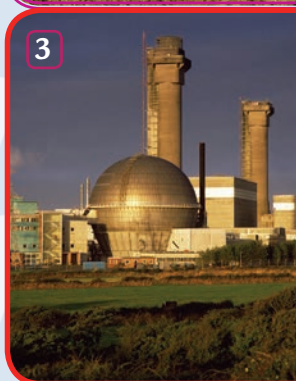
Listening for gist and detail

Speaking

Expressing opinions

Writing

Writing a magazine article



Discuss

GUESSES!

1 Find the right label for each photograph.

- | | | | | | |
|---|----------------------|---|---------------|---|--------------|
| a | Wood for burning | d | Wave power | g | Solar energy |
| b | Hydro-electric power | e | Coal | h | Wind farm |
| c | Oil and gas | f | Nuclear power | | |

2 What are the advantages and disadvantages of the different kinds of energy, such as solar, oil, etc? Discuss these ideas with your partner.

- costs ► the situation now and in the future ► the environment

Vocabulary

3 Match these 'energy' words a–g with their meanings 1–7.

- | | |
|-------------|---|
| a dam | 1 machine which makes electricity |
| b fuel | 2 pipe that takes oil from one place to another |
| c generator | 3 stocks/supplies of something that we can use |
| d oilfield | 4 a wall across a river |
| e pipeline | 5 area which produces a lot of oil |
| f reserves | 6 line of water that moves in the sea |
| g wave | 7 something we burn to make heat or power |

Listen

4 (7.1) You are going to hear part of a radio programme about world energy. Which types of energy do the speakers mention?

Check your understanding

5 (7.1) Listen again and note the correct numbers for the gaps in these sentences.

- Coal and oil will last for years. Natural gas will last for years.
- The Aswan Dam in Egypt produces over kilowatts of electricity every year.
- The Rogun hydro-electric dam in Tajikistan is metres high.
- The world's first wind-powered generator was built in the year
- In parts of Africa, women walk over kilometres a day to find wood.
- The average American uses times as much energy as an Ethiopian.
- The Syrian Government has developed a year Energy Master Plan.
- If we cut industrial energy use by per cent, we would save million barrels of oil.

6 a Are these statements true or false?

- Reserves of coal and oil will last longer than reserves of natural gas.
- The world's largest oilfield is in Saudi Arabia.
- Coal provides more of the world's energy needs than natural gas.
- Wind, waves and the sun supply about five per cent of our energy needs.
- In some places plants provide most of the energy people use.

b (7.1) Compare answers with a partner, then listen again and check your answers.

Think and speak

7 Discuss these questions in pairs or small groups.

- What are some possible consequences if the world's industry reduced its energy use?
- What are the disadvantages of natural sources of energy like wind power, wave power and solar energy? Discuss.

Grammar **If sentences: conditional** Activity Book pages 87–88

1 There were three different examples of *if* sentences (conditionals) in the radio programme discussion on page 59.

- a Find similar verbs in these examples.
- 1 If we continue to use oil at today's speed, it will last for 60 years.
 - 2 Women walk over 10 km if they need wood for fuel.
 - 3 If we were more careful, our energy would last longer.
- b Choose one of the words below to describe each of the sentences.

always likely unlikely

General conditional

2a Read this short conversation, then answer questions 1 and 2 below.

A What do you do if you have no money? B If I have no money, I ask my dad.

- 1 Have the speakers been in a situation where they have no money?
- 2 How often has this happened to them? Once, or more than once?

b Complete these sentences so that they are true for you.

If I feel hungry, I If I can't sleep at night, I

c Make conversations in pairs. Take turns to ask the first question.

A What do you do if you feel hungry? B I look in the kitchen.

First conditional

3a Read this short conversation, then answer questions 1 and 2 below.

A What will we do if our car breaks down? B If it breaks down, we'll try to fix it.

- 1 Are the speakers talking about past, present or future time?
- 2 Do the speakers think a breakdown is likely or unlikely?

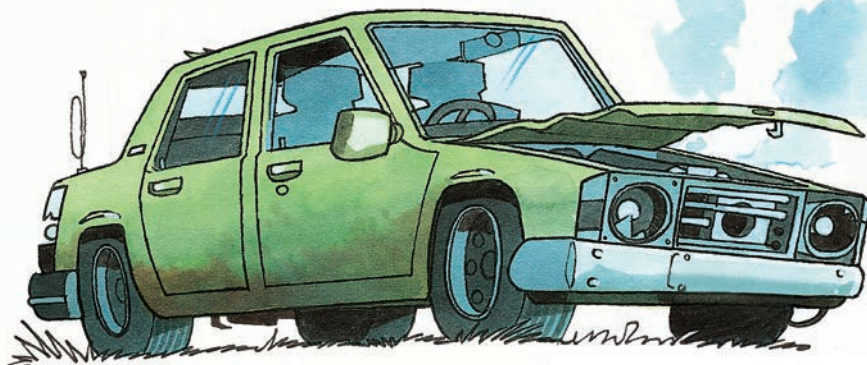
b Copy and complete these sentences as if you were speaking.

1 policeman (to driver) If you drive too fast, ...

2 coach (to footballer) If you don't train more often, ...

c Complete this sentence in three different ways.

If I accept the job, ...



Second conditional

4a Read this short conversation. Are A and B talking about past, present or future time?

A If oil ran out tomorrow, our lives would change completely.

B We wouldn't be able to travel by plane or train or car.

A If we wanted to go anywhere, we'd have to walk or go by bike.

b Is it likely or unlikely that the oil will run out tomorrow?

c Copy and complete these sentences by adding the correct form of the verbs in brackets.

1 If we (find) a way of using water instead of petrol, the cost of motoring (fall).

2 If the cost of motoring (fall), everyone (use) their cars more often.

3 If everyone (use) their cars more often, the roads (be) much more crowded.

d Work in pairs. Discuss what would happen if sea levels around the world rose by two metres next week.

Vocabulary Strong and heavy

1 Copy and complete the sentences with one of these phrases.

strong lights heavy work heavy traffic strong coffee
heavy fall strong smell heavy fighting strong wind

1 Some people don't drink at night because it stops them from sleeping.

2 It took him two hours to drive there because of the

3 To play football at night, you need very

4 The boat sailed quickly because of the

5 My uncle broke his leg when he suffered a

6 There is a of curry coming from the kitchen.

7 The newspaper reports in central Africa.

8 Building houses is



Word families

2 Work in pairs. Copy and complete this text with one of the words in italics.

The British coal (1) *industry* / *industrial* employs just over 9,000 people. In 2002/03, total British (2) *product* / *production* was 28.9 million tonnes. About a third of this coal is used to (3) *generate* / *generator* electricity. This means that when people use (4) *electricity* / *electrical* appliances in their homes, they are actually (5) *useful* / *using* coal.

Pronunciation /eɪ/ or /e/

3 (7.2) Listen and choose which word you hear.

a wait / wet

c fail / fell

e eight / ate

b late / let

d tail / tell

f paper / pepper

4 (7.3) Listen to the same words in sentences, then check your answers and repeat.

Speaking Expressing opinions

1 You are going to discuss this statement in groups of five.

“To help save the world’s energy resources the government should increase the price of petrol by 100%.”

Introduction and preparation

- Each group choose one of the roles A–E.
- Read your role card and decide what you think about the statement.

A – Petrol station owner

- You own a petrol station.
- Most of your income is from selling petrol to local people and companies.

B – Someone who wants to protect nature

- You think there are too many cars on the roads and that they are a danger to nature and to people’s health.
- You go everywhere by public transport or on foot.

C – Car driver

- You use your car every day: for work, for shopping and to visit friends.
- You are self-employed and for most of the week you have to travel from place to place, visiting different companies.

D – Teenage cyclist

- You are too young to drive, so you travel everywhere by bicycle.
- Your journey to work is dangerous because the traffic is very heavy in the mornings. Cars have knocked you off your bike twice.

E – Student

- At the moment you walk everywhere but you’d like to buy a car when you leave university and get a job.
- You are worried about the environment.

Role play

2 Work in groups of five – A, B, C, D and E.

- First, each ‘character’ should say what he/she thinks about the statement in 1. Say why you are pleased or worried by the idea. Use some of the expressions from the *Useful language* list below.
- When everyone has expressed their opinions, have a general discussion.
- Finally organise a vote to find out whether your group agrees or disagrees with the statement.

USEFUL LANGUAGE

Saying why you are worried

I’m really worried about (the idea) because ...
I’m afraid X would (happen), if they increased the price of petrol.

Saying why you are pleased

I’m really pleased ...
I think it’s a great idea.
It sounds good to me.

Quote

“Environmental protection doesn’t happen in a vacuum. You can’t separate the impact on the environment from the impact on our families and communities.”

Jim Clyburn

Writing A magazine article

Read and analyse

task

You are going to write an article for a school magazine suggesting practical ways in which we could all save energy.

1 Read the magazine article below and answer these questions:

- What do you know about the writer and the readers of the article?
- How does the writer start and finish the article?
- Is the style formal or informal?
- What is the main purpose of the article?

DO YOU REALLY HAVE TO DRIVE?

When you're in your car, do you ever think 'Do I have to drive?' or 'Could I travel by bus?' Recently, I've asked myself these questions more often. Sometimes I have good answers, but not always. When I drive to work, I'm the only person in my car. Most other cars on the road also have only one person. We're all going to the same place in our own cars. What a waste of energy and money! I don't enjoy my journey because of all the traffic, but I'm more worried about air pollution and the energy which motorists like me are wasting.

So here are my suggestions for reducing the energy we use in our cars. Firstly, we could share cars with other people who are going to the same place as us. Secondly, we could sometimes travel by bus or bicycle, or walk. And finally, if you have a big car, you could replace it with a smaller one. If we don't do something to save energy, we'll end up with serious environmental problems. What are YOU going to do to prevent this?



2 Compare your answers to questions 1a–d in pairs.

Plan your article

3 a Brainstorm ideas in groups.

- ▶ Do you and other people waste energy at home and at school? Think about electricity: lights, air-conditioning, etc.; travelling.
- ▶ How could you save some of this energy? Use less energy. / Use alternative energy. / Walk or cycle.
- ▶ What would be a suitable title for the article?
- ▶ How could you start and finish your article?

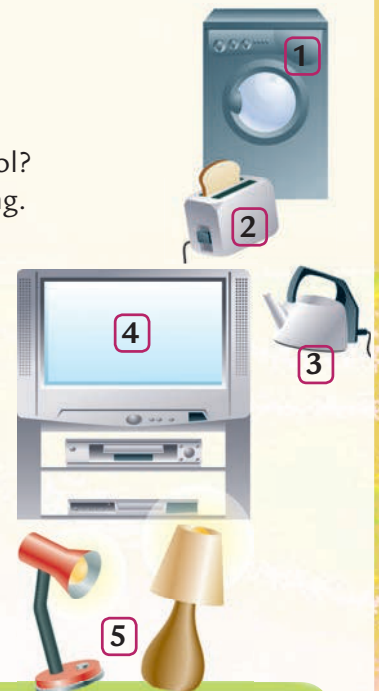
b Write a plan with four paragraphs.

- 1 Introduce the topic.
- 2 State the problem.
- 3 Make your suggestions.
- 4 Conclude the article.

Write and check

4 a Write your article in about 175 words using your plan.

- Now check your article and exchange it with a partner.



USEFUL LANGUAGE

Questions to start and finish

Do/Have you ever ...?
What are you doing to ...? /
What could you do ...?

Warnings

If we don't do ..., ... will
happen.

Making suggestions

We could ... (share cars).
If you have a big car you
could ... (replace it).

The power of technology

MODULE 3: Power

Grammar

Expressing abilities and possibilities

Vocabulary

Technology and future inventions

Negative prefixes with adjectives

Reading

Predicting

Scanning for detailed information

Writing

Writing an advertisement

Speaking

Selling an idea

Discuss

- 1** Work in pairs. Think about the power of technology.

What can human beings do now that they couldn't do 100 years ago? Make a list.

We can travel around the world in a few hours.

We can talk to people thousands of kilometres away.

We can ...



Read

- 2** You are going to read an article on page 65 about some of the inventions scientists are working on now.

As you read, note any of your ideas in 1 which the writer mentions.

Check your understanding

- 3** Match four of these headings with sections 1–4 in the article. You do not need to use two of them.

A ⓐ t and about

C Health

E Communications

B The world of work

D In the home

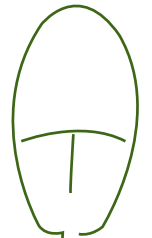
F Clothes and fashion

Future Shock

Our grandparents thought they were lucky because they could travel by car and they could see films at the cinema. Now, we think we're very lucky because we have machines that can do the jobs we hate, like washing up or cooking; we have computers that can help us to communicate with people instantly; we have cars with computers that can tell us how to get to where we are going; and we have machines which can keep our houses and offices cool when the weather is hot.

But in just a few years these 'modern' inventions will seem old-fashioned compared to things that scientists are currently working on. Here are a few of the ideas they are developing.

- 1
 - ▶ Within a few years, we will all be able to watch 3D television without special glasses.
 - ▶ We will have more spare time because robots could be doing almost any job in our homes, including cleaning, washing, gardening and mail delivery.
- 2
 - ▶ There will be big changes in medicine, too. Gold-coated 'nanoshells' are being developed. They will be able to find cancer tumours and destroy them, using heat.
 - ▶ Within ten years, researchers will have developed tiny robots which we can swallow. These will be able to travel through our body and repair organs that are not working properly.
- 3
 - ▶ In the next ten years, we will be able to buy 'intelligent' or 'smart' clothes which can control our temperature, keeping us cool in the summer and warm in the winter.
 - ▶ By 2015 we could see the end of traffic jams and road accidents: cars will drive themselves along 'smart roads'. Some people predict that we will even be able to buy flying cars.
- 4
 - ▶ Mobile phones will continue to get smaller and become more and more sophisticated. We may be able to use our phones to pay for things we buy in shops. We will simply pass our phone over an electronic reader and money will be taken from our bank accounts.
 - ▶ We will soon be able to wear 'active contact lenses' which display our emails and Internet web-pages. According to scientists we will be able to 'see' these with our eyes closed.



4 Read the article again and answer these questions.

- 1 Why did our grandparents think they were lucky?
 - a They lived a very simple life.
 - b They enjoyed some early technological inventions.
 - c They didn't have to worry about technology.
- 2 How will housework change in the future?
 - a Our people will do our housework for us.
 - b People will learn how to do it more quickly.
 - c Robots will do many of the jobs people do now.
- 3 How will very small robots help doctors?
 - a They will look after patients in their own homes.
 - b They will look after patients instead of nurses.
 - c They will treat people from inside their bodies.

Think and speak

5 Discuss these questions in pairs or groups.

- a Do you think any of these inventions could improve your life? If so, how?
- b Which future development do you think is the most exciting? Why?

Grammar **can/could** Activity Book pages 88–89

1 Complete the sentences with *can/can't* and *could/couldn't*.

- 1 I need my glasses. I see without them.
- 2 Computers help us to contact people instantly.
- 3 I swim at school, because there is a new pool.
- 4 Ten years ago, you easily find a parking space in town.
- 5 I wanted to phone you but I remember your number.

2 Write three or four sentences using *can* and *could*.

Talking about abilities

3 Look at the inventions in the pictures and answer these questions in pairs.

- a What can these things do? *or* What can we do with these things?
- b What can't these things do? *or* What can't we do with them yet?
- c What will these things be able to do in the future?

4 Discuss these questions in pairs or small groups.

- a What could your grandparents do that you can't do?
- b What would you like to be able to do?



Talking about possibilities

5 Think about these future possibilities.

- a What would people do if computers started to act by themselves? Explain.
- b What could happen if all the computers in the world stopped working at the same time? Elaborate.

Vocabulary Negative adjectives

1 Prefixes are often used to give a negative meaning to an adjective.

Example: **lucky** – **unlucky**

- a** Do you know any more negative adjectives which start with *un-*?
b What are the negative forms of these adjectives? The notes in the box below may help you.

formal frequent friendly honest legal legible
 obedient patient polite regular relevant tidy

- c** Check your negative adjectives in a dictionary.

Negative adjective prefixes

un- is the most common negative prefix
dis- is used with some adjectives
il- is used with some adjectives beginning with *l*
im- is used with some adjectives beginning with *p* or *m*
ir- is used with some adjectives beginning with *r*
in- is used with a few adjectives

- d** Copy and complete these sentences with the negative form of some adjectives from **b**.
- 1 My room is a bit I wish I had a robot to clear up the mess.
 - 2 It is to drive faster than the speed limit.
 - 3 children should learn to do what their parents tell them.
 - 4 People who live in cities often have a reputation for being, but I always get on very well with them.
 - 5 I can't read your writing. It's completely

Think and speak

2 Answer these questions in pairs.

- a** What should parents say to their disobedient children?
b In what situations do you get impatient? Explain.
c What should companies do with dishonest employees? Elaborate.

Pronunciation /ɒ/ or /əʊ/

3 (8.1) Listen and choose which word you hear.

- a** got / goat **c** rod / road **e** shone / shown
b not / note **d** on / own **f** cot / coat

4 (8.2) Listen to the same words again in sentences, then check your answers and repeat.

Quote "The machine does not isolate man from the great problems of nature but plunges him more deeply into them."

Antoine de Saint Exupéry

Speaking Selling an idea

Introduction

- 1 Read this short article about the 'smart clothes' of the future. Which of the clothes do you think would be the most useful?

In a few years, we will be able to buy 'smart clothes' which can control our temperature, keeping us cool in the summer and warm in the winter. One company is already working on 'smart trainers' which can generate electricity as you walk and power a computer you wear on your body.

Other clothes will help to save lives by checking the wearer's heart rate and blood pressure and transmitting this information to a doctor. Life-saving ski jackets will heat up if the wearer's body temperature falls too low, and will transmit a message to a satellite to help rescue teams to find the wearer.



Plan a sales talk

- 2 Work in pairs or groups. You are going to sell a new item of 'smart clothing' to other students in the class.

- a Choose **one** of the articles of clothing from the photographs, and discuss these questions.
- 1 What is it and what do you think it can do?
 - 2 What are its special features?
 - 3 Who would find it particularly useful?
 - 4 How would it improve the wearer's life?
- b Plan a 'sales talk' to persuade other people to buy this article of clothing. Use your answers to questions **a 1–4** as the different sections of your talk. Use some of the expressions from the *Useful language* list below.

Give your talk

- 3 Work with another group of students.

- a Take turns to give your sales talk to the other group.
- b Finally, each student in the two groups should say whether they found the talk persuasive. Would they buy the new article of 'smart clothing'?

USEFUL LANGUAGE

Introducing your subject

I'd like to tell you about our fantastic new invention.
It's a ... which can ...
This is the invention you have all been waiting for.
It's a ... which ...

Describing advantages

The best thing about (our new shoes) is ...
This is what our ... can do for you.
It isn't expensive. It only costs ...
It's available in these sizes/colours: ...

Writing An advertisement

Read and analyse

task

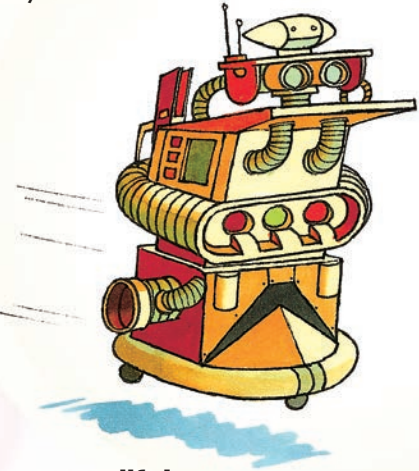
You are going to write a magazine advertisement for a new invention.

- 1 Read this advertisement for a new household robot. Which of Robomate's abilities would you find most useful?

ROBOMATE

This is Robomate! Here are some of the things it can do for you...

- It can talk to you and your friends in your language.
- You can ask it to do jobs around the house for you. It particularly likes the jobs you find boring.
- It can look after the house when you go out. If someone breaks in, Robomate will phone you.
- If you are away, and you want to check everything is okay at home, you can see what's going on through a special webcam.
- It can remember everything you tell it and remind you about important dates like birthdays and anniversaries. This is particularly useful if you have a busy life or a bad memory.
- Its batteries last for 48 hours without recharging.



So, what are you waiting for?

Order your own personal Robomate today. It'll change your life!

Still not sure? Check our website and watch Robomate in action!

- 2 Read the advertisement again and answer these questions.

- a Why does the writer of the advertisement use the word *you*?
You can ask it to do jobs ...
- b Why does the writer ask questions?
So, what are you waiting for?
- c Is the style of writing formal or informal? What effect does this have?
- d Why does the writer use a list of bullet points [•]?

Write and check

- 3 Write your own magazine advertisement for a new invention which will save time in your school or your home.

- a
 - 1 Think of your invention and give it a suitable name. It can be big or small, cheap or expensive, simple or complicated.
 - 2 Write in the same style as the advertisement for Robomate.
 - 3 Include the price of your invention.
- b Now check your spelling, grammar, punctuation and style. Exchange advertisements with another student.

Money

MODULE 3: Power

Grammar

Expressing necessity

Giving advice

Vocabulary

Describing materials and substances

Listening

Listening for detail

Speaking

Giving a short talk

Writing

Writing an opinion composition



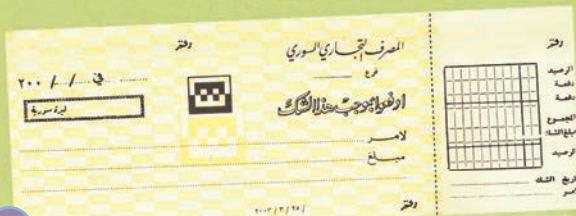
Discuss

1 Match these words with three of the pictures below.

bank notes cheque coins



d



2 Which of these ways of paying for things do you use? Which do you prefer? Compare ideas with a partner.

Listen

3 (9.1) You are going to hear a talk about the history of money. After you listen, answer these questions.

- What did people barter with in the past? (Barter = exchange things instead of using money. Examples: animals, things they made, etc.)
- When and where were the first coins made?
- When and where were the first bank notes made?

Check your understanding

4 Are these statements about money true or false?

- In parts of Africa shells are still used as money.
- These coins were made of silver.
- Before they used coins, the £eeks paid for things with long nails.
- The Chinese made paper money because they did not have enough gold.

5 Which facts in the factfile are mentioned by the speaker?

When you have made your choice, listen again and check your answers.

Factfile: 10 Money Dates



9000 BCE	Cattle were the first form of money.
6000 BCE	The first banks were in Babylon in Mesopotamia.
1200 BCE	Cowry shells were first used as money in China.
640 BCE	The first coins were produced in Lydia.
550 BCE	The Persians used gold coins, but the Greeks used silver.
800 CE	The first paper money notes were made in China.
1520 CE	The Aztecs used gold dust and cocoa beans as money.
1660 CE	The first cheque was used in Britain.
1919 CE	The pound was introduced in Syria.
1995 CE	Ninety per cent of all transactions in the USA were electronic.

Vocabulary

6 How many everyday things do you know that are made from these metals? Copy and complete each list.

- | | |
|----------|-------------------|
| a gold | wedding rings ... |
| b copper | water pipes ... |
| c iron | car engines ... |

Think and speak

7 Discuss these questions in pairs.

- If people in your town had no money, how could they get things they needed? Could they barter? What could they exchange?
- What could you and your friends exchange?

Grammar *have to/should/must* Activity Book pages 89–90

1 Match the modal verbs in sentences a–c with their meanings 1–3.

- a Most people **have to** work to earn money.
 - b You **should** save some money every month.
 - c You **must** be more careful with your money.
- 1 This is necessary.
 - 2 I feel very strongly that this is right.
 - 3 This is my advice or suggestion.

2 Match the negative form of these modal verbs in sentences d–f with their meanings 4–6.

- d I **don't have to** work every day of the week.
 - e You **shouldn't** waste your money.
 - f You **mustn't** borrow money from someone without asking.
- 4 This is my advice or suggestion.
 - 5 I feel very strongly that this is wrong.
 - 6 This is unnecessary.

3 Copy and rewrite each sentence using one of the modal verbs from the list. Start with the words given.

must should have to mustn't shouldn't don't have to

- a It isn't a good idea to carry lots of money around with you. *You ...*
- b It's wrong to take things from shops without paying. *You ...*
- c It isn't necessary to pay for these drinks. They're free. *You ...*
- d If you earn money, I think it's right that you pay tax. *If you earn money, you ...*
- e It's a good idea to put your money in a bank. *You ...*
- f It's necessary to use a password for the bank website. *You ...*

4 Work in pairs. A group of people from other countries are coming to work in your town for a year. Write a set of rules which will help them prepare for this new situation. Think about these things:

- ▶ Money
- ▶ Clothes
- ▶ Public behaviour
- ▶ Driving a car

5 Now work in small groups. Tell each other about any rules or laws in other countries that you have visited or know about. Use *must/mustn't*; *have to/don't have to*.

Vocabulary *It's made of ...*

1 Look carefully at these pictures.

- a Name as many objects in the pictures as you can, then write sentences describing what they are made of.

Coins are made of metal.



- b Work in pairs. Ask and answer questions about the objects in the pictures.
 A *What's this made of?* B *It's made of plastic.*

Adjective + *to* + verb

2 Adjective + *to* + verb is a common pattern in English.

It's hard to imagine the world without money.

- a Copy and complete these beginnings.

- 1 It's hard to imagine ...
- 2 It's impossible to believe that ...
- 3 I find it difficult to understand ...
- 4 I'm lucky to have ...

- b Compare answers with a partner, then think of one or two more ways of ending the same sentences.

Pronunciation /n/, /ŋ / or /k/

3 (9.2) Listen and choose which word you hear.

- | | | | | | |
|---|------------|---|------------|---|--------------|
| a | ban / bank | c | tan / tank | e | thin / think |
| b | pin / pink | d | ran / rang | f | win / wing |

4 (9.3) Listen to the same words in sentences, then check your answers and repeat.

Quote "Getting money is not all a man's business; to cultivate kindness is a valuable part of life."

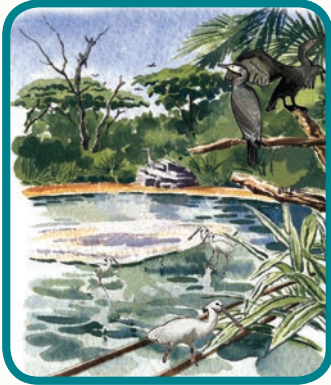
Samuel Johnson

Speaking Reaching agreement

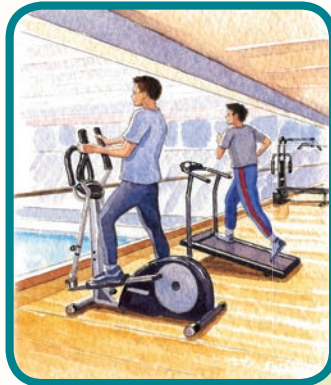
The situation

1 You and a group of friends have entered a competition together and you have won the first prize – a lot of money.

BUT you will only get this money if you can **all** agree how to invest it. There are three choices below. Look at the choices and put them in your ideal order. (1 = your first choice)



Pay for the building of a new sanctuary for a bird that is nearly extinct in Syria.



Pay for the building of a new sports centre at your school.



Buy a hotel in your town which is losing money. If you make it a success you could earn money for yourself.

Advantages and disadvantages

2 Make a list of the advantages of your first and second choices and the disadvantages of your third choice.

Choices	Advantages	Disadvantages
1 New school sports centre	<ul style="list-style-type: none"> ▶ Improve the school ▶ More sport for students 	
2 New bird sanctuary		
3 Hotel		<ul style="list-style-type: none"> ▶ We could lose the money ▶ A lot of hard work

3 (9.4) Before you have your discussion, listen to three people discussing the same choices. What is each speaker's first choice?

Exchange ideas

4 Work in groups.

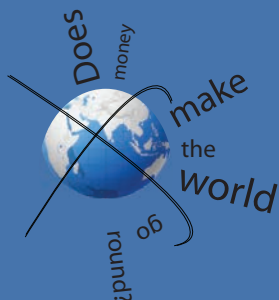
- a Discuss the three choices in turn. As each choice is discussed, describe the advantages of your first and second choices and the disadvantages of your third choice.
- b If there is no agreement, try to persuade the others in the group that your first choice is the best. Remember: **You must reach agreement or you will not get the money!**

Writing An opinion composition

Read and analyse

1 Does money make the world go round?

- a In the composition, the writer gives his/her opinion. Do you agree with the writer?



In the modern world, money is very important to most people. Everyone needs money and everyone would like to be richer than they are.

For some people, their main reason for doing anything is to make money. However, there are other reasons. I am going to write about some of these.

Most people go to work because they need money to pay for food, clothes and a home. Some people start businesses to make more money for themselves. These businesses pay their employees. If a business closes, the employees lose their jobs and cannot afford to buy anything. So in this sense, it is true to say that 'Money makes the world go round'.

On the other hand, some people believe that money has become too important. They say that money makes criminals and can lead to wars between countries. These people think that people and personal relationships are more important than money.

In my opinion, we need money to live, but life without friends would not be worth living. So, in answer to the question, 'Does money make the world go round?' I would say 'No.' Of course money is great, but I also believe that good friends and families are what really make the world go round.

- b Work in pairs. Do you and your partner agree with the writer?
 c Now match these descriptions with the correct paragraphs.
- ▶ Ideas which answer *Yes* to the question.
 - ▶ The main idea of the composition.
 - ▶ The writer's own opinions.
 - ▶ Ideas which answer *No* to the question.

Plan your composition

2 You are going to write your own four-paragraph composition.

- ▶ Do you agree that love of money is the root of all evil?
- ▶ Do you think that the best things in life are free?

Choose one of these subjects and plan your ideas with a partner.

Write and check

- 3a Write your composition in about 125 words, using your plan and the ideas you have discussed.
- b Now check your composition, exchange it with another student, and discuss any opinions you and your partner disagree about.

USEFUL LANGUAGE

Stating your purpose

I am going to write about ...

Expressing opinions

In my opinion, ...

I believe that ...

It seems to me that ...

Expressing an opposite opinion

On the other hand, many people think ...

Review 3, units 7–9



MODULE 3: Power

Grammar and Vocabulary

- 1** Make first conditional sentences from sentences a–e. Use the words in brackets in your answers.

Don't forget to lock your car at the airport. (thieves / steal)

If you forget to lock your car at the airport, thieves will steal it. or Thieves will steal your car if you forget to lock it at the airport.

- a** Don't check in late. (miss your flight)
- b** Don't forget to bring your passport. (let you get on the plane)
- c** Don't forget to put a label on your luggage. (go to the wrong place)
- d** Bring something to do on the plane. (be bored)
- e** Don't forget to switch off your mobile phone. (annoy other passengers)



- 2** Copy and rewrite sentences a–e using the second conditional.

He has a bad cold, so he can't go to school.

If he didn't have a bad cold, he could go to school.

- a** He has a broken leg, so he can't walk to school.
- b** She doesn't like swimming because she's afraid of water.
- c** He eats the wrong sort of food, so he's overweight.
- d** She's tired because she works 15 hours a day.
- e** He doesn't train every day, so he won't win the race.

- 3** Discuss these questions with a partner.

What do you do if you have a headache?

If I have a headache, I drink a cup of tea.

- a** What do you do if you feel tired?
- b** What do you do if you have a sore throat?

- 4** Think about your own abilities.

- a** Write two or three answers to each of these questions:
 - 1** What could you do when you were younger that you can't do now?
 - 2** What can you do now that you are proud of?
 - 3** What do you hope you will be able to do in the next ten years?
- b** Compare answers with a partner. How much have you got in common?

- c Now look at this picture of a storm approaching a town on the coast. What could happen? Discuss possibilities with a partner.



5 Read these extracts from a guide written for people going scuba diving for the first time.

- a Choose the best modal verb for each extract.

Before diving

- 1 You *have to* / *should* get proper training before your first dive.
- 2 You *should* / *must* have the right diving equipment.
- 3 You *have to* / *should* always check your equipment before you dive.

While diving

- 4 You *do not have to* / *must not* panic if something goes wrong under water. Stay calm and decide what to do.
- 5 You *should not* / *don't have to* touch or disturb the animals or plants as you could be bitten or stung.
- 6 You do not have to be an Olympic athlete to go diving but you *should* / *have to* be able to swim well.
- 7 You *should* / *have to* agree on the hand signals you will use to communicate underwater.
- 8 You *have to* / *must* never dive alone. Your diving partner could save your life. This is one of the most important safety rules.

Remember:

- ▶ *should* is used for advice/saying what is a good or a bad idea
- ▶ *have to* is used for a rule/something which is necessary in a situation
- ▶ *must* is used for opinions you feel strongly about

- b Compare your answers with those of a partner, then together write a few more helpful guidelines for beginners doing a different sport.

6 Write lists of things which are made of these substances.

- | | | |
|-------------------------|--------------------------------|------------------------|
| a wood (e.g. a chair) | c paper (e.g. a book) | e leather (e.g. shoes) |
| b glass (e.g. a bottle) | d plastic (e.g. a credit card) | f steel (e.g. a knife) |

task

Project 3 Doing a technology survey

You are going to work individually and in groups to carry out a survey on the importance of technology in people's everyday lives. Work in groups of 3–4 students, and follow stages 1–5.



Stage 1 Design your own survey

- Decide on a topic. Choose one of these titles:
Technology in your home / Technology in your school / My personal use of technology
- Decide what type of questions to ask.

Type 1

Which of these items do you use? Choose one or more of the items.

- Digital camera DVD player

Type 2

Put these items into order of importance for you. [1 = highest / 4 = lowest]

- Television Computer DVD player Games console

Type 3

How easy is it to get help if something goes wrong with your computer? Choose one answer.

- Very easy Quite easy Not very easy Difficult

Type 4

How far do you agree with this statement? Choose one answer.

‘Technology is becoming too important in modern life.’

- Strongly agree Agree Neutral Disagree Strongly disagree

- Now write your own questions.

Stage 2 Carry out the survey

Work with another group. Take turns to ask your questions.

Every student in the group should answer the other group's questions. Don't forget to make a written note of the answers that other students give to your questions.

Stage 3 Summarise your survey results

Work in your original groups again. Summarise the answers that other students gave to your questions.

Here are some different ways of presenting the summaries:

Type 1

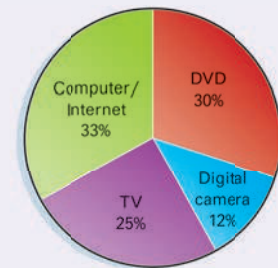
Eighty-five per cent of students use a camera.

Twenty-five per cent of students strongly disagree that technology is becoming too important.

Type 2 Tables of figures

Order of Importance	Item of technology			
	Television	Computer	DVD Player	Games Console
1	8	15	5	2
2	9	12	5	4
3	7	2	17	4
4	6	1	3	20
Totals	30	30	30	30

Note: Number in class = 30

Type 3 Graphs or diagrams

% of students who thought each item most important

Stage 4 Present your results

Now take turns to present your group's findings to the rest of the class.

You can do this presentation in a number of ways.

- ▶ Speaking: read out the results of your survey.
- ▶ Visual: display your results in writing or diagrams on the wall.
- ▶ Speaking and visual: read and display.

Stage 5 Class discussion

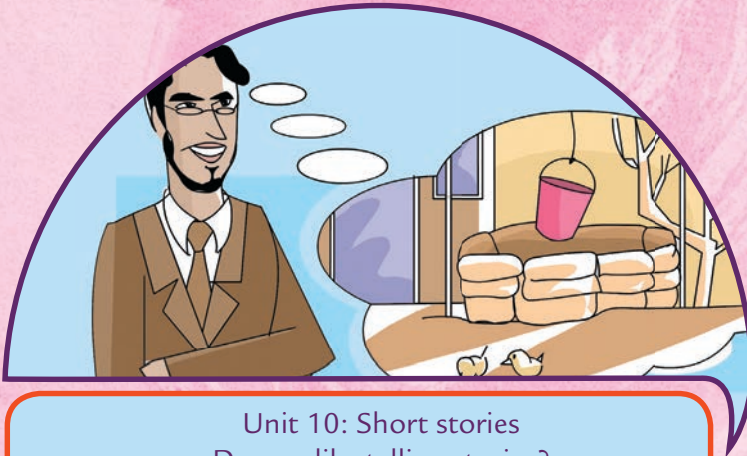
Discuss these questions about the results of your surveys.

- a What facts stand out from your survey?
- b Were there any differences of opinion between different groups?

Fact and fiction

Module

4



Unit 10: Short stories
Do you like telling stories?



Unit 11: Messages
How do you communicate with different people?

I'm still on deck with a few people. The last lifeboats have just left. We're sinking fast. Maybe this note will...



Unit 12: Flying stories
Do you know any stories about flying?



Review 4, units 10–12
What do you know about the history of Syria?



Outcomes

You will be able to:

- ▶ listen to a programme and a description
- ▶ read stories
- ▶ give information and share personal experience
- ▶ discuss advantages and disadvantages of means of transportation
- ▶ give opinions
- ▶ take and leave messages
- ▶ write an informal letter and a news story

Short stories

MODULE 4: Fact and fiction

Grammar

Describing how people do things

Vocabulary

Ways of travelling

Travel phrasal verbs

Description in stories

Reading

Reading for gist and detail

Speaking

Taking part in an interview

Writing

An informal letter



Discuss

1 Why do people travel to other countries? Look at the photographs for ideas. Think about:

- ▶ people who stay in another country for a short time
- ▶ people who move permanently to another country

Read

2 Read the text on page 83 and answer these questions.

- a** What kind of text is it? Choose one of these possibilities:
- ▶ a modern news story
 - ▶ a historical event
 - ▶ a traditional story
 - ▶ a children's story
- b** Which of these is the best title for the text?
- ▶ The judge and the thief
 - ▶ Dreams never come true
 - ▶ A dream which came true
 - ▶ The stranger from Cairo



- 1 Once upon a time, in a village, there lived a poor man who worked hard every day. One night he dreamt that if he went to the city, he would become very rich. The following day, he set out cheerfully for the city and, after a long journey, arrived late at night. Because he was tired, he slept in the doorway of a house.
- 2 The next morning, the owner of the house found him and thought he was a thief. Angrily the owner called the police who took the poor man away and threw him into prison. A week later, he was brought before a judge. When the judge saw that he was a stranger, he asked the poor man where he was from and why he had come to the city. He replied honestly that he was from a far away village and that he had come to the city because of his dream.
- 3 The judge laughed loudly and told him that he should ignore his dreams. Then the judge said that he had dreamt three times that there was a vast treasure buried under a twisted tree behind a well in a garden. But he had wisely ignored the dream. Finally, he set the man free and told him to return to his village.
- 4 The man realised that the judge had described the garden of his own house. So when he returned to the village he found the treasure easily. He lived the rest of his life as a rich and contented man.

Check your understanding

3 Read the text again and match these sentence beginnings with the correct endings.

- | | |
|---|---|
| a The man went to the city because ... | 1 he wanted to be rich. |
| b He slept in a doorway because ... | 2 he knew he would not find the treasure. |
| c The owner called the police because ... | 3 he arrived late at night. |
| d The judge laughed because ... | 4 he thought the man was a thief. |
| e The judge had ignored his dream because ... | 5 the poor man had believed his dream. |

4 Make up the conversation between the judge and the stranger from the village. The information is in paragraphs 3 and 4 of the story. Write the conversation like this:

Judge: Where are ...?

Stranger: I'm from ...

Think and speak

5 Work in groups. The story about the stranger from the village is a traditional 'folk' tale with a moral – it teaches the reader a lesson. Choose and discuss one of these morals:

- ▶ 'It is dangerous to leave your own hometown.'
- ▶ 'The best things in life are at home.'
- ▶ 'Don't believe your dreams.'

1 Adverbs of manner are words which tell us how someone does something.

- a** Most adverbs are formed by adding *-ly* to an adjective.
Adjective: He's a *dangerous* / *careless* driver.
Adverb: He drives *dangerously* / *carelessly*.
- b** Some adverbs of manner are the same as adjectives.
Adjective: He's a *fast* / *hard* worker.
Adverb: He works *fast* / *hard*.
- c** Read the story on page 83 again and find all the adverbs of manner. Which adverbs are not formed by adding *-ly* to an adjective?
- d** Where do we usually put adverbs of manner in sentences? Look at the examples in the story.

2 You are going to add adverbs to another story to make it more interesting.

- a** First copy these adjectives into your notebook and make adverbs for each one.

angry calm careful cheerful curious polite quick rude secret
slow sudden suspicious

- b** Now complete gaps 1–9 in this story with some of the adverbs. Sometimes more than one answer is possible.

Crossing the border

A man was hurrying across the US-Mexican border on his bicycle when (1) he was stopped by a guard. The guard pointed to two bags on the man's back, and asked (2) 'What's in the bags?'

'Sand,' said the cyclist, (3)

'Get them off - we'll have a look,' said the guard, (4)

The cyclist took the bags off his back (5) and emptied them to show that they held only sand. Then he re-loaded the bags (6), put them on his shoulders and continued to cycle across the border.

The next week, the same thing happened. Again the guard demanded to see the two bags, which again contained nothing but sand. This went on every week for six months, until one day the cyclist did not appear.

A few days later, the guard happened to meet the cyclist in the town. 'Say friend, can you tell me something?' asked the guard (7) 'We knew you were (8) smuggling something across the border, but we didn't know what. What were you smuggling?'

'Bicycles!' replied the man, (9)



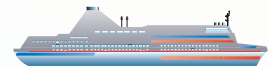
Vocabulary Travel

Ways of travelling

- 1 a** Work in pairs. Discuss which of the words in the list can be used with these verbs.

train car bicycle motorbike bus plane taxi boat

- | | | |
|-----------------------|---------------------------------|-------------------|
| 1 to go by | 4 to catch | 7 to drive |
| 2 to ride | 5 to get on/get off | 8 to miss |
| 3 to travel on | 6 to get into/get out of | |
- b** Which of the words has a driver/a pilot ?
c What are the words for people who go by bicycle and by motorbike?



2 How do you think these people usually travel?

- a** A king or president visiting another country.
b A businessman visiting an office on the other side of the city.
c A student travelling to school every day.
d A family visiting relatives in a city 100 km from where they live. (They do not have a car.)

Phrasal verbs connected with travel

3 Read this description of somebody's journey.

- a** Replace the phrasal verbs in 1–7 with the correct form of one of these words or phrases.

land leave leave (the ground) let (someone) get out register stop to collect arrive

We (1) *set off* for the airport at 7:30 in the morning. As soon as we got to the airport, we (2) *checked in*. Forty-five minutes later our plane (3) *took off*. We (4) *touched down* on time. Unfortunately nobody had (5) *turned up* to meet us at Madrid Airport, so we called a taxi. Ten minutes later the taxi (6) *picked us up*, drove us into the city and (7) *dropped us off* right outside our hotel.

- b** Now replace each verb in italics in sentences 1–6 with one of the phrasal verbs in a.

- 1 Do you know when our plane *leaves*?
- 2 My father *collected* me from the station.
- 3 What time did you *leave* this morning?
- 4 The taxi driver said: 'Where shall I *let you out*?'
- 5 When have we got to *register* at the airport?
- 6 Thousands of fans watched the team's plane *land*.

Think and speak

- 4** Work in groups. Discuss the advantages and disadvantages of travelling by plane, train, car, taxi and bicycle.

Quote

"Life isn't about finding yourself. Life is about creating yourself."

George Bernard Shaw

Speaking Taking part in an interview

What's the story?

- a** Put these pictures into the correct order to make a story with a happy ending.
b Compare your order with a partner.

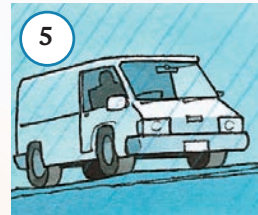
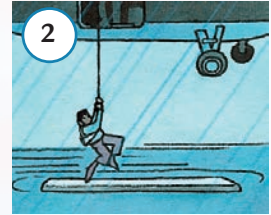
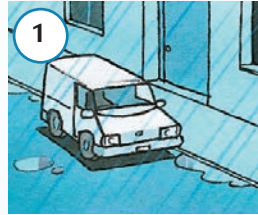
Listen

-  (10.1) Listen to a radio news report and check the order.


Interview

- Work in pairs. A news reporter is going to interview the van driver.

- Choose one of these roles:
A – the van driver.
B – a news reporter.
- Prepare for the interview.
A Look at the pictures again to remind yourself about what happened.
 - ▶ What questions could the reporter ask you?
 - ▶ How could you describe your feelings? Worried, terrified?**B** Write **five** questions to ask the driver.
- Do the interview.
- Change roles. Repeat the interview with different questions.



Pronunciation Word stress

-  (10.2) Copy and underline the stressed part of the words you hear.

- | | | |
|----------------------------|------------------------------|-----------------------------|
| a <u>motor</u> bike | c histor <u>ical</u> | e helic <u>opter</u> |
| b bicy <u>cle</u> | d tradit <u>ional</u> | f report <u>er</u> |

-  (10.3) Listen to the words in sentences and check your answers.

- Now work with a partner. Read these sentences aloud to each other. Remember to stress the right part of the long words.

- He was on a black motorbike.
- I've got a silver bicycle.
- It's a traditional story.

Writing An informal letter

task

You are going to write a letter to a friend, telling him/her about a recent event.

Read and analyse

1 This is a letter which a friend from an English-speaking country has written to you.

- a As you read the letter, match these summaries with the five paragraphs.
- ▶ The situation now
 - ▶ A final request
 - ▶ A description of the accident
 - ▶ A greeting, an apology and an excuse
 - ▶ The result of the accident

Dear ...

- 1 How are you? Sorry I didn't reply to your letter – I've been very busy. This week, I've got lots of time. Why? Because I'm in hospital with a broken leg. I'll tell you what happened.
- 2 I was going to school as usual last Wednesday – on my bike. The traffic was terrible. The bus I was behind stopped at a bus stop and people got off. I started to overtake the bus, but suddenly it pulled out. You can guess what happened next. The bus knocked me off my bike and into the middle of the road. Thank goodness I was wearing a helmet!
- 3 Unfortunately a car was coming in the other direction. It couldn't stop in time and it crushed my leg. The next thing I remember is waking up in hospital with my leg in plaster. I may be smiling, but it's still very painful.
- 4 The doctor says I have to stay in for another week. It's so boring – the daytime TV programmes are terrible, so I'm writing letters to all my friends.
- 5 Please write soon and tell me your news. Hope you haven't been as unlucky as me.

Best wishes
Marcus

- b What shows you that this is an informal letter? Think about:
- ▶ verb forms
 - ▶ particular words or phrases
 - ▶ missing words
 - ▶ punctuation



Make a paragraph plan

2 Decide what to tell your friend in your letter.

- a Choose something that happened to you or somebody else, or make up a story.
- b Plan what you are going to write in each paragraph. Make sure your story has a beginning, a middle and an end.

Write and check

- 3 a Write an informal letter using your paragraph plan.
- b Now check your letter. Exchange letters with another student and ask questions to find out more about the story.

USEFUL LANGUAGE

Beginnings

Hi ... (informal)
Dear ... (more formal)

Endings

That's all for now. Write back soon.
Bye / Love (informal)
Best wishes / Regards / Yours sincerely (more formal)

Messages

MODULE 4: Fact and fiction

Grammar

Giving information in different ways

Vocabulary

Verbs with several meanings

Sea travel

Listening

Listening for gist and detail

Speaking

Taking messages

Writing

Writing notes and messages

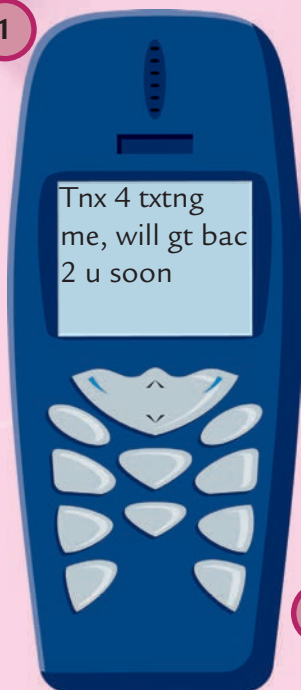
Discuss

1 Look at the messages below and discuss these questions with a partner.

- Where could you find each message?
- Who do you think wrote them and why?
- Who were they written to?
- Who do you write messages to? Who writes messages to you?



1



2

To: _____
Cc: _____
Subject: _____

Hassan
Thanks for letting me know in advance.
I'll rearrange things. How about 27th March?
Hamza

Original message

Dear Hamza,
I'm afraid I can't make our meeting tomorrow afternoon. A
colleague is out of the office and I have to take his place.
Hassan

3

Nawal
Hiba phoned. Can you get back to her
as soon as possible – it's urgent. She'll be
at home until 4:30.
Laila

4

I'm still on deck with a few
people. The last lifeboats
have just left. We're sinking
fast. Maybe this note will

Listen

2 (11.1) You are going to hear part of a radio programme called 'Strange Stories'. Listen and answer these questions.

- How many strange stories do you hear?
- What nationalities are the people in the stories? (We do not know the nationality of one person.)
- When does each story take place?

3 (11.1) Which of the information in the Factfile below does the radio programme give you more details about? Read the Factfile, then listen again.

Factfile: Messages in bottles

- A well-sealed bottle can survive hurricanes that can sink ships. And glass lasts forever.
- It is impossible to predict the direction a bottle will travel.
- The longest bottle voyage ever was 25,000 kilometres, a journey that took six and a half years.
- If wind and current conditions are good, a bottle can travel nearly 200 kilometres a day.

Check your understanding

4 Choose the correct answer, **A** or **B**, for each question about the stories.

- How did Matsuyama and his men die?
A They drowned. **B** They had no food.
- How did Matsuyama write his message?
A He wrote it on wood. **B** He scratched it on wood.
- What happened to the Lusitania in May 1915?
A It ended its voyage. **B** It started its voyage.
- The people who found the German scientists' bottle didn't break it. Why not?
A The glass was too strong. **B** They could read the message through the glass.
- Why did Paolina reply to the sailor's message?
A As a joke. **B** Because she liked him.

Think and speak

5 Imagine you are on the beach and you find an empty bottle.

- ▶ What message would you send in the bottle?
- ▶ Where could your bottle go to?
- ▶ Who might find your bottle?
- ▶ Would you like the finder to contact you?

Quote

"It usually takes me more than three weeks to prepare a good impromptu speech."

Mark Twain

1 The first in each pair of sentences below is active and the second is passive.

- ▶ Matsuyama *scratched* the message on wood.
The message *was scratched* on wood by Matsuyama.
 - ▶ Paolina's father *found* the sailor's bottle.
The sailor's bottle *was found* by Paolina's father.
- a** What is the difference between the two sentences in each pair?
b Are these statements about active and passive sentences true or false?
- 1** Active and passive sentences give different information.
 - 2** Active and passive sentences use different verb forms.
 - 3** Active and passive sentences have different subjects or focuses.

2 Look at sentences 1–3 below and answer the questions.

- 1** The message was being written by a passenger as the ship sank.
- 2** The date of the meeting has been changed.
- 3** You were phoned at 7:45 this evening.

- a** How is the passive formed?
b In sentence 1 who wrote the message?
In sentence 2 who changed the date of the meeting?
In sentence 3 who phoned? Why isn't this information given?

3 What have these things got in common? Write two sentences about each set.



People write messages, books and letters.
Messages, books and letters are written.

4 Work in pairs. Discuss these questions using passive verbs.

- a** Think of a well-known building in your country.
When was it built? / Who built it? / What is it used for?
- b** Think of a famous book in your language.
Who wrote it? / Who reads it? / When was it written?
- c** Think of your favourite film.
Who directed it? / When was it made? / Who played the main characters?

Vocabulary Verbs with more than one meaning: **take, make**

1 We often need to read words in a sentence to understand the right meaning.

a What does the verb *take* mean in sentences 1–4?

carry steal (remove without permission) swallow travel by

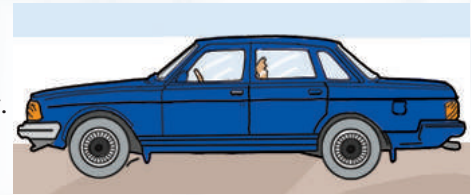
- 1 He takes his father's car without asking.
- 2 I'm too tired to walk – let's take a taxi.
- 3 You'd better take your coat. It might be cold later.
- 4 I've got a bad headache so I'm going to take some tablets.



b What does the verb *make* mean in sentences 1–4? Choose meanings from this list.

attend earn force someone to produce

- 1 My parents made me tidy my room before I went to bed.
- 2 They make Volvo cars in Sweden.
- 3 How much does he make a year?
- 4 I'm sorry, but I can't make the meeting tomorrow.



People

2 Copy these words into your notebook.

a Find the correct definitions (1–6) for these people.

boss colleague customer passenger patient spectator

He/she ...

- 1 watches sport.
 - 2 buys things in a shop.
 - 3 is having medical treatment.
 - 4 travels by plane, bus or train.
 - 5 is your manager at work.
 - 6 works with you.
- b Copy and complete these sentences, using four of the words in a.
- 1 The doctor told his to take the medicine regularly.
 - 2 Twenty thousand watched the football match.
 - 3 Shops try to attract more by cutting prices.
 - 4 The bus was completely full, so no more could get on.

Pronunciation /spr/, /skr/ or /str/

3 (11.2) Listen to six words. Do they have one or two syllables?

Example: *strong* has **one** syllable *surprise* has **two** syllables

4 (11.3) Repeat these one-syllable words.

5 (11.4) Now listen and repeat the sentences.

Speaking Taking messages

Listen

- 1 (11.5) Listen to four answerphone messages and copy and complete a form like this for each message.

Phone message
Name of caller: Day/Time of call:
Message:
Action:

Speak

- 2 Work in pairs. Choose who is student A and who is B.

- a You are going to leave messages on each other's answerphones.

- A** Make up a message that callers will hear when they phone you.
B Make up a message to leave on your partner's answerphone.
Use the information below.

Situation 1

You arranged to go to the library with your friend this afternoon, but you cannot go because you have to look after your little sister. Apologise to your friend and suggest going tomorrow.

Situation 2

You have forgotten what your English homework is. Phone a school friend and leave a message. Ask him/her to ring back and tell you what the homework is.

Situation 3

You are having a family celebration at the weekend. You want to invite your best friend. Leave a message, saying that you need to know by tomorrow evening whether he/she can come.

- b Sit back to back with your partner.

- B** Make a ringing noise. When you hear the answerphone message, say your message.
A Read your answerphone message. Then when your partner speaks, make a note of his/her message.

- c Exchange roles and repeat steps a and b.

USEFUL LANGUAGE

The answer phone message

This is ..., I can't come to the phone at the moment.
Please leave a message after the tone.
Message received on (day and date) at (time + a.m. or p.m.)

Leaving a message

This is a message for Tareq Asmar.
Hi Tareq – this is ...
Can you give me a ring?

Writing Notes and messages

task

You are going to write a reply to an email and a phone text message.

Emails

1 Read the original email and the reply to it.

a Is Khaled going to meet Tareq?

Dear Khaled,
 Good to see you again yesterday.
 Thanks for the lunch.
 Must meet up again soon. Would you like to come to us next Sunday?
 Let me know.
 Tareq

Dear Tareq,
 Thanks for your email.
 Yes, we enjoyed your visit very much.
 Very kind of you to invite me over.
 Great idea! Will have to ask my parents.
 Will let you know as soon as possible.
 Khaled

b In emails words are often left out for speed. What words have Tareq and Khaled left out of their emails? Show where words are missing.

1 ▲ Good to see you again

3 ▲ Will have to ask my parents

2 ▲ Must meet up again soon

4 ▲ Great idea!

2 Now reply to this email.

Delete Reply Reply All Forward Print

Dear ...

Original Message

- > Having a party next weekend. Hope you can make it.
- > Starts at 5:30 and should end about 10. Is that OK?
- > Most of the students in our class will be there.
- > Let me know as soon as possible.
- > Your friend

Mobile text messages

3 Read and 'translate' these phone text messages.

a THX 4 CALLN.

b IM W8NG 4 U.

c CU L8R

IM = I am

PLZ = please

2DAY = today

L8R = later

RU = are you

4 = for

THX or TKS = thanks

CU = see you

W8 = wait

4 Now write your own text messages and send them to a partner.

Flying stories

MODULE 5: Fact and fiction

Grammar

Giving additional information about people, things and places

Vocabulary

Air travel

Phrasal verb *take*

Body idioms

Reading

Reading for gist and detail

Speaking

Describing what happened

Writing

Writing a news story

Listening

Listening for sequence



Discuss

1 Discuss these questions with a partner.

a Have you ever travelled anywhere by plane?

If your answer is Yes ...

- 1 Where did you fly to?
- 2 How long was the flight?
- 3 Did you enjoy the experience?
- 4 What were the best and the worst things about your flight?

If your answer is No ...

- 1 Would you like to travel in a plane?
- 2 Where would you like to go?
- 3 What do you most look forward to about flying?
- 4 Does anything worry you about flying?

b Would you like to learn to be a pilot?

c What would be the advantages and disadvantages of working as a pilot?

Read

2 You are going to read an article about a young woman who became a pilot. As you read, answer these questions.

a Who are Aisha's mother and father?

b What school did Aisha go to?

A woman of distinction

This is the story of an unusual young woman: Aisha bint Mohammed Al-Hamili. At the age of 19, Aisha became the youngest Arab woman to gain a commercial pilot's licence. So how did this unusual story begin? Aisha was brought up in Abu Dhabi. Like most parents, her father, who was a successful diplomat and her mother, who was a university graduate, wanted the best for their daughter. At the age of 14, Aisha was fascinated by planes, and told her father that she wanted to become a pilot.

Some fathers might have told their daughters to go out and play with her friends and forget the idea, but not Aisha's. He took her seriously and arranged for Aisha to go to the best gliding school in the region. Near the school was an aviation school, and when Aisha saw the fantastic planes there, she decided she wanted to fly commercial planes.

And that is what she did. In three months at the aviation school she qualified for her private pilot's licence, and fifteen months later she gained her commercial pilot's licence.

Aisha's training was hard. She had to forget her private life to achieve her dream. She studied flight physics, learned to use computers, improved her English, serviced aircraft engines, and spent time flying. In all, she did 285 hours' flying. And she had to do all this away from home and her parents.

Aisha remembers her first solo flight. 'My heart was in my mouth, especially when I took off. Until then, the instructor, who sat behind me, could take over if anything went wrong. But suddenly I realised that I was alone! When the plane took off for the first time completely under my control and everything went well, fear turned to happiness. It was a fantastic feeling. It was like standing on top of a mountain shouting, "I'm the queen of the world."

In Abu Dhabi, where she lived, Aisha became quite famous when she got her pilot's licence. However, she did not want to be in the news. She felt there were more important news stories in the world, like child poverty and health problems.



Check your understanding

3 Read the article again and decide whether these statements are true or false.

- a Aisha was the youngest Arab to become a pilot.
- b Aisha decided when she was only four that she wanted to be a pilot.
- c Aisha's father took his daughter's idea seriously.
- d Aisha trained as a pilot at a gliding school.
- e It took Aisha more than a year to get her private pilot's licence.
- f Aisha did not live with her parents while she was training.

Think and speak

4 Discuss these questions.

- a Do you think Aisha is impressive?
- b Would you like to do what she did?
- c What would your parents say if you told them you wanted to be a pilot?

1 The underlined parts of sentences 1–5 are relative clauses. *Who, which, whose* and *where* are relative pronouns.

- a** What do the words *who, which, whose* and *where* refer to? For example, in sentence 1 *who* refers to Aisha’s father.
- 1 Aisha’s father, who was a diplomat, wanted the best for his daughter.
 - 2 The gliding school, which was in Damascus, was near an aviation school.
 - 3 The instructor, who sits behind you, can take over.
 - 4 Aisha, whose father works for the government, lives in Abu Dhabi.
 - 5 In Abu Dhabi, where she lived, Aisha became quite famous.
- b** Relative clauses give extra information about people, things or places. In 1–5, which relative pronouns refer to
- | | |
|-----------|-------------------------|
| 1 people? | 2 things? |
| 3 places? | 4 owning or possession? |

2 Complete the joke below with these relative pronouns.

where which who whose



The wrong seat

An important-looking foreign businessman, (1) is wearing an expensive suit, gets on a plane. He sits in the first class area, (2) is at the front of the plane. A flight attendant, (3) knows the businessman does not have a first class ticket, asks him politely to move to the economy area. The businessman, (4) expression suddenly becomes very angry, replies, ‘I’m an important businessman and

I have an important job. I’m sitting here until we get to Damascus, (5) I have a very important meeting.’ The attendant, (6) is very embarrassed, doesn’t know what to do. The flight, (7) is already 15 minutes late, cannot leave until everyone is in their seat. Eventually the attendant calls the pilot, (8) is waiting to take off. The pilot leaves his cabin, walks up to the businessman and whispers

something in his ear. The man stands up and goes to his seat, (9) is at the back of the plane. The attendant, (10) is completely amazed, asks the pilot what he said. The pilot, (11) face is now relaxed and smiling, says, ‘I told him that the front half of the plane isn’t going to Damascus.’

3 Rewrite sentences a–e using the information in brackets.

- a The pilot has worked for Syrian Airways since he left school. (The pilot is 46.)
The pilot, who is 46, has worked for Syrian Airways since he left school.
- b The attendant works on short-haul flights. (The attendant has two children.)
- c The airport opened in 2000. (The airport is used by 2 million passengers a year.)
- d The boy flew first class to Damascus. (The boy’s uncle paid for his flight.)
- e Next week I’m flying to Sydney. (My sister lives in Sydney.)

4 Write a short paragraph about your friends or members of your family. Use the four relative pronouns: *who, which, whose* and *where*.

Vocabulary Phrasal verbs with *take*

1 Write answers in your notebook.

Match phrasal verbs 1–6 with their meanings a–f.

- | | |
|-----------------------|--|
| 1 take after someone | a start flying/leave the ground |
| 2 take something back | b start a new activity |
| 3 take off | c go somewhere with someone socially |
| 4 take someone out | d be or look like/resemble |
| 5 take something over | e return something to where it is from |
| 6 take something up | f get control of something (e.g. a business) |

2 Copy and complete sentences a–d with the correct part of a phrasal verb with *take*.

- a When I have more time, I'm going to tennis.
 b Mohammad his father. They're both very good at maths.
 c A big corporation is trying to our family business.
 d Our plane couldn't on time because of strong winds.

Body idioms

3 In the article, Aisha Al-Hamili says *My heart was in my mouth*. This means she was nervous and frightened.

Match the sentence beginnings a–e with the endings 1–5, which give a definition of the body idioms.

- | | |
|--|--|
| a If you pull someone's leg, ... | 1 ... it frightens you. |
| b If you twist someone round your little finger, ... | 2 ... it's impossible to stop yourself from smiling or laughing. |
| c If something makes your hair stand on end, ... | 3 ... they are very annoying. |
| d If someone is a pain in the neck, ... | 4 ... you make them do everything you want. |
| e If you can't keep a straight face, ... | 5 ... you laugh at them or make fun of them. |

Pronunciation -ed endings

4 (12.1) Listen and repeat these pairs of verbs. In each case the first word is the present simple and the second is the past simple of the verb. How many syllables does each word have?

- | | | |
|--------------------|-------------------|--------------------|
| a arrive / arrived | c learn / learned | e want / wanted |
| b start / started | d land / landed | f change / changed |

5 (12.2) Now listen and repeat the past tense verbs in sentences.

Quote "The strongest principle of growth lies in human choice."
 George Eliot

Speaking Describing what happened

Listen

1 (12.3) You are going to hear an eyewitness account of a night-time incident. Listen to the speaker and put these events in the correct order.

Note: an eyewitness is someone who sees something happen (an accident or a crime), but is not involved.

- a The bright light stopped above the speaker.
- b There was a buzzing noise.
- c The light came towards the speaker.
- d The light followed the speaker.
- e The bright light was in front of the speaker.
- f The light disappeared.

Prepare for speaking

2 Think of an event that you were an eyewitness to. Your story does not have to be connected with planes or air travel. Follow these steps.

- a Choose an event that you saw.
- b Make a note of any useful background information. For example, the time of day; what you were doing; what other people were doing; weather conditions.
- c What order did things happen in? Note the sequence of events like this:

1	2	3	4	5
going to school	heard whistling noise	saw strange-shaped object	a door opened	three very small 'people' ran out

Speak

3 Work in pairs.

- a Tell your eyewitness account to a partner, using your notes and any expressions from the *Useful language* list below.
- b When you are listening to your partner's story, interrupt to ask questions.
- c Change roles: the student who has just told their story is now the listener.

USEFUL LANGUAGE

Background information: setting the scene

It was last Thursday night.
I was walking home from work.
It was a cold clear night.
It was about 11 o'clock.

Sequence words and phrases

Suddenly, ... / All of a sudden,
... / Without warning, ...
Next, ... / Then ... /
After a few minutes, ... /
Several seconds later, ...

Questions to an eyewitness

What (exactly) happened?
What happened next?
Did / Could you see ...?
What do you mean?

Writing A news story

task

You are going to write a news story based on a headline.

Read and analyse

1 Look at the headline, then think of two questions you would like to ask the pilot.

2 a Read the story. Can you find the answers to your questions?

Blind pilot will fly round Britain

A British man, who lost his sight at the age of 12, took off in a small plane from an airport in southern England yesterday. He is trying to become the first blind pilot to fly around Britain. His journey will take five days.

Steve Cunningham, who is 41, is flying a

plane with special computer equipment which tells him his height, his speed and his position.

Vince Coultan, who is accompanying Steve, will not touch the controls during the flight. Steve Cunningham says, 'Vince is coming to watch out for other



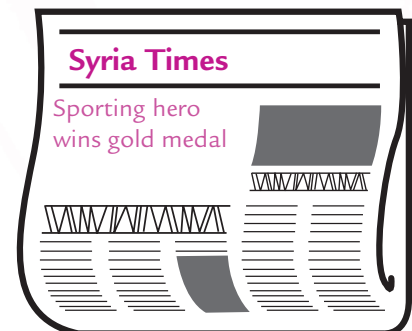
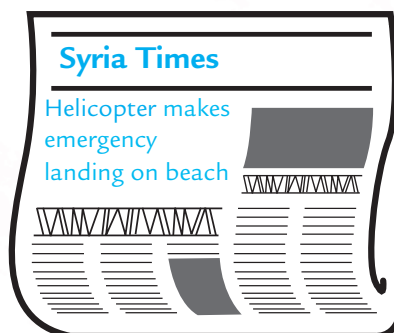
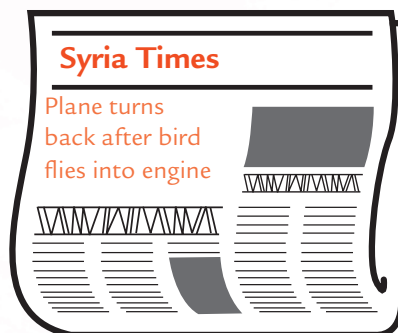
planes in the sky'.

Mr Cunningham said, 'Pilots who can see normally often have to fly 'blind' at night, or in fog. What I'm doing is not very different.'

- b Make a note of all the facts in the story.
Steve Cunningham has been blind since the age of 12.
- c What other information is in the story? Find sentences which give explanations or reasons, or make a comparison.
- d Which paragraphs contain the most important information?

Planning and writing

3 a Choose one of these headlines.



- b Plan the outline of a story and decide on facts to include in each paragraph.
- c Give explanations or reasons for any of the facts in your story.
- d Write your story in 100–120 words using your plan.

Check

- 4 a Check spelling, grammar, punctuation and style.
- b Exchange stories with another student. Read their story and suggest one improvement.

Review 4, units 10-12

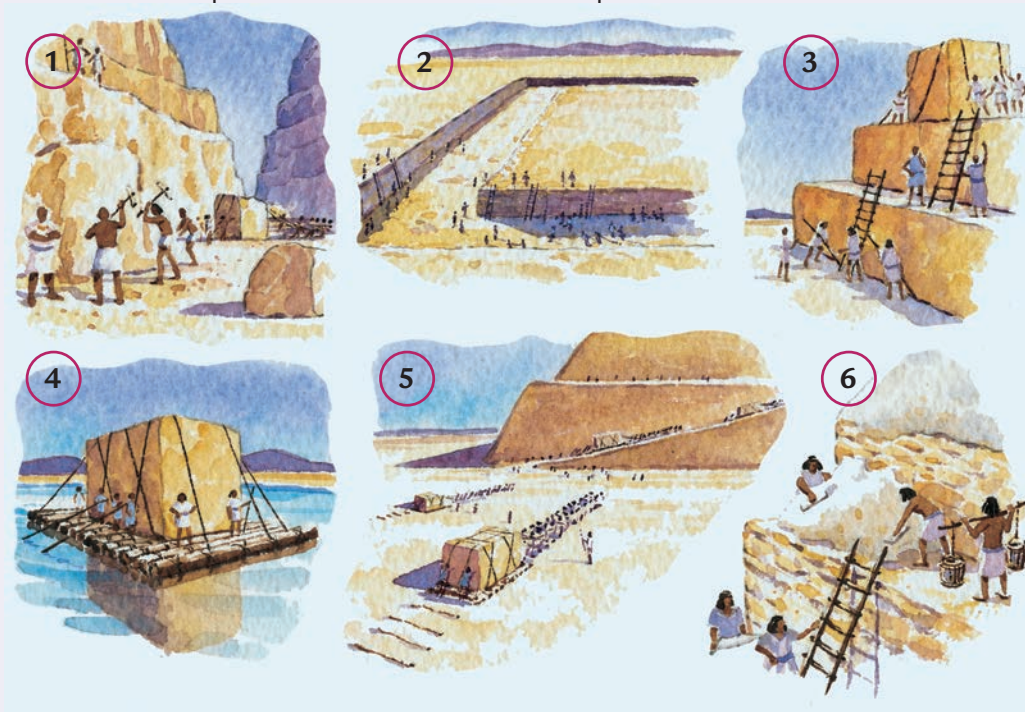


MODULE 4: Fact and fiction

Grammar and Vocabulary

1 The pictures show how the ancient Egyptian pyramids were built.

a Match each picture with the correct description A-F.



Descriptions

- A They cut the pyramid blocks from quarries. 1
- B They filled in the steps to make the sides of the pyramid.
- C They put the stone blocks in place to make steps.
- D They built the foundations of the pyramid on the rock under the sand.
- E They moved the stone blocks on sledges or boats.
- F They pulled the stone blocks up ramps next to the pyramid.

b Rewrite each description, changing all the active verbs into the passive. Example:
A1 The pyramid blocks were cut from quarries.

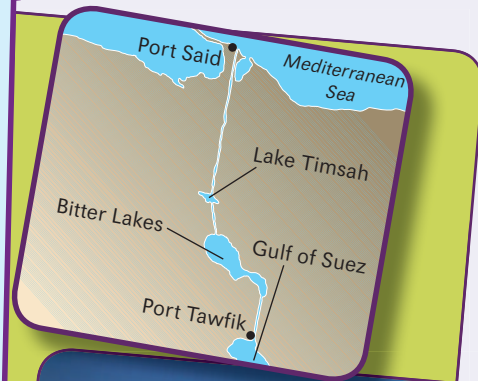
2 You are going to read about Qanat Al-Suways, the Suez Canal.

- a Write down anything you know about the Suez Canal.
- b Read the article. Does it include any of the facts you wrote?
- c Add information from the list of extra facts, A-G on page 101, to gaps 1-7. Use the relative pronouns *who*, *which*, or *where*.

Qanat Al-Suways

Qanat Al-Suways, (1) **which is also known as the Suez Canal**, crosses north-eastern Egypt and is a short cut for ships travelling from Europe to Asia and Australia. The canal, (2), connects the Mediterranean Sea with the Gulf of Suez. From Port Said in Egypt, (3), it runs south in a straight line to Lake Timsah and then through the Bitter Lakes to Port Tawfik. Most of the canal is only wide enough for one ship, but there are a number of wider parts, (4)

There were earlier attempts to construct a canal, but the modern canal was built by Ferdinand de Lesseps, (5), . Work on the canal, (6), took ten years to complete and the canal opened to ships in 1869. The cost of the canal was \$100 million, (7)



Extra facts

- A** \$100 million was about one third of the cost of later improvements.
- B** Ferdinand de Lesseps was a diplomat and an engineer.
- C** Qanat Al-Suways is also known as the Suez Canal. **1**
- D** The canal is 160 km long.
- E** The canal starts at Port Said.
- F** Two ships can pass each other at wider parts.
- G** Work on the canal started in 1859.

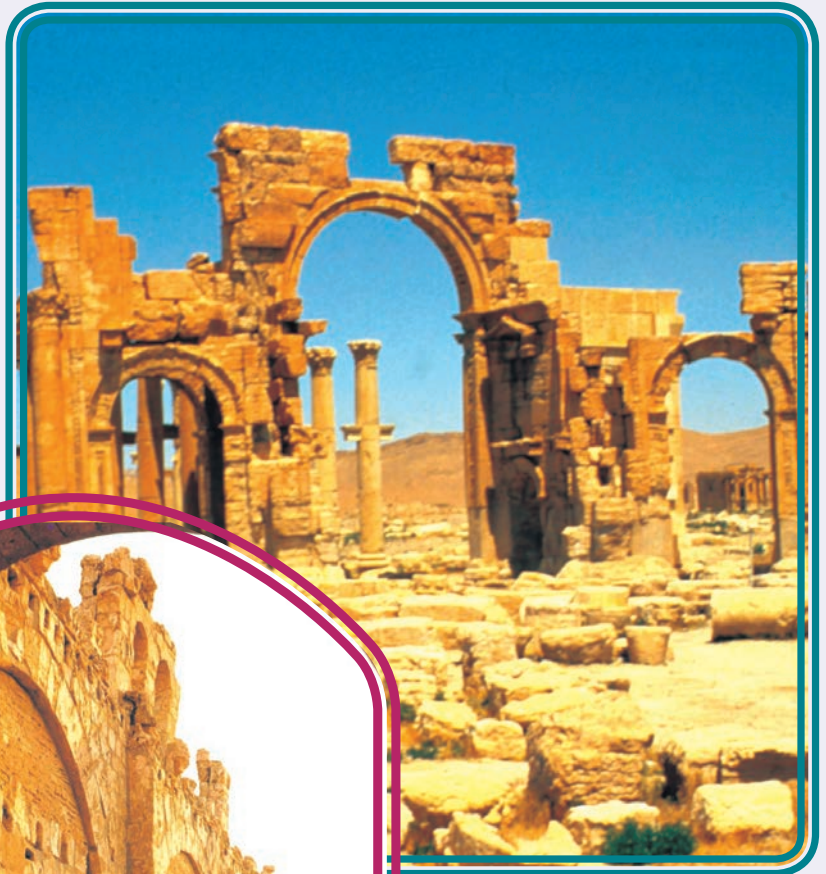
3 Work in pairs.

- a** Copy and complete these definitions of body idioms with parts of the body.
 - 1** My stood on end means I was frightened.
 - 2** He's a pain in the means he's very annoying.
 - 3** I'm pulling your means I'm teasing you, or joking.
 - 4** My was in my means I was very nervous or worried.
 - 5** If you can twist someone round your little, it means you can make them do what you want.
- b** Now discuss these questions.
 - 1** Can you keep a straight face in a funny situation?
 - 2** Has anyone ever pulled your leg?
 - 3** Can you think of a situation where your hair stood on end?

Project 4 The story of your city in Syria

task

You are going to work individually and in groups to make a classroom display, telling the story of your city in Syria.



Stage 1 Make decisions

- a In small groups, decide on the focus of your project: your city in Syria.
- b Choose some important historical points to focus on. These could be
 - ▶ Historical events with key dates
 - ▶ Important people
 - ▶ Important places

Stage 2 Do research

- Each member of the group should choose an area of culture, a place, or an event to research.
- Do the research using books, the Internet, tourist leaflets, etc.
- Decide, as a group, what to include in each part of your display, and who is going to produce each part of the display.

Stage 3 Making the display

- Write up your research and add pictures, with descriptions, of what they show.
- Think of headings for each part of the display. For example:

People**Who makes Syria great?**

GHADA SHOUBA WAS BORN IN 1972 IN HAMA, SYRIA. SHE IS A SYRIAN FORMER HEPTATHLETE.

**Places**

THE AMPHITHEATRE IN BOSRA, PERFECTLY PRESERVED IN THE CENTRE OF A FORTRESS, IS ONE OF THE MOST IMPRESSIVE OLD MONUMENTS IN SYRIA.

**Events/Dates****9000 BCE****CATTLE WERE THE OLDEST FORM OF MONEY.****1200 BCE****COWRY SHELLS WERE FIRST USED AS MONEY IN CHINA.****(THE REST OF THIS LIST OF KEY DATES IS IN UNIT 9, PAGE 75.)****1919 CE****THE POUND WAS INTRODUCED IN SYRIA.****Stage 4 Presentation**

Display your material in the classroom. Make it as attractive and interesting as possible.

Literature time! (Optional)

Around the World in Eighty Days

By Jules Verne

Episode 1

In the year 1872, Mr Phileas Fogg was living at 7 Saville Row, London. He was a strange man, who was about 40 years old. He was rich, but no one knew where his money came from. He did not seem to have a job. He was a member of the Gentlemen's Club, and that was all that was known about him.



Phileas Fogg lived alone. He had no family and few friends. He was a man of regular habits, who lived his life according to a strict routine. He got up at exactly the same time every day, and also ate his lunch and dinner at the Gentlemen's Club at exactly the same time every day. He timed his life with his pocket watch and followed a timetable in everything he did.

One day Phileas Fogg employed a new servant, Passepartout, a young Frenchman. Mr Fogg took out his watch and said, 'From this moment, twenty-nine minutes past eleven, on the morning of Wednesday, October 2nd, 1872, you are in my service.' Then he put his watch away and went to the Gentlemen's Club.

Mr Fogg sat and talked to his few friends as usual. They were excited. They had read in the newspaper about a robbery at the Bank of England. Someone had stolen £55,000.

'They will never catch the robber,' said one of Mr Fogg's friends. 'The world is a big enough place to hide in.'

'Perhaps no longer,' said another friend. 'Why, nowadays you can go around the world in three months!'

'Eighty days,' said Fogg, quietly.

'In theory, you are right,' said the first man. 'There is the Suez Canal and a new railway across India. But in practice, there are always delays. I'm sure you couldn't go around the world in eighty days, Fogg!'

'I'm sure I could,' Phileas Fogg replied. The man's remark was intended as a joke, but Fogg interpreted it as a challenge. 'In fact, I will travel around the world, and I will prove you wrong. I will be back here on the twenty-first of December at eight forty-five.'

When Mr Fogg returned home, he said to Passepartout, 'We leave for Dover in ten minutes. We are going to travel around the world.'

'Around the world?' repeated Passepartout, amazed.

'In eighty days,' replied Fogg. 'Pack an overnight bag. We will buy clothes on the way.' Mr Fogg handed Passepartout a black leather briefcase. 'Take good care of this,' he said.

'It contains a lot of money in Bank of England notes. We will need it on our journey.'

Ten minutes later, Passepartout was ready. Fogg was pleased. Then they took a horse-drawn carriage to Charing Cross Station, where Mr Fogg's friends were waiting to wish him well.

'Gentlemen,' said Fogg. 'I will have my passport stamped in every country I visit to prove to you

that I have travelled around the world in eighty days.’ Then the Dover train pulled slowly out of the station.

Episode 2

Seven days later, Fogg and Passepartout arrived in Suez. Passepartout took Fogg’s passport to the British Embassy to get it stamped. They planned to board the steamship *Mongolia* to travel to Bombay.

A man was watching Passepartout. He was a detective from London called Fix. He was looking for the Bank of England robber. Phileas Fogg looked something like the man in the description. Fix met Passepartout outside the embassy. Passepartout told Fix that he and Fogg were travelling around the world.

‘Mr Fogg must be a rich man,’ said Fix.



‘Oh, yes,’ replied Passepartout. ‘He has a briefcase full of Bank of England notes.’

After this conversation, Fix felt sure that Fogg was the Bank of England robber. He decided to follow Phileas Fogg.

Fix sent a telegram to the London police. He asked them to send a warrant for the arrest of Phileas Fogg to Bombay. He would collect it when the *Mongolia* arrived there.

The voyage from Suez to Bombay took eleven days. On the 20th of October, the *Mongolia* landed in Bombay – two days ahead of schedule. Fix immediately called at the police station, but the warrant had not yet arrived.

Phileas Fogg was leaving by train for Calcutta that same evening. He went to the railway station and ordered dinner.

On the train, Phileas Fogg was discussing his schedule with Passepartout and another passenger. As they were talking, the train stopped. The conductor of the train called out.

‘All passengers must get out here!’

The railway did not go all the way to Calcutta. There was a gap of seventy miles in the railway line from a small town called Satna to the next station at Allahabad. How were they to get there?

Passepartout suggested that they buy an elephant to take them to Allahabad. After some bargaining, Phileas Fogg bought an elephant for £2,000 and hired a guide to take them.

Chairs were fitted onto the elephant’s back for the men and the guide led them through the jungle. It was not a very comfortable ride and Passepartout wished that he was back on the train. They travelled twenty-five miles the first day and spent the night in an old house. They covered forty miles on the second day. They stopped in a village overnight. They eventually reached the railway station at Allahabad at ten o’clock the next morning the 24th October.

Passepartout wondered what Phileas Fogg would do with the elephant, now that they no longer needed it. He was pleased when Phileas Fogg gave it to the Indian guide.

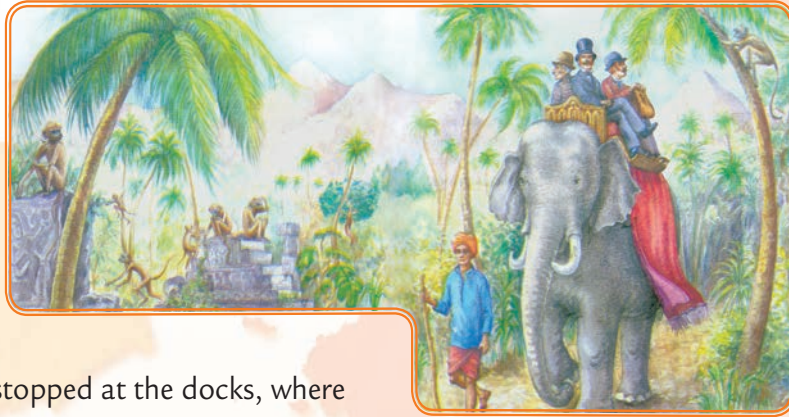
‘You are giving me a great gift, sir,’ the guide said.

‘Take him, guide. I am very grateful for your help,’ said Phileas Fogg.

The overnight train from Allahabad arrived in Calcutta on time. Mr Fogg’s attention was now focused on his next destination, Hong Kong.

At exactly ten minutes to twelve, Phileas Fogg’s carriage stopped at the docks, where the steamer *Rangoon* was waiting.

They climbed down the steps to a small boat, which took them to the ship. They boarded the *Rangoon* with just two minutes to spare! Fogg noted that the voyage to Hong Kong should take twelve days.



Episode 3

Meanwhile, Fix had also managed to join the *Rangoon*. He hoped to arrest Phileas Fogg in Hong Kong. His warrant was only good in countries ruled by Britain. Hong Kong was the last of these countries.

Passepartout was surprised to meet Fix again on the *Rangoon*. They talked in a friendly way, but Passepartout was puzzled. Fix seemed to be following them. But why? At last Passepartout guessed the answer: Fix was a member of the Gentlemen’s Club who wanted to make sure that Phileas Fogg was really travelling around the whole world, and was not cheating!

‘Are you in a great hurry to reach Hong Kong?’ Fix asked Passepartout one day.

‘A very great hurry,’ Passepartout replied. ‘We must catch the *Carnatic* for Yokohama. If we miss it, we will not complete our journey around the world in eighty days.’

‘I don’t believe in Mr Fogg’s journey around the world,’ said Fix.

‘Don’t you?’ smiled Passepartout. ‘You’re a clever fellow!’

Fix was worried by this conversation. Did Passepartout know that he was a detective? Would he tell his master? When Passepartout asked him if he was going to stay in Hong Kong or go on with them to Yokohama, Fix didn’t know what to say.

During the last few days of their voyage to Hong Kong, the weather was bad. There were storms and high winds. The *Rangoon* made slow progress. The ship was going to be a day late arriving in Hong Kong. There wouldn’t be another ship for several days.

They arrived in Hong Kong on 6th November. Phileas Fogg immediately asked the captain when the next ship for Yokohama was due to leave.

‘The *Carnatic* sails for Yokohama tomorrow morning,’ the captain said. ‘She should have left

yesterday. But there were problems with her engines, and she was delayed’. So Phileas Fogg was only one day behind his schedule.

Fix the detective was very worried. The warrant for the arrest of Phileas Fogg



had not arrived in Hong Kong. If Phileas Fogg left British territory now, Fix's warrant would be useless. He would never be able to arrest the man he thought was a bank robber. He was desperate, so he decided to tell Passepartout everything and ask for his help.

Fix took Passepartout to the hotel where he was staying. He told Fogg's servant that he was a detective and that he believed Fogg was a bank robber. Fix showed Passepartout papers to prove that he was speaking the truth.

'Your master robbed the Bank of England of £55,000. If I catch him, I will get a reward of two thousand pounds. I will share it with you if you help me.'

'Never!' cried Passepartout. 'My master is a good, kind man, and I will never betray him.'

'Don't shout!' replied Fix. 'You're attracting too much attention. Let's go and talk in my room.'

Fix led the way. He opened the door and moved aside to let Passepartout into the room first.

As soon as Passepartout entered, Fix quickly stepped back from the doorway and locked the door, trapping Passepartout inside.

Fix had found out that the *Carnatic* was going to leave Hong Kong twelve hours early. But, of course, Phileas Fogg did not know this. When he arrived at the dock next morning, he found that the *Carnatic* had sailed the night before.

Just then Fix approached Phileas Fogg. He asked to speak to Passepartout. Phileas Fogg explained that he was not there.

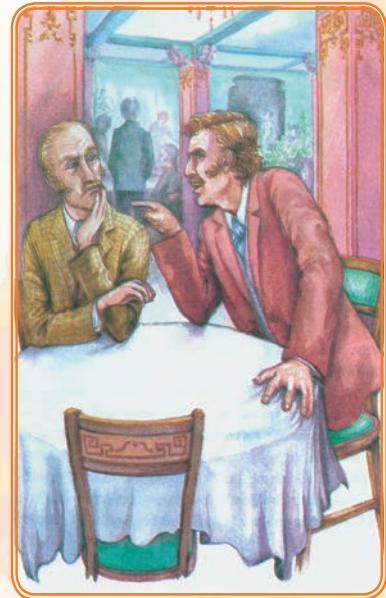
'Perhaps he left on the *Carnatic* last night,' Fix said. 'There is not another boat to Yokohama until next week.'

'There are other ships,' said Phileas Fogg calmly.

Phileas Fogg soon found the captain of a fast boat. He offered the captain £200 to take him to Yokohama in time to catch the steamer to San Francisco.

'My boat is not big enough to sail to Yokohama,' replied the captain. 'But I can take you to Shanghai. The ship for Yokohama and San Francisco starts from there.'

Phileas Fogg agreed to this plan, and invited Fix to join them. The detective had no choice but to accept.



Episode 4

There was a big storm between Hong Kong and Shanghai and the little boat was delayed. They reached the mouth of the Shanghai River at six thirty. The steamer to Yokohama was due to leave Shanghai at six o'clock. Just then they saw a big ship coming towards them. It was the Yokohama steamer, the *General Grant*. The captain of Fogg's boat was angry because they were too late, but Phileas Fogg was calm.

'Signal her,' he said. 'Fire your gun and lower your flag.'

Phileas Fogg knew that the Yokohama steamer would stop when it saw the signal.

The captain of Fogg's boat did just what Fogg had said, and fired his gun and lowered his flag. The *General Grant* changed course and came alongside the small boat. Fogg, as he had always done, kept his promise and paid the captain his money. He then boarded the big steamer with Fix. The journey from Shanghai to Yokohama took three days.

We left Passepartout locked in Fix's hotel room in Hong Kong. What had happened to him?

He banged on the door to attract attention, but nobody came to release him. In despair, and filled with exhaustion, he fell asleep on the bed. Eventually, a member of the hotel staff knocked on the door. Passepartout awoke immediately. He thanked the man, told him that he had been locked in the room by accident and hurriedly left the hotel. The name *Carnatic* filled his mind. He ran across Hong Kong towards the harbour and found the ship.

He reached it just in time. As the *Carnatic* sailed gracefully out of Hong Kong, Passepartout searched the vessel for any sign of Phileas Fogg, but he was nowhere to be seen.

Passepartout had his own ticket, but he had no money and he did not know what to do.

When the *Carnatic* arrived in Yokohama on November 13th, he walked the streets. Somehow he had to get food and money.

The next day he saw an advertisement for a circus and asked the owner if he would give him a job.

Passepartout's first job was to climb on top of a human pyramid, where men balanced on each other's shoulders. Passepartout was to be the man on the top of the pyramid. He climbed up and stood on the top of the human pyramid. The audience clapped, then they cried out in surprise. For Passepartout had jumped from the top of the pyramid and into the audience!

'My master! my master!' Passepartout cried, for he had seen Phileas Fogg in the audience.

Phileas Fogg showed no surprise. 'Is it you, Passepartout?' he asked.

'Myself.'

'Then let us go to the steamer, young man.'

They returned to the *General Grant* and they set sail for San Francisco that same evening.

Fix was also on the ship. His warrant had arrived in Yokohama, but it was no use to him there. So Fix decided to follow Phileas Fogg to America and back to England.

One day he met Passepartout on deck.

Passepartout was very angry with Fix, because the detective had locked him in the hotel room in Hong Kong. He shouted at Fix for a full five minutes.

When Passepartout had finished, Fix asked to speak to him about his master. At first Passepartout did not want to listen to the detective, but after a few minutes he calmed down.

'If your master is going back to England, I will help him,' said Fix. 'Then we will both know if he is an honest man. But in the meantime, you must say nothing to your master.'

Passepartout agreed to the detective's plan. On the 3rd of December, the *General Grant* sailed into San Francisco Bay. Phileas Fogg was again exactly on schedule.

In San Francisco, Phileas Fogg met Fix in the street. The detective seemed surprised. They agreed to continue their journey together across America.



Episode 5

They boarded the train with Passepartout on 4th December. In seven days' time they would be in New York to catch the steamer to Liverpool on 11th December.

Fix suggested to Phileas Fogg that they play a game of *dama*. He agreed and soon Fogg and Fix were playing *dama* all day to pass the time.

Suddenly the train stopped. There were no stations nearby and at first no one knew why the train had stopped.

'It's the bridge at Medicine Bow a mile up the track,' the train driver said. 'It's not strong enough to take this train.'

The passengers would have to walk to Medicine Bow. There would be a six-hour delay. The passengers complained.

At last the engine driver decided to try to cross the bridge. If he drove it as fast as possible, they would have a good chance of crossing the bridge safely.

The passengers were very excited and they all decided to take the risk.

The train got up top speed and raced over the bridge. When they crossed it safely, there was a great cheer from the passengers. When they looked back, they saw the bridge falling into the river behind them.

The weather changed as the train travelled north-eastwards and into the centre of America. It began to get very cold. Snow began to fall, gently and lightly at first, then more heavily.

The train arrived at a station in a small town called Hastings. The stationmaster informed the driver that the railway line ahead was covered in snow. The train could not go any further. The passengers would have to wait on the train until the snow melted. People from the town helped. They brought hot food and warm blankets.

'How long will it be until the snow melts?' Phileas Fogg asked the stationmaster.

'Nobody knows,' he replied. 'It may be two days, it may be ten. You can never tell at this time of year.'

Mr Fogg began to think he could not succeed. He was stuck in snow in the middle of America on a train that could not move. But all was not lost!

Fix had an idea. They could travel to Omaha on a sledge with a sail on it. This sail-sledge could travel over the snow at great speed. The land was very flat here and they could travel the two hundred miles in five hours.



Phileas Fogg agreed with Fix's plan. They set off early the next morning. It was very cold, but the strong wind blew the sail-sledge along quickly.

They arrived in Omaha in the afternoon of the 7th December. There was a train waiting to take them to Chicago. The next day they arrived in the city, then immediately boarded a train for New York. At eleven o'clock on the evening of the 11th of December, Phileas Fogg and his friends arrived in New York.

There they discovered that the steamer *China* had left for Liverpool three-quarters of an hour before!

It now seemed impossible for Phileas Fogg to reach London by 21st December. There were no steamers going directly to Liverpool for several days. Phileas Fogg had already spent a good deal of money on the journey.

But Phileas Fogg remained calm. 'We will think about our journey tomorrow,' he said. 'Now we must get some sleep.'



Episode 6

The next day Phileas Fogg went around the New York docks, looking for a ship to take them to Europe. He saw a steamer, the *Henrietta*, which was ready to sail. But the captain told him he was going to Bordeaux in France. Phileas Fogg tried to persuade the captain to take them to Liverpool, but he failed.

'Very well then,' said Fogg. 'Take me to Bordeaux.'

'I don't take passengers,' the captain replied rudely.

'I will pay you \$2,000 for each of the three passengers,' said Fogg.

The captain immediately changed his mind. 'The *Henrietta* leaves at nine o'clock,' he said. The *Henrietta* left on time and was soon sailing out of New York and into the Atlantic Ocean.

Fogg talked to the captain again. Fogg offered to pay \$20,000 to the captain if he would take the ship to Liverpool instead of Bordeaux. At last, the captain agreed.

The next morning, a man came on deck and took the wheel of the *Henrietta*. But it was not the ship's captain – it was Phileas Fogg!

But where was the captain? He had been taken ill during the night. Mr Fogg went to see him and suggested that he should take charge of the ship himself. The captain was too ill to do anything but accept Mr Fogg's proposal.

Phileas Fogg soon showed himself to be a clever seaman and the ship made good time. There was a storm, but Phileas Fogg sailed the ship through it safely. They had travelled half the distance to Liverpool when the ship's engineer told Phileas Fogg that they were short of coal.

'In that case,' said Phileas Fogg calmly, 'we must burn some of the wooden parts of the ship.'

The captain was angry when he heard this, but Fogg said he would buy his ship for \$60,000. The captain agreed.

The *Henrietta* arrived in Cork in Ireland on the evening of 20th December. Phileas Fogg and his friends immediately took the train to Dublin. The next day, they caught the steamer to Liverpool. At twenty minutes to twelve on 21st December Phileas Fogg finally arrived back in England, exactly eighty days after he had left London.

The detective then showed Fogg the warrant for his arrest.

'Phileas Fogg,' he said. 'I arrest you in the Queen's name!'

Passepartout was amazed. Phileas Fogg was taken away to prison.

Passepartout blamed himself for his master's arrest. If only he had told Phileas Fogg that Fix was a detective, he could have escaped.

Passepartout wept tears of anger. It was all his fault!

Meanwhile, Fogg was, as usual, perfectly calm. He sat in his prison cell. He showed no sign of

disappointment. What was he thinking? He still had nine hours to get to London. Did Phileas Fogg still have hopes of arriving there on time? It was impossible to say. But he took his watch out of his pocket and put it on the table of his cell. He took out his diary, opened it, and wrote these words on it: December 21st, Saturday, Liverpool: 80th day, 11:40 a.m.

He sat and waited. At thirty three minutes past two, he heard a noise outside. He heard Passepartout's voice and then Fix's voice. The door of the cell opened and Fix rushed in, followed by Passepartout. Fix was out of breath. He could hardly speak.

'Sir,' he said, 'sir – forgive me – terrible mistake – bank robber arrested three days ago – you – are – free!'

Phileas Fogg said nothing. He stood up, walked up to the detective, and looked him straight in the eye. 'I am not impressed by your professional abilities, Detective Fix,' he said.

Fix could not bear to look at Fogg. He stared down at his shoes for a moment, then he turned and walked away.

Phileas Fogg and Passepartout left the prison immediately and took a carriage to the railway station. The fast train for London had just left, so Phileas Fogg ordered a special train to take him to London. He now had five and a half hours to get to London, but there were delays on the railway line and the train did not reach London until ten minutes to nine. Phileas Fogg had travelled around the world, but he was five minutes late. He had lost!

Phileas Fogg had spent almost all of the £20,000 he had started with. He returned to his house in Saville Row. That night perhaps even Phileas Fogg found it difficult to sleep.

Next morning he was busy with his business affairs.

Passepartout could not understand how his master could be so calm. He blamed himself for his master's failure.

'Why do you not blame me, sir?' he cried. 'It was my fault that –'

Phileas Fogg interrupted him. 'I blame no one,' he said.

At the Gentlemen's Club, Phileas Fogg's friends waited for him. It was twenty past eight. One of his friends spoke.

'Gentlemen,' he said, 'in twenty-five minutes the time agreed will be up. Unless Fogg returns by a quarter to nine, he will fail.'

They waited and watched the clock. The minutes passed. Only seconds remained. Then there was a great cheer from the street outside.

At a quarter to nine exactly, Phileas Fogg walked into the Gentlemen's Club. 'Here I am, gentlemen,' he said calmly.

It was Saturday, not Sunday. By travelling around the world from west to east, Phileas Fogg had gained a day. So he had completed his journey in just over seventy-nine days and had proved it could be done.



Background

This is an abridged version of a novel by the acclaimed French author, Jules Verne. As a child, Verne was fascinated by travel and adventure and both of these themes would appear prominently in his novels. He wrote a series of books, called *Extraordinary Voyages*, which includes many of his most famous works, including *Around the World in Eighty Days*, *Journey to the Centre of the Earth* and *Twenty Thousand Leagues under the Sea*. He trained as a lawyer in Paris, but divided his time between writing plays and operettas and the legal profession, before turning to writing full-time. Verne's father was a forceful character and strongly disapproved of his son's ambition to become a writer. Despite his father's protests, Verne soon began to earn a living from his writing. Along with the British author H.G. Wells, Verne is often referred to as the 'father of science fiction'. Both authors predicted many significant developments in the modern world long before they had become reality. In 1989, over eighty years after his death, a manuscript called *Paris in the Twentieth Century*, written by Verne in 1863, was found in a safe. Verne had depicted a city made of glass skyscrapers, computer-like devices and high-speed trains – a blueprint of sorts for many cities today. Verne died in 1905, after a long illness caused by diabetes, a few weeks after his seventy-seventh birthday.

Comprehension Questions

- 1 Why is Passepartout amazed? Explain why and how Mr Fogg made his surprising decision.
- 2 Who is Fix and why does he decide to follow Fogg?
- 3 What problem does Fogg face in India and how does he solve it?
- 4 How does Fogg show that he is a kind man?
- 5 What did Passepartout mean when he called Fix a 'clever fellow'?
- 6 What disappointed Fogg on the morning of 7th November?
- 7 What problems did Passepartout have when he left the hotel?
- 8 How did Passepartout find his master?
- 9 Why does the train stop at Hastings?
- 10 What problem does Fogg face in New York?
- 11 Where was the Henrietta going?
- 12 Why did Fogg take control of the ship?
- 13 What mistake had Fogg made about the time?
- 14 List all the ships named in the story.
- 15 Write a paragraph describing the character of either Phileas Fogg or Passepartout.

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