

الجمهورية العربية السورية
وزارة التربية
المركز الوطني لتطوير المناهج التربوية

Emar

English Series

12

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الإشراف العام

الأستاذ الدكتور دارم طباع – وزير التربية

الدكتور عبد الحكيم الحماد – معاون وزير التربية

الأستاذ الدكتور غياث بركات – جامعة دمشق – قسم اللغة الإنكليزية

الدكتورة ناديا الغزولي – مديرة المركز الوطني لتطوير المناهج التربوية

المثنى خضور – مدير التوجيه

التأليف

باسل صادق

أمجد تجور

كريم قصاب

أميمة شربا

حسام جرجنازي

بشار أبو رافع

إبراهيم إبراهيم

عدنان قاسم

حنان قنطقجي

حسام المحمود

ولاء الصغير

مازن عبد الكريم

لوسيا كريم

الإشراف على التقييم والتدقيق العلمي

د. منيرة حمد

أ.م.د. علي اللحام

التقييم والتدقيق العلمي

د. ديمافرحت

أ. ديمة بلوق

أ. بشار عباس

أ. رشا عيروط

أ. رندة كوكاش

القراءة والمراجعة

عبد الماجد أوغرلي

علا داود آغا

شهرزاد الفراتي

لينا الذياب

متابعة التصميم والإخراج الفني والرسومات

تغريد الأزروني

د. أحمد علي

ولاء الصغير

باسل صادق

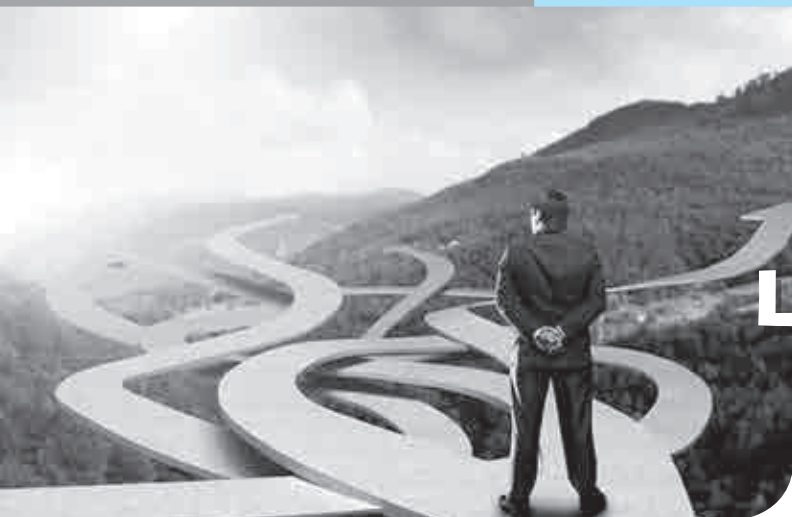
الإشراف الفني: م. عماد الدين برما

الإخراج الفني: هشام الحلبي ناديا شاكر

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Unit 1



Life Choices

Reading

A Learned Lesson is a Good Lesson

Most people think that education is limited to schools only, but the truth is that there are lessons that we can only learn from life, and they may be more important than those learnt at schools. Life lessons are sometimes painful before they are acquired, and in order to avoid this, we must benefit from the experiences of others.

We shouldn't pay too much attention to the trivial things that are not important and waste our time and effort. Since life is so unpredictable, we must not live on expectations only and meet everything new in life with optimism and positive thinking.

There is no word more boring and monotonous than the word "I". We must be confident of ourselves, but that does mean we talk about ourselves and our accomplishments all the time, as this inherits vanity. Human relationships are also important because without love and support from family and friends, you will not feel happy and will not achieve success in life.

Man by nature makes mistakes, so be tolerant and seek excuses for those around you, and if someone comes to you with an apology, do not stop him, and do not carry in your heart any envy of anyone. There are no alternatives to exercising, eating well, fresh air and sunshine. Take care of your health and make it a priority for

your entire life.

The pursuit of success will make you succeed in the end, no matter how long the period is, but keep trying. Failure is a great teacher in life. It teaches us humility and how to correct our course of life. A great example is Thomas Edison. He failed many times, but he did not give up until he succeeded. Even when he failed, Edison learned something. 'I get results in everything I try,' he said.

The golden rule for everybody is to be honest, trustful, useful and generous so that they leave life with a trace that those around them will not forget about.

a Match these words to their meanings. Use a dictionary to help you.

- | | |
|-------------|---|
| 1. trivial | a. a mark that something has been in a place |
| 2. inherit | b. not serious, important or valuable |
| 3. vanity | c. too much pride in one's self |
| 4. tolerant | d. to receive a characteristic in someone's behaviour |
| 5. envy | e. modesty |
| 6. humility | f. jealousy or desire for something which belongs to another person |
| 7. trace | g. allowing people to do, say, or believe what they want |

b Read the text, then answer the questions below.

- How can people avoid life's painful lessons?
.....
- Why shouldn't people live on expectations only?
.....
- Why shouldn't someone use the word "I"?
.....
- Why should we be tolerant of others?
.....
- How did Edison deal with failure during his life?
.....
- How can a person leave a memorable trace?
.....
- Give some examples about how some people learnt from their failure to achieve success.
.....

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

Statement	True	False
1. The best life lessons can only be learnt at schools.		
2. Silly things are important and teach us great lessons.		
3. Being optimistic and positive leads to vanity.		
4. Family plays an essential role in someone's success.		
5. Taking care of our health increases our chance to achieve success.		

Vocabulary

a Choose the correct word between brackets.

1. We need to (*education/ educate*) people so that they understand the importance of a good and a healthy diet.
2. She hated to say the words for fear of causing (*pain/ painful*) to him.
3. The situation is so uncertain that it is hard to make a confident (*predictable/ prediction*).
4. The airline company (*apologised/ apology*) to passengers for the delay.
5. In recent years, Syria has undergone a lot of economic (*prosperity/ prosperous*).
6. Many old people have more (*tolerant/ tolerance*) than others when dealing with the young generation.

b Use the suitable phrasal verb in the correct form to complete the sentences.

get into run into keep up with follow through fit in reach out to

1. You can always me if you are feeling tired with your school work.
2. When I travelled to Spain, I tried hard to with the locals.
3. The group had one successful song but failed to with another hit record.
4. Nowadays, students can the latest news by using the Internet.
5. She has been yoga recently.
6. Our company has financial difficulties this month.

Pronunciation

Homophones

Choose the appropriate homophones between brackets to complete the meaning.

1. When teaching my daughter how to drive, I told her if she didn't hit the (*break, brake*) in time she would (*break, brake*) the car's side mirror.
2. If you (*cell, sell*) rotten food, you will get arrested and end up in a prison (*cell, sell*).
3. To bake a (*flour, flower*)-shaped cake, you'll need some (*flour, flower*).
4. I wanted to sit (*here, hear*), so I could (*here, hear*) the singer performing without any distractions.
5. We have one (*our, hour*) before (*our, hour*) appointment with the real estate agent.
6. The (*night, knight*) is on his way to the castle, but traveling at (*night, knight*) is very dangerous.
7. My little brother feels excited every time he (*seas, sees*) a (*sea, see*) turtle.
8. My (*sun, son*) is 13 years old. He likes to spend time outside in the (*sun, son*).
9. I don't know (*whether, weather*) to bring a jacket or not. The (*whether, weather*) looks unpredictable today.

- a** This is Jane's first letter in English to David. There are some mistakes in it. Cross out the incorrect forms and correct them. Put a tick ✓ if the form of the verb is correct.

Dear David,

I live..... in a large flat in Madrid. ~~I'm having~~ have two sisters. They are called Mary and Rose. We are getting up ⁽¹⁾ at seven o'clock every morning, and we have ⁽²⁾ coffee. I leave ⁽³⁾ the flat at eight and walk to the university. I am finishing ⁽⁴⁾ classes at five, and I arrive ⁽⁵⁾ home at six. This month I work ⁽⁶⁾ very hard for my first exams.

At the moment, I eat ⁽⁷⁾ breakfast in the kitchen of our flat: my mother drinks ⁽⁸⁾ coffee, and my sisters are reading ⁽⁹⁾ magazines. On Saturday afternoons, I am playing ⁽¹⁰⁾ tennis with my friends, or I go ⁽¹¹⁾ to the cinema. Today, I'm going to see an English film! Sometimes I watch American films on TV, but I'm not understanding ⁽¹²⁾ the words! Are you liking ⁽¹³⁾ Films?

With best wishes,
Jane

- b** Complete the conversation with the correct form of the verbs in brackets. Use the past simple or present perfect.

Lucy: Have you ever been (you ever go) to Canada?

Ella: Yes, I ⁽¹⁾ (go) there last year.

Lucy: ⁽²⁾ (you like) it?

Ella: Yes, ⁽³⁾ (enjoy) the trip a lot.

Lucy: What ⁽⁴⁾ (you do) there?

Ella: I ⁽⁵⁾ (visit) Niagara Falls and Stanley Park.

⁽⁶⁾ (you go) to Canada before, Lucy?

Lucy: No, but I ⁽⁷⁾ (book) a holiday there. I've got my ticket and I'm going next week!

C Put the verbs in brackets in the right form. Use the *Present Perfect Simple* or the *Present Perfect Continuous*.

- A: Where are you and your family going to live?
 B: Well, we *have been talking* (talk) about that for weeks, but we *haven't decided* (decide) anything yet.
- 1 A: Excuse me. (someone leave) this mobile here?
 B: I don't know. I (sit) here all afternoon, but I (not notice) it until now.
- 2 A: Excuse me. (you stand) in this queue for a long time?
 B: Yes, I (queue) for almost an hour.
- 3 A: Why are you crying?
 B: Because my brother (have) an accident. He (break) both of his legs.

Everyday English

Giving Advice

Read the problem below and complete the advice by using the words and phrases in the correct form.

I have my end of university exams next month. I'm so frightened that I'm not going to pass them, so I'm thinking of not sitting in exams and leaving university. I have studied hard for three years, but now I feel like I don't know anything.



- leave the university. If you've studied hard, you probably have nothing to worry about. (*not/ think/ good/ idea*).
- talking to your university professor. He can probably help? (*why/ you/ try*)
- try some relaxation techniques to help you with the exam stress. (*think/ should*)
- go to the exams even if you feel like you won't pass them. You should at least try. Good luck! (*good/ idea*)



Listening

a

R1.1 Listen to two people describing how they start a new job and answer the questions.



1. Why did they leave their old job?
2. What are the advantages of their new job?
3. What are the difficulties they faced?

b

Mark the following statements *True* or *False*. Then listen again and check.

1. Emily was joking when she first said she wanted to be a plumber. ☐
2. She faces a lot of problems with her male colleagues on the course. ☐
3. Elderly people have less confidence in her work. ☐
4. Robert became a house-husband because he wanted to spend more time with his children. ☐
5. His new job is harder than his old one. ☐
6. He's made new friends when he changed roles. ☐



Speaking

Discuss the following questions.

1. Would you like to do what Emily and Robert are doing? Why / Why not?
2. Do you think they have made the right decisions?
3. Are there any jobs that suit men more than women? Give examples.
4. In your country, what are the best jobs for women?

Writing

Personal Experience

- a** Connect each topic sentence to the correct details to make paragraphs. Then number the paragraphs to put the text in order.

When the test day came, I was confident I would do well.

I shouldn't have thought I could pass a test without studying.

That day taught me listen to my teacher and prepare properly.

Have you ever had a day you wished never happened?

However, the test was awful, and I could not understand anything.

From that day on, I decided to study harder.

Actually, I had known we had an important test to get ready for.

For me, it was a day in tenth grade when I had a math test.

But I hadn't studied at all for the test.

To tell the truth, I don't think I have ever felt that bad.

The teacher had told us to prepare carefully for it.

Later, when I got my score and saw 5%, I was angry with myself.

- b** Life is about the choices and decisions we make. Write about a personal experience in which you have made an important decision that changed your life.

When writing a personal experience, you should describe actions and feelings, and maybe something you learned. You can write this kind of essay in the following way:

Writing Skill

Introduction	Body Paragraphs	Conclusion
• Get the reader's interest. • Name the experience.	• Describe important things that happened before the experience. • Describe the main part of the experience.	• End with final feelings or something you learned.

A large rectangular area with horizontal dotted lines for writing.



Unit 2



Success

Reading

Famous Failures Who Refused to Give up

One of the most destructive moments in our lives is failure. When we work hard and keep faith with clear heart and soul to accomplish something and fail, it will surely have negative consequences for our lives. When we fail, life turns upside down. Everything seems to disappear into thin air. However, most people don't realize that failure acts as a **stepping-stone** towards success. They don't know that we can learn more about our lives when we fail. Throughout history, there have been many famous people who had once greatest failures in their lives, but later they could learn from their experience and were able to reach the top.

Thomas Edison is by far one of the most famous inventors in history. He holds 1,093 **patents** to his name. However, when attempting to invent a commercially-viable electric lightbulb, he failed over 10,000 times. When asked by a reporter how it felt to fail so many times, he merely stated, "I have not failed 10,000 times. I have not failed once. I have succeeded in proving that those 10,000 ways will not work. When I have **eliminated** the ways that will not work, I will find the way that will work."



Albert Einstein, one of the greatest thinkers of our time, didn't speak until he was four-years old. He also failed his entrance exam to the Swiss Federal Polytechnic school located in Zurich at sixteen-years old. And, even his father, up until the time of his death, considered his son to be a major failure. After eventually graduating from college, Einstein actually worked as an **insurance** salesman, but quit after some time because he failed at that as well.

Bill Gates has amassed a **mind-boggling** net worth of close to \$80 billion, and is known as the infamous father of modern personal-computing software. He brought us operating systems such as Microsoft DOS and Windows, along with wildly-popular titles such as Microsoft Office's Word, Excel and PowerPoint. However, at the age of seventeen-years old, his first software company called, Traf-O-Data, which analyzed raw traffic logs, failed.



Walt Disney is the creative genius who brought us the likes of Mickey Mouse, Donald Duck and Snow White. He created the Walt Disney Company after his own namesake. Yet, he faced many failures. His first company, Laugh-O-Gram went **bankrupt**. It wasn't until 5 years later and plenty of heartache - after he created Mickey Mouse - did he begin to experience a small amount of success and fame.

a Read the text and answer the following questions.

1. What are the good sides and bad sides of failures?
.....
2. How did Edison reacted to his failures?
.....
3. How did Einstein's father see his son? Did he change his mind towards him later?
.....
4. What is the thing that we owe Gates?
.....
5. When did Disney experience a period of success?
.....

b Match the words in bold in the text with their meanings below.

- | | |
|--|-------|
| 1. reduced to a state of financial ruins | |
| 2. put an end to or get rid of | |
| 3. a means of guaranteeing protection or safety | |
| 4. a means of progress or advancement | |
| 5. amazingly or confusingly large, great, etc. | |
| 6. a special document that gives you the right to make
or sell a new invention or product | |

c Now use the words in bold in the text to complete these sentences.

1. Their companies went before they reached a great economic recovery.
2. Failures are often considered a of success in all areas of life.
3. He obtained for inventing new things.
4. Throughout his career, he won a fortune of billions of dollars.
5. He retired after failing as a/an employee.
6. He useless methods until he finally succeeded.

d Match each statement to the people it belongs to. Which one describes the experience of the four figures.

Vocabulary Success Idioms

Complete the following sentences with the correct form of the idioms from the box.

back the wrong horse
join the ranks of

ace a test
be dead in the water

on a roll

1. If you study hard enough, you will be able to with no troubles.
2. You really when you picked that swimmer to win the race.
3. I didn't get the results I was hoping for in my exams. My dream of going to Cambridge University
4. In a few years our company should be able to the world's most developed nations.
5. This is our fifth win in the game! We are If we keep this up, we are sure to make it to the state championship game!

Pronunciation

Classify the following past form words according to the rule in the box.

reminded
matched
asked

believed
started
improved

talked
passed
phoned

ordered
recorded
painted

dressed
screamed
connected

/t/

Verbs ending in a
voiceless sound /p/,
/f/, /k/, /s/, /ʃ/, /tʃ/,

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

/d/

Verbs ending in
other sounds

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

/ɪd/

Verbs ending in
sounds /d/ or /t/

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

Grammar**Revision of Tenses 2**

a Fill in the gaps with the Past Simple or Past Continuous from the verbs in brackets.

I ¹ (*have*) a wonderful biology teacher, Mrs. Wilson. She ²
(*make*) us excited about the subject because she was so interested herself. I remember
one lesson in particular; we ³ (*study*) different types of plants, and Mrs.
Wilson ⁴ (*describe*) the types of the flower. She ⁵ (*pick up*)
a white flower, which was tulip, and then suddenly we ⁶ (*notice*) that
she ⁷ (*cry*)! She ⁸ (*apologise*) and ⁹ (*say*)
that sometimes nature was so beautiful that it just made her cry! We ¹⁰
(*not/ know*) what to do at first, but it certainly made us think. Somehow her enthusiasm
¹¹ (*inspire*) me, and I ¹² (*start*) to like biology.

b Read the sentences below. There are some mistakes. Cross out the incorrect forms and write in the correct form. Put a tick ✓ if the form of the verb is correct.

- The lecture ~~started~~ had started by the time they got there.
- They went on a big tour of Britain. First, they stayed ✓ in London for a few days. Then they were visiting Cambridge. They went to Cambridge before, but they liked it so much that they had decided to go back.
- I looked terrible when I saw Joe last night because I had been running for over an hour and I was exhausted.
- When I heard the noise at the window, I knew that someone tried to break into the house.
- I knew her because I had been visiting her several times.
- The program that was stopped had been working well since 1945.

c Complete the following sentences using the suitable past tense forms.

1. When I arrived,
2. Maha was playing the guitar when
3. By the time the boss left his office,
4. The enemy retreated to the sea after
5. He had been speaking for an hour before

Everyday English

Congratulating and Expressing Sympathy

a Put the following conversation in the correct order.

A: I haven't told you what happened yet, have I?

B: You have no idea how happy I am for you.

A: For real?

B: I believe you really deserve it. I really do.

A: I appreciate that.

B: That's great! Congratulations.

A: My boss offered me a promotion, and I took it.

B: I haven't heard anything.

A: Yes, I'm really excited.

B: Are you serious?

b Jack is visiting Noah; a hang-gliding enthusiast whose world record attempt was not very successful. Complete the conversation with the suitable phrases in the box.

I'll never be able to
be as bad as it seems
it would have been worse

I'm sorry about
be feeling better soon
ever be all right

Jack: ¹ the accident. How are you feeling now?

Noah: Terrible. I've broken at least five ribs.

Jack: Oh dear. ² I suppose if you'd landed
on the motorway instead of in the trees?

Noah: It couldn't be worse. I'm sure ³
walk again.

Jack: It is bad luck. But it may not ⁴

Noah: I won't ⁵ and -if I am- I certainly
won't ever try hang-gliding again!

Jack: You'll ⁶- and ready for another try.





Listening

R2.1 Listen to the extract and choose the correct answer *a*, *b*, or *c*.

1. Who is the most famous basketball player in history?
a. Michael Jorlan b. Michael Jwan c. Michael Jordan
2. What did he look like in his childhood?
a. short-height b. short-wide c. short-sight
3. How many shots did he fail to hit?
a. over nine thousand shots b. over ninety thousand shots c. over a thousand shots
4. What paved his way to success?
a. dedication and consistency b. imitation and consistency c. limitation and consistency
5. What was, in his opinion, the reason of success?
a. his furies b. his failures c. his follies



Speaking

- a Have you ever read or watched a good success story about someone? Tell the class.
- b Who is your good role model in life?
- c Tell your class about his / her characteristics. How has he / she inspired you?

Writing

Writing Skill

Essays about how others influenced you can tell a lot about how you learn and how you relate to others. It's important to connect the lessons and influences from him/ her back to your own life. To start writing you should follow these steps:

Step 1: Identify who has an impact on you

To start your essay, you should answer at least three of the following questions:

1. Who has been an influential person in your life?
2. What do you admire the most about this person?
3. What specific things have you learned from this person?

4. Which of his traits (e.g., special talents, skills, way of treating others) do you hope to have yourself one day?

5. How has your life changed since meeting your role model?

Step 2: Find some examples from this person and then try to connect them back to you

Step 3: End strong by adding something for the reader to think about.

a

Match each paragraph from different essays to the suitable step (1, 2 or 3).

I know I will face many new challenges in college, but I also know that if I apply the lessons from my coach, I will be able to overcome any obstacle. Whenever things get really tough, I'll just repeat his words, "It's not about failing but about rising back up every time we fall."

Step ☐

My uncle is always willing to help out a neighbor. I also believe it's important to contribute to my community and have been involved with a lot of public service projects including an effort to help the homeless.

Step ☐

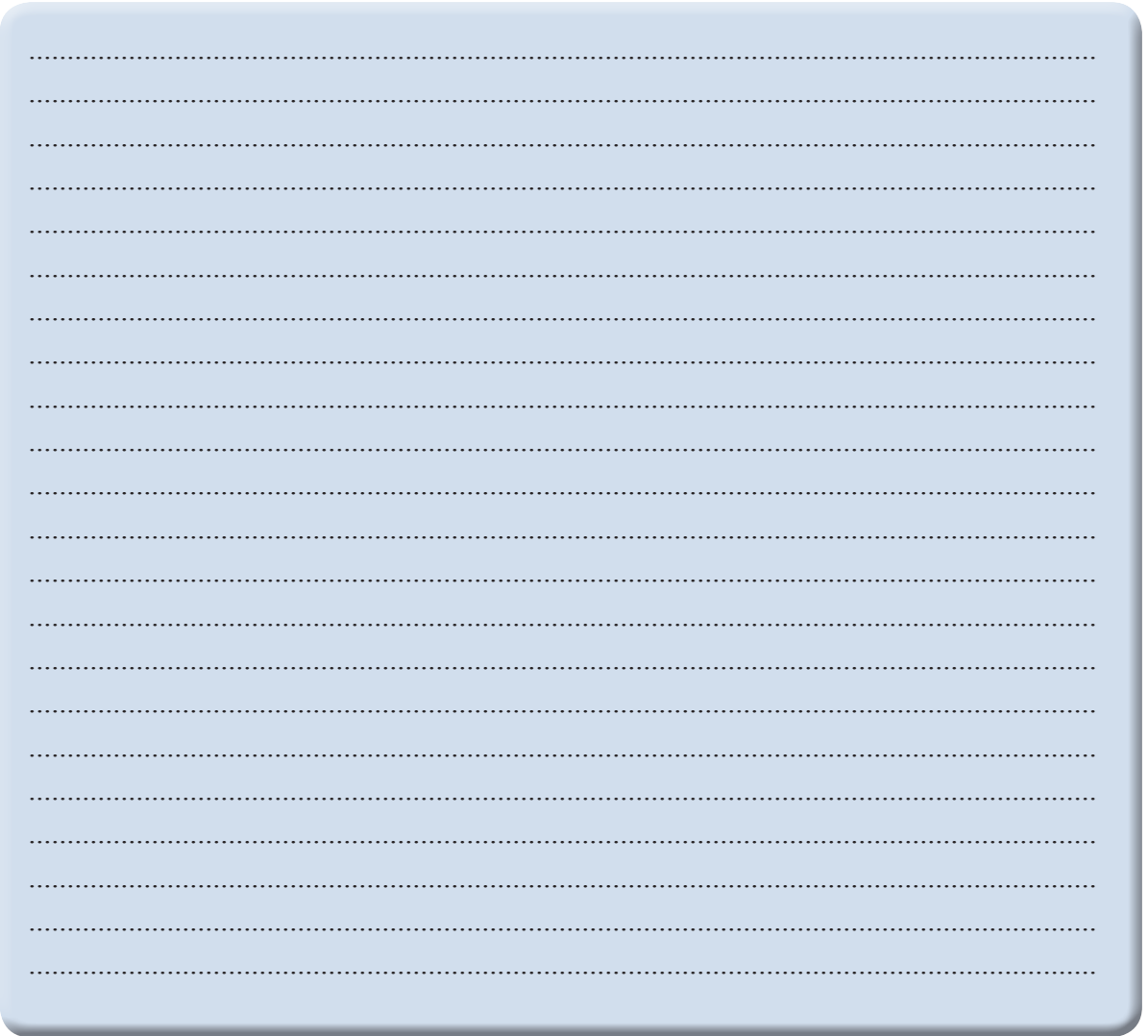
"My English teacher has inspired me to pursue a career in education. She has also taught me how important it is to be patient with students and to always encourage them to live up to their potential."

Step ☐

b

Write an essay about someone who has influenced you to be the best version.

b Check your essay for grammar, spelling, and punctuation mistakes.



Unit 3



Medicine

Reading

a Before you read the text, match the words to their meanings.

- | | |
|-----------------|--|
| 1. breakthrough | a. a sound that is produced or increased in one object by sound waves from another sound |
| 2. transplant | b. a neat cut made into the skin |
| 3. incision | c. related to medical treatments involving cutting into someone's body |
| 4. resonance | d. the state of being accurate and careful |
| 5. invasive | e. being fixed or inserted firmly into something else |
| 6. precision | f. an important development that may lead to an achievement |
| 7. embedded | g. a medical operation to replace a damaged organ with another one |

Medical Inventions

Over the years, technology has played a significant role in developing the medical science. Advances in medicine have created alternatives to dangerous or even ineffective procedures. Breakthroughs have found new solutions to historical medical challenges and have opened up possibilities beyond what doctors thought was impossible years ago. Today's techniques, surgeries and drugs have decreased the overall deaths among humans. Medical inventions like X-ray Imaging, functional Magnetic Resonance Imaging (MRI), Robotic Surgery and Organ Transplants have changed medicine forever.

X-ray Imaging

An X-ray is a common imaging test that has been used for decades. It is an image created on a photographic film or electronically on a digital system, using an external radiation to produce images of the body. X-ray Imaging can help doctors view the inside of the patient's body without having to make an incision. This can help surgeons diagnose, monitor and treat many medical conditions.



Magnetic Resonance Imaging (MRI)



Magnetic Resonance Imaging (MRI) is a medical imaging technique used in radiography to form pictures of the anatomy and the physiological-processes of the body. MRI scanners use strong magnetic fields and radio waves to generate images of the organs in the body. MRI allows to access soft tissues and bone marrow involvement in case of the inflammation and infection.

Robotic Surgery

Robotic Surgery is usually associated with minimally invasive procedures. During Robotic Surgery, surgeons can perform very complex steps with more precision, flexibility and control than it is possible with conventional techniques. Compared to traditional open surgery, Robotic Surgery results in smaller incisions which reduce pain and lead to less time spent in hospitals and quicker recovery time.



Organ Transplant



Such an invention can greatly improve the health of patients, allowing them to return to normal activities. Moreover, doctors have been successfully transplanting various body parts like heart, liver and kidney and have performed various brain surgeries, too. Besides, artificial heart transplanting has evolved over decades saving countless lives.

In summary, the emerging medical devices and technologies, especially the mobile phones and tiny Nano-sized sensors embedded in several electronic devices that enable sending and receiving information wirelessly, are changing the face of 21st century medical practice. Currently, people born with diseases or any other body defects can now be healed with the help of advanced technology. Furthermore, various advances in medical field have saved millions of lives and improved many others. The new technologies will allow remote monitoring of patients and their access to healthcare, health data collection and information exchange with the providers and other patients. Such benefits would continue to increase with the fast pace development of medical health technologies.

b

Read the text and answer the following questions.

1. What role have new discoveries played in developing medical science?
.....
2. How does the X-ray work to produce images?
.....
3. How can the images of the body organs be generated by MRI?
.....
4. Why do surgeons prefer Robotic Surgery to the conventional one?
.....
5. What's the impact of Organ Transplant techniques on medicine?
.....
6. What factors help change the face of medical field in the 21st century?
.....
7. In your opinion, what will future medical technology be like? Explain.
.....

c

Rewrite the following sentences to correct the information from the text.

1. Nowadays deaths among human beings have been increased due to up-to-date medical discoveries.
.....
2. X-ray techniques require strong radio waves to produce images of the body organs.
.....
3. During X-ray Imaging, surgeons have to make an incision to view the patient's body.
.....
4. Like Robotic Surgeries, traditional surgeries are operated with precision and flexibility.
.....
5. The fast pace development of medical health technologies would stop monitoring of patients remotely.
.....

a Fill in the gaps using the correct form of the medical idioms from the box.

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

1. Don't worry. It's a minor procedure and you'll be within a week.
2. I drove all night to reach the hospital because they told me my mother was
3. My kids just left for three weeks of camp and it's
4. Even when you and went into a coma, I never lost hope you'd fully recover one day.
5. My grandfather is tomorrow, so we'll need to be at the hospital to support my grandmother.
6. She always teases everyone and now that her father is in jail she is getting

b Read the patient complaints. Which medical specialist should each patient be referred to?

1. I have had chest pains and I'm also having trouble breathing.
2. I have a terrible rash on my arms and legs. I think I'm allergic to dairy food, but it also might be grass.
3. My little girl hasn't put on weight for two months and she keeps getting an infection.
4. My left eye is itchy and my vision has been blurry for two weeks.
5. I've had problems with drugs that cause side effects, so I'd like to try some natural remedies.
6. I have got terrible acne and nothing in the pharmacy has worked. I don't know what to do now.

a

R3.1 Listen to these sentences. Place stress according to the meaning.

1. No, Frank bought a car yesterday.
 - a. Did John buy a car yesterday?
 - b. Did Frank buy a motorbike yesterday?
 - c. Did Frank buy a car last week?
 - d. Did Frank sell a car yesterday?
2. No, David taught at London University for three years.
 - c. Did Liam teach at London University for three years?
 - d. Did David teach at Oxford University for three years?
 - e. Did David teach at London University for ten years?
 - f. Did David teach at London University for three years?

b

Match the correct sentence to its implied meaning according to the words in *italics*.

"Peter told John that a deal like this wasn't allowed."

e.g. 1 - b

1.	"Peter told John that a deal like this wasn't allowed"
2.	"Peter told <i>John</i> that a deal like this wasn't allowed."
3.	"Peter told John that <i>a deal like this</i> wasn't allowed."
4.	"Peter told John that a deal like this <i>wasn't allowed</i> ."

a.	It clarifies that John was told not to make the deal, not someone else.
b.	It clarifies that Peter, as opposed to someone else, told John not to make the deal.
c.	It emphasizes that Peter said the deal was not allowed, indicating that John thought or said the opposite.
d.	It emphasizes the fact that John had been told not to make the deal but did so anyway.

We use the passive voice when we don't know or aren't interested in who or what does the action.

Passive Forms

The basic formation is *be + past participle*.

Tense	Example
<i>Present Simple Passive</i>	Bridges are built over the river by the government.
<i>Past Simple Passive</i>	Bridges were built over the river by the government.
<i>Present Continuous Passive</i>	Bridges are being built over the river by the government.
<i>Past Continuous Passive</i>	Bridges were being built over the river by the government.
<i>Present Perfect Passive</i>	Bridges have been built over the river by the government.
<i>Past Perfect Passive</i>	Bridges had been built over the river by the government.
<i>Present Passive with Modal</i>	Bridges will be built over the river by the government.
<i>Past Passive with Modal</i>	Bridges would have been built over the river by the government.

- We can use the passive and still say who or what performs the action by using (*by*) or (*with*).
e.g. *The basement has been flooded **by** the washing machine.*
*The lights were switched on **with** the car phone.*
- We can use the passive forms with verbs of speech or thought such as (say, believe, expect, report...) to show that you are not sure of the truth of the statement. (Such verbs have no objects).
e.g. *They believe that the government will reduce the taxes.*
It is believed that the government will reduce the taxes. (It + passive + that clause)
The government is believed to reduce the taxes. (subject + passive + to + infinitive)
- Sentences with verbs of two objects can have two different forms in the passive. When these verbs are used in the passive, we usually begin with the person.
e.g. *The teacher gave the students plenty of time to finish the exam.*
The students were given plenty of time to finish the exam.
Plenty of time was given to the students to finish the exam.
- Only transitive verbs (verbs with an object) can be made passive. Some transitive verbs cannot be made passive: *become, fit, get, have, lack, let, like, resemble, suit*.

a Change the following sentences into passive as in the example.

e.g. People say Tom Cruise is the richest movie star.

- **It is said that** Tom Cruise is the richest movie star.
- Tom Cruise **is said to be** the richest movie star.

1. They reported that the railway line was buried under tons of rocks and earth.
.....
2. Environmentalists estimate that 1500 square kilometers of rainforests is cut every year.
.....
3. Jane's friends have thought that she is furious at losing her job.
.....
4. Students claim that this examination will be the most difficult one.
.....
5. The professor is showing his students the results of his research in the laboratory now.
.....
6. The government will pay Dr. Mahmoud 20 million Syrian pounds for his great invention.
.....
7. The secretary has told the manager some bad news about the new project.
.....
8. The teacher was asking us a very difficult question when the schoolbell rang.
.....

b Change the following questions using the passive voice.

e.g. Where do manufacturers make glass containers?

Where are glass containers made by manufacturers?

1. When is he going to pay the taxes?
.....
2. How much do they spend on these activities?
.....
3. Will you pay the fine tomorrow?
.....
4. Has anybody shown you what to do?
.....
5. Why didn't they mend the roof before it fell down?
.....

a Choose the best follow up questions for the statements below in the first column.

Statement	Follow-up question
1. I've heard that a huge amount of oil has just been found in my country.	a. Don't you think you'd feel isolated?
2. My perfect house would be high in the mountains.	c. But what could be the reason behind that?
3. Many celebrities like to get involved in charity work.	d. Could this have an impact on the price of petrol for car drivers?
4. I heard that constant texting can cause brain disorders.	e. How long have you had yours?
5. The government in my country has extended the school day by one hour each day.	f. Do you mean it's worth working for nothing?
6. About 85% of the world's population now own a mobile phone.	g. How have the students reacted?

b Read the following statements and write an appropriate response to form a natural conversation.

- A:** Our teachers are planning to take up on a weeklong boat trip to explore the sea bed.

B:
- A:** The funding for our local youth club has been cut.

B:
- A:** NASA has just discovered eight earth-like planets outside our solar system.

B:

Listening

a **R3.2** Listen and guess what the talk is about.

b **R3.2** Listen again and complete the sentences with words or phrases.

- The First World War caused many deaths and injuries but also had some



2. X-ray Imaging was used widely and helped doctors detect fragments of and buried in tissue.
3. Stretchers were used to carry out of the battle field.
4. Paramedics, who are able to first aid in the field, were first employed in the First World War.
5. In 1917, Henry Boyle invented a machine for making patients before operations.

c

Order the following words as they are mentioned in the talk.

1. blood transfusion
2. paramedic
3. anesthesia
4. World War I
5. x-ray



Speaking

With your partner(s), discuss the following questions.

1. Have you or anyone in your family ever undergone a medical operation? What was it?
2. What medical device was used during the operation?
3. How did you feel after the operation?
4. What advice can you give to other patients who are going to have an operation?

Writing

a

In no more than 120 words, write an essay about one of the recent medical inventions that has a great impact on medicine nowadays. (You can search the net for more information.)

The answers of these questions can help you.

1. What is the name of the medical invention?
2. When was it invented?
3. Who was it invented by?
4. What are the advantages of such an invention?
5. Is it available in all hospitals or clinics?
6. Show your opinion of the invention.

In pairs, check your essay for grammar, spelling and punctuation.

A descriptive essay provides details about how something looks, tastes, makes one feel or sound. It can describe what something is, or how something happened.

- Normally, you should start with an introduction of the object or invention you plan to describe. While introducing, you should specify the purpose of the object.
- In the main body, you should focus on specific qualities of the object including suitable adjectives associated with the object you are describing.
- The conclusion includes your comments/feelings/personal impression/or a recommendation concerning this object.

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Unit 4



Engineering

Reading

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

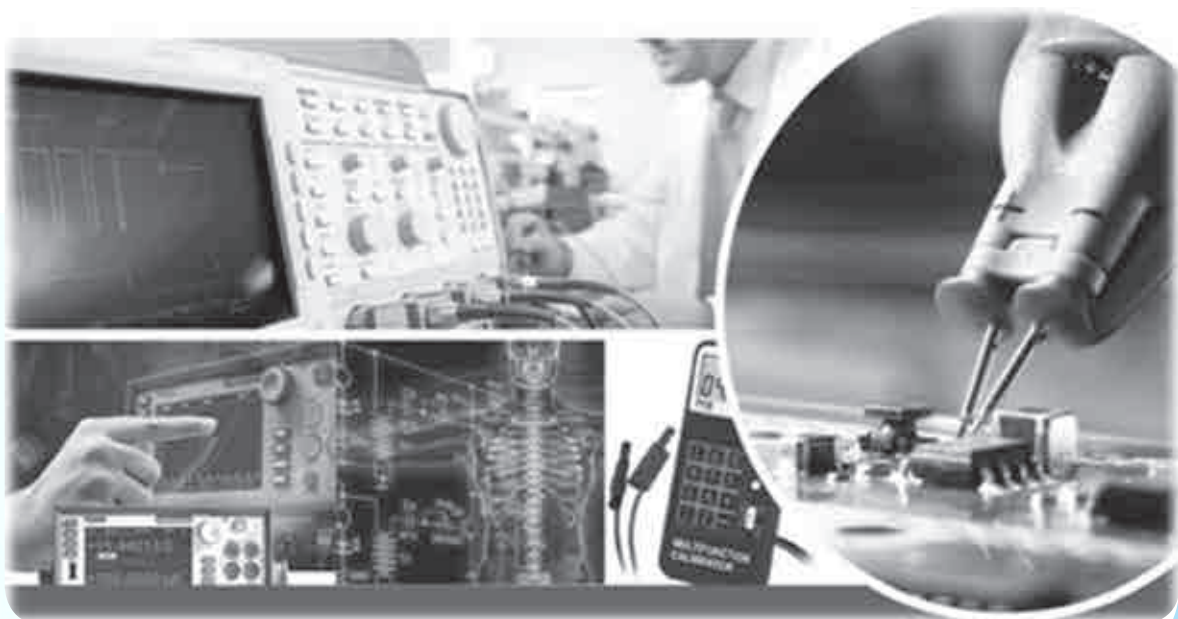
- | | |
|----------------|--|
| 1. discipline | a. to carry out or do something |
| 2. limb | b. a medical process using the reflections of high-frequency sound waves to construct an image of a body organ |
| 3. ultrasound | c. an arm or a leg |
| 4. therapeutic | d. a field of study |
| 5. conduct | e. relating to the treatment or cure of an illness |

Medical Technology Engineering

- A. As a result of the substantial scientific and technological development that affected many disciplines, many branches have appeared within the specialisation of engineering in particular, including medical technology engineering, which is also called biomedical engineering. This field is concerned with studying the body from an engineering point of view, in order to design suitable artificial limbs, organs, or other medical devices.



- B. Medical technology engineering helps doctors define their tasks and facilitates their work more, so the medical device has become an essential assistant for the doctors in all steps, starting from diagnosis, to the end of the treatment course. The need for development in this field has made designing medical devices a great priority, and this in turn led to the intervention of electrical, mechanical computer engineers and others, whose knowledge does not depend on their specialties only, but rather, they must be familiar with all aspects of human body, from biology, anatomy and physiology. So that the medical devices designed are useful for the human body.
- C. Medical devices can be divided into two parts, diagnostic medical devices, most notably the ultrasound device, and medical therapeutic devices used in chemical treatments. Another classification includes three categories. Firstly, we have simple devices such as bandages, body temperature meters and others. There are also more complex devices that require a certain amount of caution, such as those that emit X-rays. Finally, there are those which require a deep study before their use, such as the valves used in the artificial heart, in addition to the artificial joints.
- D. Medical engineers work in many fields like well-equipped hospitals and clinics in particular, medical companies and the advanced major research centers in universities. In the end, medical engineers work in cooperation with all disciplines, including nursing, medicine, biology, and other disciplines.
- E. In short, it is certain that this new branch of engineering has improved healthcare to a great extent. Furthermore, the design process is better as a result of new technology with 3D printing being the most favoured new tool. Nowadays biomedical engineers are able to develop new procedures using knowledge from many technical sources; or conduct research needed to solve clinical problems.



b Choose the most suitable headings for these paragraphs from the list of eight headings below. Write the appropriate letter A-E.

1. Classification of medical devices
2. How medical engineering works today
3. Disadvantages of medical engineering
4. Importance of medical technology engineering
5. Medical engineering with animals
6. The concept of medical engineering
7. How doctors are injured at work
8. Work field of medical engineers

c Answer the following questions.

1. What does medical engineering mean?
.....
2. How is medical engineering useful for doctors?
.....
3. Name the parts of medical devices.
.....
4. What kind of devices need more caution?
.....
5. What fields can medical engineering contribute to?
.....
6. Mention three advantages of medical engineering.
.....

Vocabulary

Phrasal Verbs and Prepositions of Movement

a Choose the correct phrasal verbs in brackets to complete the following statements.

1. The engineer has to (*drive into, check over*) the joints before leaving the site.
2. We need a suitable size of nails to be (*shored up, driven into*) that old chair to be repaired.
3. Houses by the sea are usually (*eaten away, fenced off*) faster because of moisture.
4. The police have (*knocked at, fenced off*) the crime theatre in order to start investigation.

b Put the words in the box in the gaps.

to from off into onto out of

1. The monkey escaped from its cage and jumped the lake. It took a long time to get it the lake and back its cage.
2. Henry drove his car the beach and then he couldn't move it because the wheels sank the sand. In the end he needed eight people to push it the beach and back the road.
3. We thought we should walk the bakery for breakfast because it is such a beautiful day.

Pronunciation

Elision

R4.1 Listen to the following sentences and underline when the sounds /t/ or /d/ may disappear.

1. My neighbour asked me over for dinner.
2. How many tests have you taken since you started this class?
3. I don't know when it is the best time to call you.
4. They went out on the boat for fishing.
5. She would sit and wait every day for the bus.
6. Can you lend me some money?

Grammar

Causative Verbs

Form: *have (get) + object + past participle*

- *Have something done* and *Get something done* are both used to refer to actions which are done for the subject rather than by the subject. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it.

e.g. I don't know how to repair cars, so I'm *having mine repaired* at the garage.

- *Causative verbs* are used instead of *passive verbs* to show that the subject causes the action to be done.

e.g. My car *is being repaired* at the garage now.

- We use *have something done* to talk about something that happens to someone, usually something unpleasant and outside control.

e.g. I stood so close to the fire that I *got my legs burnt*.

Make sentences with a form of have something done for these situations. Use the correct tense.

- Tareq's windows were dirty, but he didn't have time to clean them himself.

Last Sunday, Tareq had his windows cleaned.

1. At the butcher's Ahmad said, "Please cut the meat into small pieces".
Ahmad into pieces.
2. The hairdresser cuts Rana's hair about twice a year.
Rana about twice a year.
3. Yesterday, the optician checked my mother's eyes.
Yesterday, my mother
4. Mrs. Hakim's doctor says to her: "When you come to see me next week, I'll check your heartbeat."
When Mrs. Hakim goes to see the doctor next week, she
5. A carpenter is going to mend the front door of our house.
We of our house.
6. I repainted the house myself last month.
I
7. After being late for work every day for two weeks, Tom's boss reduced his pay.
Tom

Everyday English

Hesitation and Uncertainty

Respond to the following situations by expressing uncertainty and hesitation.

1. **A:** Do you think that students will study at home in the future instead of going to school?
B:
2. **A:** Would science and technology find a cure for cancer?
B:
3. **A:** I've heard that Moroccan people won't need a visa to go to Europe. Is that certain for you?
B:
4. **A:** Do you think that Indonesian will be an international language in the future?
B:
5. **A:** Are you sure that Arsenal will win the game?
B: They've looked unstable lately.



Listening

a

R4.2 Listen to an engineer talking about his daily routine. Fill in the gaps.

My alarm goes ¹at 5.30am and after I've woken up, I drive to work. I'm responsible for delivering a key package of work which involves ²..... management, design engineering, contractor management and much more. I also host design reviews, produce design ³....., research requirements, write technical specifications and attend factory acceptance tests. My typical day ⁴.....any number of things; closing out design actions, checking in with the sub-contractors to ⁵.....they are on target. The worst part of my job is working away from home, but I am well-paid to put myself out ⁶..... . The best part of my job is that I've been able to work across lots of different ⁷.....in my company. Each comes with its own challenges and it ensures you develop skills you might not have had. Through this I have improved my engineering ⁸.....and I am more comfortable coming up against bigger and more complex challenges. After work I am either building my house or ⁹.....my car the engineering never stops! I do like to read more and more about machines and ¹⁰..... they work.

b

R4.2 Listen again and check your answers.



Speaking

a

Do you agree or disagree with the following quotation?

"There's nothing I believe in more strongly than getting young people interested in science and engineering, for a better tomorrow, for all humankind."

Bill Nye

b

Discuss your opinion with a partner.



Writing

a In no more than 120 words, write a description of a recent engineering project. Include the following:

- name the project
- place and time of performance
- advantages and disadvantages
- opinion

b Check for punctuation, spelling and grammatical mistakes.



Progress Test 1

Reading

Read the following text then do the tasks below.

Most students when they go to university see this experience as a first step in their career. Where then they will go to the job market to get an opportunity. But some students have some great ideas and don't wait until they graduate. With so many free resources and technology available, many students are able to find different ways to start their own small business while they are still in college.

SHABAB Strategy Highlighting and Building Abilities for Business is one of the projects of the Syrian Trust for Development headed by *Asma al-Assad*. It is a non-profit Syrian project that works on rehabilitating the skills of young people between the ages of 15 and 24 and developing their basic skills. It is the first project of its kind in Syria that aims to support the culture of organising and operating a business among Syrian youth to encourage them to enter the business world and provide young people with skills that enable them to become productive members of society. It also aims to create a positive impression on the Syrian society towards working in the business world and establishing small projects.

SHABAB Project aims to provide practical training and career advice to university students to improve future employment prospects. The training courses range from the rules of conducting job interviews and writing a CV or enhancing knowledge of the business environment and developing professional skills. Certified coaches and career advisors coach and guide students as they search for a job in the labour market or evaluate their career. While the courses for outstanding students who aspire to be pioneers focus on teaching the basic principles of business and helping them develop their own businesses. At present, the project operates within three clinics that work in three Syrian universities, and the project has so far succeeded in reaching 175,000 students.

a Read the text and decide whether these statements are *True* or *False*. (8 marks)

1. Different sources of technology make it easier for university students to start their own business.
2. SHABAB Project targets postgraduate students.
3. The project is based on helping young people for free.
4. The project is being applied in all Syrian cities.

b Find words in the text which mean.

(6 marks)

1. professional life (paragraph 1)
2. improving one's abilities (paragraph 2)
3. seek to attain a goal (paragraph 3)

Grammar

a Choose the right answer a, b, c, or d.

(12 marks)

1. I can't phone for an ambulance – I my mobile.
a. loses b. have lost c. am losing d. will lose
2. She hurt her back while she in the garden.
a. is working b. was working c. has worked d. had worked
3. Tropical storms often in the Caribbean.
a. occur b. don't occur c. aren't occurring d. haven't occurred
4. Please don't make so much noise. I to work.
a. 'm trying b. try c. tried d. has tried
5. I always the TV news when I lived abroad.
a. watched b. am watching c. have watched d. will watch
6. I didn't watch the programme about hurricanes on TV last night, because I a similar programme.
a. had already seen b. was already seen c. has already seen d. is already seeing

b Rewrite the following sentences using a causative verb.

(10 marks)

Lisa didn't repair the hairdryer herself. She had it repaired.

1. I didn't cut my hair myself. I
2. The mechanic is changing the oil in my car.
3. Ben isn't going to build that wall himself.
4. My father hasn't planted the trees himself.
5. Sarah doesn't tidy the room herself.

c Change these sentences into the passive voice.

(18 marks)

1. They send you an email confirming your purchase.
2. People believed that money was a source of happiness.
3. People must always follow safety procedures.
4. The public is losing confidence in cheques.
5. They had caught Ms. Lee taking things from the shop.
6. Accountants have reported that the firm made a loss.

Everyday English

Write sentences to express these situations.

(12 marks)

1. Your school team has just won a football match. (*Express congratulations*)
2. You have a school project and your elder sister is going to help you to do it.
(*Ask for information*)
3. Your neighbour has got diabetes and he likes eating sweets. (*Give advice*)

Writing

(34 marks)

Write a composition of no more than 120 words in which you give some pieces of advice for people who are going to start a new job.

Your composition should include:

- Rules to start a job
- Relationship with workmates
- How to improve one's skills

Unit 5



Civil Rights

Reading

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

- | | |
|----------------|---|
| 1. sustainable | a. professional |
| 2. mandatory | b. a part of something |
| 3. vocational | c. can continue for a long time |
| 4. adhere | d. compulsory |
| 5. segment | e. any specific feature or element of something |
| 6. aspect | f. behave according to law |

THE RIGHT TO EDUCATION

The right to education is one of the basic universal rights of the human being. It is one of the goals that the education schedule supports and is expected for the year 2030 in order to achieve sustainable development aimed by the United Nations. It is a force that enables individuals to get rid of poverty and achieve individual and social well-being. It is something mandatory for the state, guaranteed by its own law, for all individuals without any form of discrimination. It is the right to education in all parts of the world that includes a number of freedoms and rights that individuals are entitled to. It is the right to have primary education for all, free of charge, the right to have secondary education available to everyone without exception, and in all its fields, whether technical, vocational, or training. Above all, it guarantees equal access to higher education without any distinction or discrimination, and ensures quality and meaningful education, whether in public or private schools and universities.

Education is the right for parents to choose freely appropriate schools for their children and enroll them in, regardless of their beliefs and religions. In addition, it is the right to freely establish any educational institution that adheres to the standards set by the government and the state regarding students and academic staff.

Education is of great importance because of its great role in building society, which is made up of all segments of teachers, leaders, politicians and others. Its importance lies in getting to know a new world. Through education, people get to know other cultures and worlds, and it helps to enhance understanding and communication between them, and open the horizon to knowledge of the great and their philosophies. It also helps in bringing fun and adventure by getting to know new things, interests and new people, without looking only at the subject of books and difficult exams. Through education, a person can get to know other people and build a social network and develop different life skills by applying what one learns in different aspects of economic, social or political life.



Here in Syria, the government is working hard to promote all these principles in society through free education and adopting new methods of teaching.

b Read the article and answer the following questions.

1. What is expected to be achieved by the year 2030?
.....
2. How is education beneficial for individuals?
.....
3. To what level is education accessible according to the UN education schedule?
.....
4. What is guaranteed for parents by education schedule?
.....
5. How can a person develop life skills?
.....

c Rewrite the following statements about the text to correct the information.

1. Individuals are able to achieve social security through communication.
.....
2. The right to education prevents individuals from making decisions freely.
.....
3. Education schedule ensures quality and meaningful education only in public schools.
.....
4. Education decreases people's knowledge about the world.
.....

Vocabulary

a Choose the correct words to complete the sentences.

1. Education must be (*directed, direction*) to the development of human personality.
2. Civil rights are secured by a positive government (*active, action*).
3. Political rights are a class of rights that (*protect, protection*) individual's freedom.
4. Civil rights guarantee equal (*society, social*) opportunities.
5. Education (*strong, strengthens*) the respect for human rights.

b Complete this paragraph with words from the list below.

including states childhood beings assistance

The rights of all children from early ¹..... stem from the 1948 Universal Declaration of Human Rights. 'All human ²..... are born free and equal in dignity and rights'. The declaration ³..... that human rights begin at birth and that childhood is a period demanding special care and ⁴..... The 1959 Declaration of the Rights of the Child affirmed that: 'mankind owes to the child the best it has to give', ⁵..... education. This was amplified by the International Covenant on Economic, Social and Cultural Rights.



Pronunciation

a **R5.1** Listen to and repeat the following pairs of sounds in bold.

tf	dʒ	s	z
church child chair	John gentle January	sister Simon see	zoo zigzag zone

b Classify the sounds in bold in the table above as shown in the chart below.

Voiced Sounds	
Voiceless Sounds	

Grammar

Relative Clauses

Relative clauses provide descriptive information about a noun or noun phrase.

Relative pronouns are used to connect relative clauses to the main clause in a sentence.

1. People (who / whom / that)

Who and whom refer only to people. *Who* is the *subject* of the action while *whom* is the object.

e.g. The girl who is waving to us is my cousin.

Subject (girl = who = subject)

The guest speaker is the one to whom you should address the letter.

Object (guest speaker = to whom)

2. Possessions (whose)

Whose shows *possessions* and usually refers to people or other living things.

e.g. The manager whose daughter is my friend spoke to us last night.

3. Things (which/ that)

That and *which* are used with *things*.

e.g. The bill that/ which you received last week needs to be paid tomorrow.

4. Places (where, which/ that+ preposition)

e.g. This is the house where I grew up.

This is the house which/ that I grew up in.

5. Times (when)

e.g. Saturday's the day when I tidy the flat.

Relative clauses can either be essential to the sentence (defining clauses) or non-essential (non-defining clauses).

Defining Clauses	Non-defining Clauses
Defining clauses are clauses carrying essential information. Without it, a main clause will fail to convey the full meaning. Because of the necessity of their information, defining clauses are not set apart by commas: e.g. Here is the website which my sister created.	Non-defining clauses contain additional information to the main clause that, when taken away, doesn't affect the meaning of the sentence. Non-defining clauses require the use of commas to distinguish the additional information from the rest of the sentence. e.g. My cousin, who volunteers at a local homeless shelter, won the lottery.
Note: <i>That</i> can only be used in defining relative clauses.	

a Choose the correct pronoun in these sentences.

1. We have a package for the man (*who, which*) stopped by today.
2. I met the author (*who, whose*) book is on the best-seller list.
3. The income tax, (*that, which*) he paid last year, is accurate.
4. Will you be presenting the slides (*whose, which*) you took in Canada last summer?
5. This is the city in (*which, where*) Shakespeare was born.
6. The evening is a time (*when, where*) we can all relax.

b Combine each sentence by using a relative pronoun and eliminate the repeated words.

Example: Omar met a teacher. The teacher spoke Arabic.

Omar met a teacher who spoke Arabic.

1. Lubna bought a dress. The dress cost \$45. She had to return it.
2. Mrs. Duncan is talking to her students. The students' projects are due on Friday.
3. Sally introduced me to her sister. Her sister is a civil engineer.

4. Summer is the time of year. The weather is the hottest then.
5. We went to a café on Sunday. It was very nice.
6. Yesterday I ran into an old friend. I hadn't seen him for years.
7. I know a man. His last name is Goose.

C Complete the sentences with relative clauses.

Example: Ali's the only one *who knows the answer in our class.*

1. I know someone
2. The courses I'm taking this term are more difficult than the ones
3. The teacher thanked the students
4. We enjoyed the city
5. I will never forget the day

Everyday English

Complaints and Apologies

Complete the conversations with phrases from the box.

1 Boss: Emily! What's the matter with you?

.....

Employee: Please, sir.

I've been busy taking care of my son these days. He's been feeling under the weather recently but he's good now.

Boss: Oh in that case, for shouting at you like that.
You can take the day off if you want to.

that isn't an excuse
promise it won't happen again
please forgive me
hurt your feelings
You're always coming late to work
accept my excuse

2 Jack: Come on darling! You know I'd never It's just there's been a lot of stress at work these days that I forgot about our anniversary!

Kate: I know that but! I work too and I'm going through a tough period in my career but yet I remembered it.

Jack: You're right as always, but I know this isn't my fault and this is all I can say
I apologise for not remembering our special day and I



Listening

R5.2 Listen to the following conversation between Tom and Joe, then choose the correct answer.

1. Joe wants Tom to DJ a party for
a. their friends b. the people they work with c. their customers
2. Joe says Tom would
a. be good at it b. enjoy it c. learn something new from it.
3. Joe says their colleagues will dance to
a. any pop music b. any type of music c. any classic music
4. In the end, Tom
a. disagrees b. agrees c. opposes



Speaking

Think and speak

- In your opinion, what are the best ways to improve education in your country?
- Work in pairs and discuss your ideas.
- Tell the class about your suggestions.



Writing

In no more than 100 words, write an essay about the government efforts in Syria to improve education at schools.

The following prompts may help you:

1. building schools
2. free education
3. private education
4. compulsory education
5. online education

[illegible]

Unit 6



United Nations

Reading



The United Nations Children's Fund (UNICEF), originally known as the United Nations International Children's Emergency **Fund**, is responsible for providing humanitarian and developmental aid to children worldwide and it has won the Nobel Prize, the first to be awarded to an organisation. Despite being highly active in fundraising, awareness, relief work and research, very few people know the origin of the organisation. UNICEF is supported entirely by the voluntary contributions of governments, non-governmental organisations, foundations, **corporations** and private individuals and receives no funding from the assessed dues of the United Nations. Most of the fundraising is done by UNICEF's 36 national committees, the voluntary support of millions of people around the world, partners in government, civil society and the private sector.

UNICEF was created in 1946 and began with a definite mission of providing emergency food and healthcare to children in the countries that had been destroyed by World War II. In 1953, its original name was changed to the United Nations Children's Fund to reflect its broader mission, but it retained the original acronym, after being officially **adopted** as a permanent branch of the UN in 1954.

The agency is among the most widespread and recognisable social welfare organisations in the world. Though its headquarters are in New York City, it operates in over 190 countries, focusing on the welfare of children in at-risk areas. Since 2006, the organisation has concentrated on a few specific issues; child survival and development, basic education and gender equality, child protection and **policy** advocacy, and partnerships. UNICEF has been a key player in global

development work since its beginning. UNICEF operates during emergencies in addition to supporting developing countries to provide children with basic resources and **advocate** for their rights.

At last, UNICEF is working to create a world in which no child is ever bought or sold, stolen from a family or otherwise victimised. UNICEF believes that every child deserves to grow up in a loving family and it supports inter-country adoption when conducted ethically in accordance with **prevailing** law and best practices. At the same time, UNICEF works to support families in need so that no one ever feels forced by poverty or insecurity to give up a child.

adapted from UNICEF

a Read the text and answer the following questions.

1. What does the acronym UNICEF stand for?
.....
2. Where does UNICEF get its funding?
.....
3. Mention two purposes of establishing UNICEF.
.....
4. Why did UNICEF change its name?
.....
5. What are UNICEF's main goals?
.....

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

1. to defend or support
2. the activity of collecting money for a specific purpose, especially in order to help people
3. existing or accepted in a particular place or at a particular time
4. to select and take or approve
5. an organisation or group of organisations that work together for a particular purpose

Vocabulary

Prefixes

Use the word in brackets to complete the sentences. Add the necessary prefix **un-** or **dis-** and put the word in the correct form.

1. Children love unwrapping parcels at Christmas time. (*wrap*)
2. I almost find that he has unusual opinions. I often with him. (*agree*)
3. I'm sure he's lying but it's going to be hard to his story. (*prove*)

4. After a brief speech the minister the new statue. (*veil*)
5. It took the removal men an hour to our things from the van. (*load*)
6. His phone was because he didn't pay his last bill. (*connect*)

Pronunciation

Word Stress with Two Syllables

There are two very simple rules about word stress:

1. One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words.)
2. We can only stress vowels, not consonants.

In two-syllable words, nouns and adjectives are usually stressed on the first syllable. Two-syllable verbs are usually stressed on the second syllable.

- The word perfect, for example is a two-syllable word. If we stress the first syllable, it is an adjective which means (not having any mistakes)
e.g. Your homework is **PER**-fect.
- But if we stress the second syllable, it becomes a verb which means (to make something as good as you are able to).
e.g. We need to **per**-FECT our design .

R6.1 Listen to the teacher saying each sentence. Then capitalize the primary stressed syllable in the underlined word. Decide whether it is a *verb*, an *adjective* or a *noun*.

1. We need to increase increase our sales figures. (verb)
2. He's showed an increased interest in the project. ()
3. They import their goods from the UK. ()
4. This is a cheap import ()
5. The present city was founded in 944. ()
6. He's going to present his friend, Maher. ()
7. This is one of the rejects from the factory. ()
8. He rejected her advice. ()

Grammar

Future Forms

We can talk about future time with different verb forms:

1. Will or won't

We use *will* for predictions or an immediate decision

e.g. One day people *will* travel to Mars.

"Anything to drink, sir?" - "I'll just have a glass of water, please."

2. Be going to:

We use *be going to* for actions that we have decided or intended to do before we speak:

e.g. *I'm going to clean my room this afternoon. (I decided to clean it this morning.)*

3. Present Simple

We use the *Present Simple* with a future meaning:

- to talk about timetable or schedules:

e.g. The train to the airport *leaves* in 20 minutes.

- after conjunctions such as *when, as soon as, after, before, until, as long as*:

Can you write the report *before* we hold the meeting? (not *before* we will hold the meeting)

4. Present Continuous

We use the *Present Continuous* to talk about things we have arranged in the past to do in the future.

e.g. A bank wrote to Steven and asked him to start work next week.

He's starting a new job next week.

5. Be about to

We use *about to* to talk about something likely to happen in the immediate future:

e.g. *I'm about to go to Rome for a conference. (I will be leaving soon.)*

6. Future Continuous

will / won't be + verb + -ing

We use the *Future Continuous*

- to decide or predict events continuing over a period of time in the future:

e.g. *I'll be working on the report all next week.*

- to ask about someone's plans:

e.g. How long *will you be* using this computer?

7. Future Perfect

will / won't have + past participle

We use the *Future Perfect* to talk about a future event that will finish before a specific time in the future, often with *before, by + fixed time, or in + amount of time*:

e.g. By the end of the year, *I will have given* the same talk at 6 conferences!

In a week's time, *I'll have written* the report.

a In six of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

1. When I'll find the answer, I'll let you know. *I find*
2. My exams finish on 27th June.
3. I'll be fine in the interview as long as they won't ask me technical questions.
4. What time is your meeting about to start tomorrow?
5. I'll hand in my notice for this job after I'll get the contract for my new one.
6. I'll text you before we set off.
7. The bus doesn't arrive until 7.30 in the evening.
8. I've got my schedule for the Japan trip. We're about to fly to Tokyo at 10 a.m. on Monday. and then travel by train to Kyoto for one night.
9. The moment I'll receive my results I'll phone you.

b Complete the text with *will be*, *will have* or *will have been* + the correct form of the verb in brackets.

What are your hopes for the future?

1. It's hard to make predictions too far into the future, but I think I can say quite a lot about my life in about ten years. I think I (*still live*) will still be living in the same city. By that time, I ¹ (*finish*) my studies, and, who knows, perhaps I ² (*find*) a good job. And I ³ (*probably go out*) with the same friends too!
2. By the time I'm sixty, I expect that nearly everything ⁴ (*change*) and everyone ⁵ (*try*) their best to adapt to new circumstances. For example, I can't imagine that we ⁶ (*use*) cars, because by then most of the oil in the world ⁷ (*run out*) People ⁸ (*travel*) in electric cars, or perhaps we ⁹ (*walk*) everywhere. I hope that scientists ¹⁰ (*solve*) pollution problem, but who knows! Perhaps some other worse problems ¹¹ (*come*) along by then!

Everyday English

Modesty

Put the following sentences in the correct order to make a meaningful dialogue.

- A: I've never seen such an attractive and talented class of children. I think you, as their teacher, deserve the highest praise. 1
- B: Oh no. They're a splendid group of young people. I don't deserve any of the credit. 2

A: Oh, come on. It can't have been easy, and I don't agree that anyone could have done it. ☐

B: That had really nothing to do with me. They suggested it in the first place. ☐

A: Perhaps they did, but you gave them the idea in the first place, didn't you?

And that project for helping old people is the finest thing I've seen for years. ☐

B: I had very little to do with it. The children contributed lots of ideas themselves. ☐

A: I'm sorry, I just can't believe it had nothing to do with you. And, even if they had the original idea, I'm sure you guided them in how to organize it. ☐

B: You're very kind but it wasn't difficult at all. Anyone could have done it. ☐

A: I'm sure they are splendid, but I don't agree that you don't deserve any credit.

I know for sure that you planned the lovely decorations in their classroom. ☐



Listening

a Match these words and phrases with their definitions.

- | | |
|-----------------|---|
| 1. barrier | a. represent |
| 2. border | b. joined the parts of something together again |
| 3. symbolize | c. a physical object that keeps two areas, people etc. apart |
| 4. Iron Curtain | d. the official line that separates two countries, states, or areas |
| 5. reunified | e. the name that was used for the border between the Communist countries of Eastern Europe and the rest of Europe |

b **R6.2** Listen to the article and choose the correct answer a, b, c or d.

- What did the Berlin Wall cut off to West Berlin?
a. Internet connections b. relations
c. electricity d. land access
- Who controlled life in East Berlin during the Cold War?
a. Western powers b. Yugoslavia
c. East Germany d. Russia
- Who controlled life in West Berlin during the Cold War?
a. Western powers b. Yugoslavia
c. East Germany d. Russia
- What did border police do to those trying to flee to the West?
a. set dogs on them b. shoot or arrest them
c. observe them d. chase them

5. When did a series of major political changes take place?

a. in October 1990

b. in August 1991

c. in October 1991

d. in October 1909

C As a class ,what comes to mind when you hear the phrase ' The Berlin Wall ' ?

Speaking

Discuss the following questions:

1. Have you ever watched the "Star War" movie? Tell your class.
2. What do you think war will be like in the future? Explain.
3. What do you think countries should do to stop wars in the world?

Writing A resume (CV)

Your elder brother asks you for help. He has graduated and is now thinking of writing his resume. He is seeking a part-time job in a retail company.

Here are some items which should be included in the resume.

- Your name
- Contact information
- Languages and international travel
- Hobbies
- Summary
- Skill highlights
- Experience
- Education
- Certifications





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Unit 7



Microorganisms

Reading

Antibiotics

Antibiotics are powerful medicines used to fight a wide variety of infections or diseases caused by bacteria in people and animals. Antibiotics work to kill the bacteria or stop them from multiplying. Before bacteria can **multiply** and cause **symptoms**, the immune system can typically kill them. Sometimes, however, the number of harmful bacteria is **excessive**, and the immune system can't fight all. At that point, antibiotics are urgently needed.

Different antibiotics work against different types of bacteria; antibiotics that stop bacteria from multiplying and affect a wide range of bacteria are called broad spectrum antibiotics like amoxicillin and gentamicin, whereas antibiotics that kill bacteria and affect only a few types of bacteria are called narrow spectrum antibiotics such as penicillin.

Some people may develop an **allergic** reaction to antibiotics, especially penicillin. Side effects might include rash, swelling of the tongue and face, and difficulty in breathing. Allergic reactions to antibiotics might be immediate or delayed. People with reduced liver or kidney function should be **cautious** when using antibiotics. This may affect the types of antibiotics they can use or the dose they receive.

Medical professionals have concerns that people are overusing antibiotics. The more often antibiotics are used or taken incorrectly, the more chance bacteria have to change and become resistant to them. This can make bacterial infections much harder to treat. Patients should complete the whole course of medication to prevent the return of the infection.

The world needs to change the way it prescribes and uses antibiotics. Even if new medicines are developed, without behaviour change, antibiotics resistance will remain a major threat. Behaviour changes must include actions to reduce the spread of infections through vaccination, hand washing and food hygiene.

a Answer the following questions.

1. What is the function of antibiotics and how is it fulfilled?
.....
2. What happens if the immune system can't kill all bacteria?
.....
3. What kinds of antibiotics are mentioned in the text?
.....
4. Why should people with reduced liver or kidney function be cautious when using antibiotics?
.....
5. When do bacteria become resistant and preventable?
.....

b Match the words in bold in the text to their definitions.

1. being careful about what to do.
2. increase very much in number or amount.
3. having a medical condition which causes you to feel ill.
4. greater than what seems reasonable or appropriate.
5. the act of using force to oppose something.

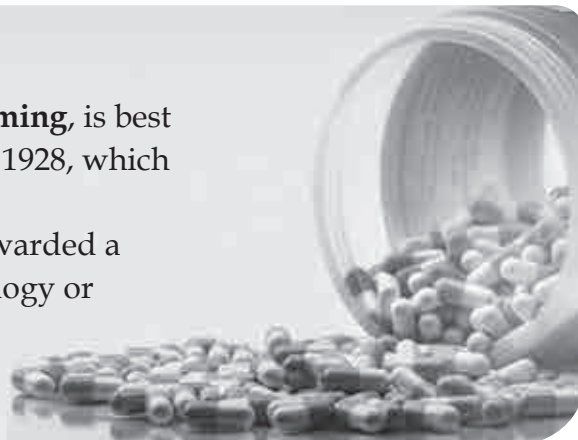
c Read the following sentences to correct information.

1. The immune system can destroy all bacteria immediately even if they multiply.
.....
2. Penicillin prevents bacteria from multiplying.
.....
3. Antibiotics become more effective when overused.
.....
4. Patients should stop the course of medication as soon as they feel better.
.....

Did you know!?

A Scottish bacteriologist, **Alexander Fleming**, is best known for his discovery of **penicillin** in 1928, which started the antibiotic revolution.

For his discovery of penicillin, he was awarded a share of the 1945 Noble Prize for Physiology or Medicine.



Vocabulary

Verb-noun Collocations

Choose the correct answer between brackets.

1. The Council strives to (*raise/ meet*) the expectations and aspirations of the community in delivering top-quality services.
2. If taxes were (*given/ raised*) by just one percent, hundreds of new schools and hospitals could be built.
3. It will be difficult to attain your goal of fluency if you don't (*lose/ make*) an effort to speak more in class.
4. When I feel like I'm about to (*lose/ raise*) my temper, I just leave the room.
5. Can you (*meet/ give*) me a lift to work tomorrow. My car is being repaired.
6. Invest if you like, but you're (*running/ giving*) the risk of losing everything if the business fails.

Pronunciation

a

R7.1 Add the magic "e" to the following words, then listen to see how it changes their sounds and meanings.

- | | |
|--------------|--------------|
| 1. cut | 4. hat |
| 2. kit | 5. not |
| 3. rat | 6. bit |

b

R7.2 Listen and type the missing silent letter.

1. In my country, most rain falls in *autum*.... and winter.
2. We visited the church and the *cas*....le when we went to the ancient city.
3. *Who wants to be a millionaire* is a general *nowledge* quiz.
4. Excuse me! Your answer isn't right, it's *rong*.

	Conditional II	Conditional III
Form	<i>If clause</i>, → main clause OR Main clause → <i>if clause</i> <i>If + simple past, would + infinitive</i> e.g. <i>If I found her address, I would send her an invitation.</i> <i>If I were you, I wouldn't do this.</i>	<i>If clause</i>, → main clause OR Main clause → if clause <i>If + the past perfect, would / wouldn't + have + past participle</i> e.g. <i>If I had found her address, I would have sent her an invitation.</i>
Use	Conditional sentences type II refer to something not true about the <i>present</i> or <i>future</i> (imaginative). e.g. <i>If I had enough time now, I would visit my aunt.</i> (I don't have enough time now, so I can't visit her). N.B. In formal English, we usually use «were» instead of «was» in second conditionals. The <i>If clause</i> can be first or second in the sentence.	Conditional sentences type III refer to something not true about the past. (They are truly hypothetical and unreal). e.g. <i>If I had had enough time yesterday, I would have visited my aunt.</i> (I didn't have enough time yesterday, so I couldn't visit her). N.B. The <i>If clause</i> can be first or second in the sentence.

Note:

- In first conditionals, we use *when* instead of *if* to show that something is more likely:
I'll give you a lift into town *if* I finish my work in time. (= I am not sure if I will be able to give you a lift)
I'll give you a lift into town *when* I finish this work. (= I will give you a lift)
- We use *unless* to show a negative condition, with a similar meaning to *if ... not*:
e.g. *Unless she had fastened the seat belt, she would have been injured.* (= if she hadn't)

a Put the verbs in brackets into the correct tense.

1. If I (*start*) writing poetry, my English teacher would be surprised.
2. People would see my photo everywhere if I (*be*) a famous model.
3. If the family had saved enough money, they (*buy*) a new flat.
4. The buildings wouldn't have burned to ashes if the firemen (*come*) in time.
5. If my little sister did something wrong, I'm sure she (*tell*) me.
6. If the policeman had seen the thief, he (*arrest*) him.

b Complete the following sentences.

1. I would spend every winter in Kasab if
2. If Sara had had enough time,
3. Jack will buy his son a computer when
4. If my car hadn't run out of petrol,
5. Jane would have attended her friend's birthday if
6. Unless Caroline's car had broken down,

c Rewrite the following sentences using conditionals type II or III.

e.g. I went to bed late last night, so I was tired the following day.

If I had gone to bed early last night, I wouldn't have been tired the following day.

1. I want to ring a friend now, but I don't know her phone number.
.....
2. The poor man couldn't build his house because the officials stopped him.
.....
3. Our team didn't win the match, so they didn't move up.
.....
4. Christine isn't on holiday in Italy because she is in hospital now.
.....
5. The streets in our town are very crowded, so I can't drive my car.
.....

Everyday English

On the Phone Terms

a Put the following conversations in the correct order.

Operator: Certainly, hold on a minute, I'll put you through. ☐

Peter: This is Peter Martin. Can I have extension 3421? ☐

Operator: Hello, Frank and Brothers. How can I help you? ☐ 1

Peter: This is Peter Jackson calling. Is Bob in? ☐

Frank: Thank you Mr. Jackson, I'll make sure Bob gets this asap. ☐

Peter: Thanks, bye. ☐

Frank: I'm afraid he's out at the moment. Can I take a message? ☐

Frank: Bob's Office, Frank speaking. ☐

Peter: Yes, that's 025567896, and this is Peter Jackson. ☐

Frank: Bye. ☐

Peter: Yes, could you ask him to call me at 025567896. I need to talk to him about the line, it's urgent. ☐

Frank: Could you repeat the number please? ☐

b

R7.3 Listen and check.



Listening

a

In pairs or small groups, discuss the following.

1. Why is it necessary to wear gloves when you touch everyday objects in malls and markets?
2. What are the good and bad things about shopping trolleys?
3. What do you think of online shopping trolleys?

b

R7.4 Listen to a text about "Shopping Carts", then decide if the statements are True or False.

1. A study found shopping carts to be almost as dirty as toilets.
2. The researcher found bacteria from human waste on shopping carts.
3. The researcher suggested children's hands contaminate most things.
4. The article says shopping bags end up in swampland.
5. The researcher recommended not using shopping carts to avoid illness.

c

Give your suggestions about how to improve supermarkets services.



Speaking

With your partner(s), discuss the following.

1. Why is it dangerous to overuse antibiotics?
2. Is it important to complete a course of antibiotics? Why?
3. Think of different ways that can prevent the spread of bacteria.

Writing

In no more than (100) words, write a paragraph about the following.

What can help you prepare for a career as a nurse? The following prompts can help:

- qualifications
- skills
- tasks
- challenges



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Unit 8



Facts about Human Body

Reading

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

- | | |
|---------------|---|
| 1. encounter | a. organisms that live on or in another organism of a different species |
| 2. aggressive | b. behaving in an angry threatening way |
| 3. receptors | c. to make something happen very quickly |
| 4. trigger | d. a substance that makes the body produce antibodies |
| 5. parasites | e. simple type of plants that grow on the surface |
| 6. antigens | f. to meet or experience something unpleasant |
| 7. fungi | g. nerve endings which receive information about changes in light, heat and causes the body to react in particular ways |

How does the Immune System Work?

The immune system has a vital role since it protects your body from harmful substances, germs and cell changes that could make you ill. It is made up of various organs, cells and proteins.

As long as your immune system is running smoothly, you don't notice that it's there. But if it stops working properly – because it's weak or can't fight particularly aggressive germs – you get ill. Germs that your body has never encountered before are also likely to make you ill. Some germs will only make you ill the first time you come into contact with them. These include childhood diseases like chickenpox.



The task of the immune system

Without an immune system, we would have no way to fight harmful things that enter our body from the outside or harmful changes that occur inside our body. The main tasks of the body's immune system are:

- to fight disease-causing germs (pathogens) like bacteria, viruses, parasites or fungi, and to remove them from the body.
- to recognize and neutralize harmful substances from the environment.
- to fight disease-causing changes in the body, such as cancer cells.



How is the immune system activated?

The immune system can be activated by a lot of different things that the body doesn't recognize as its own. These are called antigens. Examples of antigens include the proteins on the surfaces of bacteria, and viruses. When these antigens attach to special receptors on the immune cells (immune system cells), a whole series of processes are triggered in the body. Once the body has come into contact with a disease-causing germ for the first time, it usually stores information about the germ and how to fight it. Then, if it comes into contact with the germ again, it recognizes the germ straight away and can start fighting it faster.

b Answer the following questions.

1. Why is the immune system so important?
2. What does the immune system consist of?
3. What happens when the immune system is unable to work?
4. Mention one task of the immune system.
5. What helps the body to fight germs more quickly?

Vocabulary

Complete the sentences below with the correct form of each idiom.

follow your heart pain in the neck jumped out of one's skin
speak one's mind cost an arm and a leg

1. His sudden outbursts have made him a real and a socially unwanted.
2. Buying a brand new car is going to Maybe we should ride bikes.
3. My sister is very polite. She does not
4. The best advice is tobut keep your eyes open.
5. Our friend almostwhen she learned her son and his wife were having triplets.

Pronunciation

Prefixes and Suffixes

a Underline the stressed syllable and practice saying them.

- | | | |
|----------------|--------------|--------------|
| 1. dangerous | unbelievable | illegal |
| 2. improbable | accountable | respectable |
| 3. predictable | suggestible | impossible |
| 4. superlative | distinctive | interactive |
| 5. unsafe | misbehave | reuse |
| 6. incorrect | in dependent | insufficient |

b **R8.1** Listen and check.

Grammar

Expressing Wishes

We use *wish* and *if only* to talk about things that we would like to be different either in the present or the past. *If only* is usually a bit stronger than *wish*.

- **Wish in the present:** *I wish + subject + past simple*

We use "*I wish + subject + past simple*" to express a regret about a present situation.

N.B. "*were*" is often used instead of "*was*" with I, he, she and it (formal).

e.g. I wish I *were* rich. or I wish I *was* rich.

- **Wish in the past:** *I wish + subject + past perfect.*

We use "*I wish + subject + past perfect*" to express a regret about a past situation.

e.g. Michel didn't revise his lessons for the exam.

Michel: I wish I had revised my lessons.

- **Wish in the future:** *I wish + subject + would + infinitive*

We use "*I wish + subject + would + infinitive*" to express annoyance or a desire for change in the near future.

e.g. James is a heavy smoker. His wife wants him to stop smoking.

I wish James would stop smoking.

a What might you say in these situations? Begin *I wish/ If only ...*

- ▶ to someone who never answers your emails.

I wish you'd answer my emails.

1. to someone who makes fun of people.
.....
2. to someone who can't help you.
.....
3. to someone who didn't do the laundry for you.
.....
4. to someone who isn't telling you the truth.
.....
5. to someone who blows cigarette smoke in your face.
.....

b Complete these sentences. Use these words: accepted, caught, found, played, saved, stayed

- I spent all my money. I wish now that *I had saved it.*
1. I missed the flight. I really wish
 2. Rana left the meeting early. Rita wishes
 3. Lama refused to sign the contract. But her parents wish
 4. I looked everywhere for my key. I wish
 5. The injured player could only watch the match. He wishes

Everyday English

Asking for Help

Choose the suitable statements to complete the dialogue.

- A:
- B: I would be happy to help. What would you like me to help with, food or entertainment?
- A:
- B: That will be fine. To make sure everything goes well, do you think we should have the party at home or at a restaurant?
- A:
- B: Sounds good. Do you think that Mexican or Arabian food would be best?
- A:
- B: Yes, that will work out fine. Should we hire a band or bring in a DJ?
- A:
- B: Everything sounds great then! I'll meet you back here on Friday to discuss the details.

1. Would you help me prepare what to do about the graduation party?
2. I would like to help you with both.
3. A restaurant would be fun!
4. We should probably have both.
5. Maybe we could do both!



Listening

a

R8.2 Listen to an extract about the brain and decide whether these sentences are *True or False*.

1. The brain controls one organ in the body.
2. The brain weighs more than three pounds.
3. Only few cells form the brain.
4. The brain sends messages to different parts of the body.
5. The nervous system consists of cells and nerves.
6. The brain only receives messages.

b

In your opinion, does the size of the brain have an effect on one's intelligence?



Speaking

Discuss in pairs or in groups.

1. Do the quality and quantity of food we eat affect our health?
2. Mention some foods which are healthy and other foods which are unhealthy.
3. How does the type of food you eat change your life?

Writing

In no more than 100 words, write a paragraph about the effects of the food on our brains and bodies.

In pairs, check punctuation marks, spelling and grammar.



Progress Test 2

Reading

a Fill in the gaps with the missing words.

(10 marks)

The Inspiration of Civil Rights' Movements

Gandhi ¹..... born in India in 1869. At that time, India was a part of the British Empire and at the age of 18, he travelled to London to study law. At the age of 24, Gandhi went to South Africa ²..... he witnessed the racial discrimination.

The biggest turning point in young Gandhi's life was on June 7, 1893, when he was thrown off a train station by a white man ³..... he refused to move to a back seat. That would prove to be Gandhi's first, but certainly not last, act of civil disobedience.

By 1906, Gandhi had organized his first civil disobedience campaign in South Africa. He would spend the next 9 years fighting for Indian rights in the country before returning home to fight for Indian independence.

Over the years Gandhi would become a leading figure in the independence movement. After years of struggle and many arrests, Gandhi's "Quit India" movement in 1942 paved ⁴..... way for Britain's eventual withdrawal from the country.

Today, Gandhi is remembered for his commitment to nonviolence, peaceful protest ⁵..... simple living. He inspired millions of people to action, preaching a message of love, tolerance and avoiding greed.

b Answer the following questions.

(6 marks)

1. Where did Gandhi study law?
2. Why was he thrown off the train station?
3. How did Gandhi help make the world a better place?

c Rewrite these sentences about the text to correct the information.

(6 marks)

1. Gandhi started his first civil disobedience campaign in India.
2. "Quit India" movement started in 1924.
3. Gandhi is remembered as a violent protester.

Grammar

a Put the verbs in brackets in the correct form.

(6 marks)

1. Joe has inherited a lot of money. He (buy) a new villa next month.
2. It was a stupid thing to say. I wish I(not / say) it.

3. I should have listened to you. I wish(I / take)..... your advice.
4. At 8:30 this evening I (meet) my friend Tom at Yooooj Café.
5. By the end of this year I (drive) more than 1000 km. with my car.
6. Our flat is rather small. I wish(it / be) a bit bigger.

b Combine the sentences using relative pronouns. (10 marks)

1. Bob travelled all over the world. He met a lot of famous people.
2. We will spend our holiday in the same village. We have had a lot of joyful days there.
3. I don't know most of the people. You invited them to the party.
4. The subject interested everyone. You wrote about it last week.
5. I apologised to the woman. I spilled her coffee on her new dress.

c Write a conditional sentence about each situation. (10 marks)

- I can't afford to buy a car.

If I had enough money, I would buy a car.

1. The young boy was sad because his mother didn't take him to the fun city.
.....
2. It's too warm to snow; therefore, we can't go skiing.
.....
3. My little brother was unhappy because he lost his money.
.....
4. I don't have a computer, so I can't surf the Net.
.....
5. I'm not rich enough to help the poor.
.....

Pronunciation

Choose the words that have silent letters from each group. (10 marks)

- | | | | |
|---------------|----------|----------|-----------|
| 1. heart | hour | seahorse | downhill |
| 2. wait | software | reward | write |
| 3. knee | key | talk | racket |
| 4. dinner | neck | column | mankind |
| 5. psychology | sheep | open | apologise |

Everyday English

Write sentences to express these situations.

(12 marks)

1. You're at a restaurant. You order pizza but it is salty. (Express complaint to the waiter.)
2. You are a great violinist. You are asked if you are any good at playing the violin. (Express modesty.)
3. You want to talk to the company manager. The operator answers your call. (Ask the operator to put you through to the manager.)
4. You have a birthday party tomorrow and there are a lot of things to do. (Ask for help.)

Writing

(30 marks)

In no more than 120 words, write an essay about the women's role in the Syrian society. The following prompts may help you:

- family
- achievements and contributions
- female figures from the Syrian society

Unit 9



Citizenship

Reading

a Before you read the text, match these words to their definitions.

- | | |
|------------------|---|
| 1. acquisition | a. additional results of something you do |
| 2. enacted | b. something that stops people doing what they want to do, limiting |
| 3. claim | c. the process by which you gain something |
| 4. ramifications | d. to state that something is legally yours |
| 5. restrictive | e. to officially state that a law, decision or agreement is no longer effective |
| 6. revoke | f. to make a proposal into a law |

Syrian Nationality Law

Nationality Law is the law governing the acquisition, transmission and loss of Syrian citizenship. Syrian citizenship is the status of being a citizen of the Syrian Arab Republic and it can be obtained by birth or naturalisation. The Syrian Nationality Law was enacted in 1969, by Legislative Decree 276.

Nationality at birth

The Syrian nationality is determined predominantly by paternity (father). The place of birth is irrelevant, and being born in Syria does not grant an automatic right to Syrian nationality. Birth to a Syrian mother does not automatically confer nationality. If a Syrian woman marries a foreign husband, their children will have the foreign husband's nationality and have no claim to Syrian nationality, even if they were born and raised in Syria. The legal ramifications are that these persons face a number of obstacles, one of which is their inability to work in the public sector. It is also harder and more restrictive for foreigners to own real estate in Syria.

Naturalisation

The other way to acquire Syrian nationality is through naturalisation. Non-nationals who have resided in the country for over 5 years and fulfilled a number of other requirements can apply for naturalisation. The requirements are eased for individuals from another Arab country, such as the requirement to be able to speak and read Arabic fluently.

A foreign woman who marries a Syrian man can naturalise on the basis of that marriage, but a foreign husband cannot acquire Syrian citizenship on the basis of marriage to a Syrian wife.

b Answer the following questions about the text.

1. Define the Syrian Nationality Law.

.....

2. How can Syrian nationality be obtained?

.....

3. What is the Syrian nationality determined by at birth?

.....

4. What obstacles face persons who are born in Syria to a Syrian woman and a foreign husband?

.....

5. Who can apply for Syrian naturalisation?

.....

c Read the text again and decide whether these statements are *true* or *false*.

1. Individuals from another Arab country, who aren't able to speak and read Arabic fluently cannot apply for Syrian naturalisation.

2. Being born in Syria grants an automatic right to Syrian nationality.

3. Syrian citizenship is obtained by birth or naturalization.

4. A foreign woman married to a Syrian man can't get Syrian nationality.

Vocabulary

Words Related to Citizenship

Use words from the list to complete the following sentences.

community patriotism rights positive moral elections

1. Good citizens would participate in by choosing the candidate they feel the best.

2. Citizens have but they must also be aware of their responsibilities towards their community.

3. Good citizens must work for the prosperity of the they live in.
4. They should also respect the norms of the society.
5. Civic engagement is the involvement in the affairs of the community.
6. is when someone has the passion to serve their country.

Pronunciation

Homographs

Read the following sentences. Match the homographs in bold in each sentence with *a* or *b*.

1. I **object**¹ to that **object**² in class because a cell phone is distracting.
a. noun /'ɒb•dʒɪkt/: an item b. verb /əb'dʒekt/: to disagree
2. It is the perfect time to **present**¹ the **present**² to your mother.
a. verb /pri'zent/: to offer or give b. noun /'prez•ənt/: a gift
3. She has **tears**¹ in her eyes whenever she **tears**² old photos.
a. verb /teər/: to damage b. noun /tɪər/: drops of liquid come out of eyes
4. The bandage was **wound**¹ around the **wound**².
a. noun /wu:nd/: an injury in the skin b. verb /waund/: twisted or wrapped around
5. How long will the **live**¹ fish **live**² without food?
a. verb /liv/: to survive b. adjective /laɪv/: not dead
6. The shoes were too **close**¹ to the door for it to **close**² completely.
a. adjective /kləʊs/: near b. verb /kləʊz/: to shut

Grammar

Paired Conjunctions

both ... and, not only ... but also, either .. or, neither ... nor

a

Complete the following sentences with **is / are / have / has**.

1. Both the teacher and the studenthere.
2. Neither the teacher nor the student here.
3. Not only the teacher but also the student here.
4. Not only my brother but also my sister a doctorate in science
5. Either the students or the teacher..... planning to come.
6. Either the teacher or the students..... planned to come.
7. Either my brother or my sister going to tutor me in science.
8. Neither my brother nor my sisters teachers.

b Rewrite these sentences by using paired conjunctions.

1. I didn't need to visit the Cathedral. You didn't need to either.
.....
2. A hammer might help us with this kind of work. In fact, a piece of stone might also work.
.....
3. You shouldn't have called the police. Actually, it was silly of you to call the neighbours as well.
.....
4. Breaking the silence was not the only good thing she did. She also said something very useful.
.....
5. Peter didn't like the idea of going for a walk. His wife seemed quite unwilling too.
.....
6. You can take Sally or any other person with you. I really don't care that much.
.....

Everyday English

Accepting and Declining Offers

Match the requests (1-5) to the replies (a-e).

1. We need to see Mr. Jackson and his team. Shall I arrange for an early meeting next week?
 2. I'm going to be late for the meeting, can you tell Rose for me?
 3. I have a lot of things to do today, so could you do some photocopying for me?
 4. I've just got a fax from Mr. Ramos in Paris. Could you read it and translate it for me, please?
 5. I'm away next week. If I get any important e-mails, can you forward them to me?
-
- a. Sorry, I'm afraid I can't at the moment, as the machine is broken. We're waiting for someone to come and fix it.
 - b. No problem. Shall I do the same with the faxes?
 - c. Sure. I don't think it will start on time anyway.
 - d. Can you make it the week after? I need to write the report first.
 - e. Yes, of course. Do you want me to write the reply too?



Listening and



Speaking

a

With your partner, discuss the questions below before listening.

1. What would happen if there were no laws in society?
2. How would you feel if a friend of yours breaks the law?
3. What protects society?

b

R9.1 Listen to the following extract and guess the main idea.

c

R9.1 Listen to the extract again. Read the sentences below and tick the correct box.

	True	False	Not Given
1. Purchasing tobacco is allowed under the age of 18.			
2. Five thousand deaths happen every year because of texting while driving.			
3. Over a million injuries occur every year because of texting while driving.			
4. Every country has a large number of tax collectors.			
5. Without laws, every thing would be full of chaos.			

Writing

Write a composition of about 100 words about "The importance of law in people's lives".

The following prompts may help you:

- why is it important?
- how should parents encourage their children to obey laws?
- what should schools do to empower the sense of dedication to law?
- what should be done to those who do not obey law?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Unit 10



Culture Shock

Reading

Did you know

- *Sirop d'érable (Maple syrup) is made from the sap of maple trees.*
- *The Canadian province Quebec is the largest producer, responsible for 70% of the world's output of maple syrup.*
- *Maple syrup production farm is called Sugar shack.*
- *The maple leaf has come to symbolize Canada, and is depicted on the country's flag.*



a Check the words in *bold* below in your dictionary.

Diana, a student from Aleppo, Syria, is studying in Montreal. The following passages are taken from her diary during her first six months in Canada.

February 17

Moving to a country with a very different climate could be a challenge! In Syria we have a Mediterranean weather, with mild, rainy winters. Here in Canada winter is very cold and snowy. Temperature average is between the single digits and the -20s. I was very worried about the cold. But it wasn't a problem because most buildings here are well heated. Actually this city knows how to stay warm. When the weather gets too chilly, I head to the Underground City – a series of interconnected tunnels beneath Montreal which run for over 32 kms. The tunnels connect shopping malls, universities, banks and seven metro stations.

April 10

I miss my mom's cooking a lot, the food here is delicious but it's not really the same. Foods, typically considered national dishes of Canada, include poutine, Montreal **bagels** and butter tarts. My most amazing experience was Sugar time, usually at the end of March. It is the season when **maple** syrup is produced, and some parties are organized in "la cabane à sucre", a place where maple **sap** is boiled to produce maple syrup. it is heated above

100 degrees, and the drops are placed on the snow. It becomes like a candy, a caramel that is served on a stick!

July 31

Getting used to different culture is difficult. My experience during these six months taught me to avoid quick judgements and try to understand the point of view of the people in another culture. I'm staying in a building with a **Quebecois** family who are teaching me about Montreal a lot. They told me not to make quick decisions, and not to leave right away even if I wanted to. They were right! People don't take the time to adapt, so they don't accept the new culture and just go back.



- b** Do the following statements agree with the information given in the text? Write *True* if the statement agrees with the information, *False* if the statement contradicts the information or *Not Given* if there is no information on this.

	True	False	Not given
1. Diana wears heavy clothes when it is very cold in Canada.			
2. In Canada, people can go shopping underground.			
3. Montreal has been a destination for many immigrants.			
4. Maple syrup is prepared in Canada around the year.			
5. The people Diana lived with taught her to take more time when making decisions.			

- c** Add the missing prepositions. Look back at the text, if necessary.

1. move 4. organize
 2. worry 5. stay
 3. head

- d** What do you do to avoid culture shock in Diana's opinion?
 Now write down other solutions to help Diana.

Tips to face culture shock

- make friends
- pick up a hobby
- learn the language
- find food from home
- talk about your feelings

e

Think about your country. What would you miss most if you lived abroad?
With a partner, compare ideas.

Vocabulary

Rewrite these sentences, replacing the underlined phrases with one of the idioms from the box in their correct form.

to have a wide face, to give someone pumpkins, to lose face,
to break bread with, to save face

1. I don't want to ruin my friendship with him for we have built a good bond.
.....
2. He thinks he would be disrespected if he admitted the mistake.
.....
3. She has many friends; everyone at work likes her.
.....
4. I wanted to avoid embarrassment with my colleagues by explaining why I've
been late.
.....
5. He invited her to the party, but she turned him down.
.....

Pronunciation

Draw the correct arrow (↗ , ↘) above each question. Then practice the questions.

1. Your parents are from Italy, aren't they?
2. Do you prefer to study nursing or education?
3. Have you talked to a professor?
4. Where was the article published?
5. Would you rather have tea, coffee or cappuccino?

	Modal Verb	Use	Example
Affirmative	must	Obligation comes from <i>speaker</i> . We use it for written rules and instructions and giving opinions and saying what is necessary.	- <i>Passengers must fasten their seat belts.</i> (The obligation is imposed by the airline who wrote the notice.) - I haven't spoken to Sandra for ages. I must call her.
	have to	Obligation comes from <i>outside</i>	<i>We have to get up early tomorrow to catch the plane.</i> (The time of the plane is the reason for the obligation)
	should	Advice or recommendations	- <i>You should apologise to the boss for being late.</i> (advice) - <i>You should get a good map of London before you go there.</i> (recommendation)
Negative	mustn't	mustn't is not the same as don't have to mustn't = Prohibition	<i>You mustn't wait here.</i> (You are not allowed to wait here) = negative obligation
	don't/ doesn't have to	don't/ doesn't have to = absence of necessity = there is no need to do this	<i>You don't have to wait here.</i> (It is not necessary for you to wait here, but you can if you want to) = no obligation
	shouldn't	To advise not to do something, usually because it is bad or wrong	<i>You shouldn't smoke.</i>

Past Form

1. To express obligation in the past, use **had to**:

I had to report the incident to the police.

Did you have to get a visa?

2. To criticize actions in the past, use **should + perfect infinitive**. **Should** in the past means that the subject did not do the right thing.

I should have stayed at home. (= I didn't stay at home and my behaviour was wrong.)

3. **Must + perfect infinitive** is not used to talk about past obligation. It is used to make deductions about the past.

She must have left early.

a Say two things you must do, two things you should do and two things you have to do.

1.
2.
3.

b Chris is going to Carstairs College in Scotland. Miranda is already studying there. Cross out the modal verb forms that are wrong.

Chris: Can I ask you a few questions about Carstairs?

Miranda: Of course.

Chris: Do ⁽¹⁾ I must / I have to wear a uniform?

Miranda: No, but ⁽²⁾ you must / you have to dress smartly. You can't wear jeans.

Chris: ⁽³⁾ Should I / Must I take my laptop computer with me?

Miranda: No, ⁽⁴⁾ you mustn't / you don't have to! You have to write all your essays by hand!

Chris: What? I ⁽⁵⁾ have to / don't have to use email!

Miranda: No, I'm afraid not. Carstairs is very old-fashioned. Anyway, when are you leaving?

Chris: I don't get a ticket for the train this evening. ⁽⁶⁾ I should have reserved / I must have reserved a seat, though. ⁽⁷⁾ I should / have to stand all the way to Scotland.

Miranda: ⁽⁸⁾ Should I / Must I give you a ring later and see how things are going?

Chris: Sure. Oh, another thing; Can I use my mobile phone at college?

Miranda: Yes, don't worry. But ⁽⁹⁾ you should / you must switch it off during the school day.

Chris: Ok. Can you give me any more advice?

Miranda: Yes. You ⁽¹⁰⁾ must / should visit the lake near the collage. It's beautiful.

c Look at the signs and complete the sentences with **mustn't**, **don't have to**.

1. You talk in the library.
2. You put the books back on the shelf.
3. You go in.
4. You eat inside.
5. You arrive half an hour early.
6. You arrive late.

LIBRARY
No talking
Please Leave
books on tables

ANTIQUES
Please Feel Free to
come in.
(No eating inside.)

Entry possible
30 minutes
before the concert.
No late arrivals
allowed.

d Here is the work plan for the Information Office at Heathrow Airport for the last weekend. If someone didn't work, there is a comment about the reason.

From the information in the table, write complete sentences using *had to*, *didn't have to*, or *should have* and the words in brackets.

Saturday		Sunday	
On duty	Comments	On duty	Comments
Jenny	✓	Colin	✓
Brian	ill	Mary	✓
Joan	ill	Derek	ill
Daniel	✓	Carol	ill

- ▶ (Jenny/ Saturday) Jenny had to work on Saturday.
- ▶ (Colin/ Saturday) Colin didn't have to work on Saturday.
- ▶ (Carol/ Sunday) Carol should have worked on Sunday but she was ill.
- 1. (Colin/ Sunday)
- 2. (Joan/ Sunday)
- 3. (Derek/ Sunday) but he was ill.
- 4. (Mary/ Saturday)
- 5. (Brian/ Saturday) but he was ill.
- 6. (Daniel/ Saturday)
- 7. (Joan/ Saturday) but she was ill.
- 8. (Derek/ Saturday)

Everyday English

For each situation below, choose two possible responses from (a-j).

1. A friend tells you she's going to have her hair dyed orange.
2. Your partner is late for your date as usual, but promises to be on time next time.
3. A taxi driver tells you that you have to pay double fare.
4. someone tells you that their dog can sing pop songs.
5. Your friend tells you that he's tired ... you know that he's always staying up late.
6. Someone tells you that he's just seen Misse at the local supermarket.

- | | |
|----------------------------------|--|
| a. you're kidding | b. Do you seriously expect me to believe that? |
| c. I'm not surprised. | d. I'll believe that when I see it. |
| d. E. That's totally ridiculous. | f. No wonder. |
| e. I'll take word for it. | h. You're going to do WHAT?? |
| f. You could have fooled me. | j. That's absolutely amazing! |



Listening

- a** What is the strangest thing you have ever eaten? When and why did you eat it? What did it taste like?



Double-crust pie



Pancit



Tteokguk

- b** **R10.1** Listen to an extract about birthday foods in different cultures. Check ✓ the correct column for birthday foods in each country.

Food/ country	Russia	The Philippines	Korea
cake			
soup			
pie			
pasta			

- c** **R10.1** Listen again. Write *True (T)* or *False (F)*.

1. Doubled-crust pies are extremely common in Korea.
2. The pie is sweet and filled with fruits.
3. Pancit is a fish and chips dish.
4. In the Philippines, they eat long noodles on their birthday to live a long life.
5. In Korea, some people have their birthday on new year's day.
6. Once you finish eating your tteokguk, you are one year older.

- d** In pairs, talk about birthday foods people have in your country.

Speaking

a Work in pairs. Describe the following customs in your country. Then compare your answers with another pair. How similar were they?

- The most common form of greeting
- Common gestures that visitors are not used to
- Common eating customs
- Common misconceptions visitors have about your country

b With your partner ask and give advice about the customs mentioned in exercise a.

Student A: What do you think I should do if I'm invited to dinner?

Student B: Make sure that you arrive on time and...

Writing

Many people visit your country, but they don't know a lot about it. Write an article to help them be culturally aware of your country. Use information from your answers in exercise speaking 'a'.

[illegible]

Unit 11



Artificial Intelligence

Reading

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

- | | |
|--------------|---|
| 1. slave | a. to do or achieve what was hoped or expected |
| 2. fulfil | b. an area of knowledge or activity that someone is responsible for |
| 3. domain | c. a special right or advantage that a particular person has |
| 4. capacity | d. a person owned by another person and is forced to work for them |
| 5. privilege | e. the ability to understand or do something |

Robots

The word "robot" stems from the Czech "robotnik" which means a "slave". Man has built a robot after his/her image. Possibly, that is why human beings have a variety of strong emotions, both negative and positive towards robots.

The relative advantage of robots and intelligent machines is accompanied with their ability to play a range of movements and thinking endlessly and tirelessly. When designing robots, it is essential for planners to focus on the robots' ability to follow patterns. Due to this engineering reality, robots are certainly specialised in the first step. Another complicated sort is the generalised robot, which can to some extent imitate humans. In the future, the memory of robots is expected to become very extensive. This will allow huge amounts of data storage, the thing which will be reflected in the robot's ability to fulfil a lot of operational tasks. Consequently, the use of robotics will be expanded.

Robots offer people a helping hand to focus on the creative process when relying on such intelligent machines to take care of unpleasant physical and mechanical work. The greatest benefits of robots should mean for people staying away from unhealthy environments, such as mines and deep waters. For many industrial countries, using robots could increase production with low costs. The third domain for robots would be doing productive activities that people cannot easily perform.

At present, the main challenge of robotisation is in combining human and robot activities, trying to find the best human-robot match. Meanwhile, robots have the ability to do heavy-duty jobs with accuracy and repeatability, human beings have the privilege of creativity, flexibility, decision-making and adaptability. When experts reach high degree of co-operation, manufacturers would enhance efficiency and capacity, as well as improve quality and industrial working conditions.

Motivational influences of robotics among workers and managers can be amazing. This issue has been recognised in the medical sector in some empirical operations despite the fact that the use of robotics in risky tasks need special attention from safety and health experts. As the modern world is eager to witness all that is innovative, intellectual and smart, there is an urgent need to eliminate the negative side-effects of new robot applications and that is the key challenge in ongoing technological transition period.

b Read the text and answer the following questions.

1. Why do people consider robots both friends and enemies?
2. What is the crucial thing for designers to pay close attention to?
3. How is the generalised robot different?
4. What will happen when people depend on intelligent machines?
5. In which ways are humans superior to robots?

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

1. The Czech word "robotnik" is the origin of "robot".
.....
2. The use of robotics will be expanded in the future because of the robots' specialisation.
.....
3. Working in mines and deep waters are the things that humans are forced to do in the future.
.....
4. Robots will make production process quicker and at a low cost.
.....
5. Accuracy and repeatability are the main features of man-made production.
.....
6. The key challenge in ongoing technological transition period is finding a man-machine match.
.....

Vocabulary

Verbs Used in Science and Technology

a Replace the words in **bold** with suitable ones from the box in the correct form.

insert utilise combine analyse conclude install the software rotate

1. The wheel began to **turn** very quickly.
2. **Put in** the disk to **get the software ready** to work.
3. We can **put** these chemicals **together**
4. You should **use** the strongest material.
5. We **looked into** the problem and **decided** that it was a computer virus.

b Make other parts of speech from the words in brackets.

1. The amount of stress people suffer can their life. (*effect*)
2. He felt too when he heard that his father had been involved in a car accident. (*anxiety*)
3. Tom was nearly out of when he reached that high point. (*breathe*)
4. Hama, being an ancient city, the past and the present everywhere you walk there. (*combination*)
5. I was from school last month due to the fact that I had a broken leg. (*absence*)

Pronunciation

a **R11.1** Tick whether these words in **bold** have strong or weak forms.

	Weak	Strong
1. I'm tired.		
2. "The girls are beautiful, aren't they?" - "Yes, they are."		
3. "Where is John?" - "John's here."		
4. "Does he earn a good living?" - "Yes, he does."		
5. This watch is mine.		
6. "Can I help you?" - "Sure, you can."		
7. The men have eaten.		
8. "Has he paid the bill?" - "Yes, he has."		

b **R11.1** Listen and check

DIRECT: He said, "I have lost my umbrella." INDIRECT: He said (that) he had lost his umbrella	There are two ways of relating what a person has said: <i>direct</i> and <i>indirect</i>. • In <i>direct speech</i>, we repeat the original speaker's exact words. • Remarks thus repeated are placed between inverted commas, and a comma is placed immediately before the remark. • Direct speech is found in conversations, in books, in plays and in quotations. In <i>indirect speech</i>, we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words.
She said, "He's my son." She said that he was her son. "I'm ill.", she said. She said that she was ill.	First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (I = he, she; me = him, her; my = his, her; mine = his, hers; we = they...)
"I saw her the day before yesterday," he said. He said he'd seen her two days before. "I'll do it tomorrow," he promised.	Adverbs and adverbial phrases of time change as follows
He promised that he would do it the next day. She said, "My brother got married a year ago." She said that her brother had got married a year before/the previous year.	Today = that day Yesterday = the day before/ the previous day Last = the previous Tomorrow = the next/ following day
He said, "Where is the station?" He asked where the station was.	When we turn direct questions into indirect speech, the following changes are necessary: - tenses, pronouns, possessive adjectives, adverbs of time and place and also we change as in statements. - the interrogative form of the verb changes to the affirmative form. - the question mark is omitted in indirect questions.

a Change the following sentences from DIRECT to INDIRECT SPEECH:

Example: Ali: "I will be here at noon."

Ali said that he would be here at noon.

1. Maria: "The train arrives on time."

She said

2. Tarek: "I have to finish this report by three o'clock."

.....

3. The doctor: "The boy will improve quickly."

.....

4. William: "I am leaving later today."

.....

5. Joly: "I saw that movie last night."

.....

6. Helen: "I have read that book."

.....

7. Mary: "I cannot go to the movie with you."

.....

b Change the following job interview questions into indirect speech.

Example: "Where do you live?" *She asked him where he lived.*

"Have you worked before?" *She asked him if he had worked before.*

1. "Why do you want the job?"

She asked him

2. "How did you hear about it?"

She asked him

3. "Have you got any experience before?"

She asked him

4. "Can you work seven days a week?"

She asked him

5. "How will you travel to work?"

She asked him

6. "Do you have a car or do you prefer walking?"

She asked him

7. "How much do you expect to earn?"

She asked him

8. "When can you start?"

She asked him

Everyday English

Fill in the gaps (1-8) with sentences (a-h).

- a. I've seen better designs.
- b. It could do with being a bit louder.
- c. It was sort of interesting at times.
- d. I'd turn it down if I were you.
- e. Frankly, it could have been a bit more detailed.
- f. It wasn't on the short side.
- g. I was planning to get an early night.
- h. ~~I think a looser pair would suit you better.~~

1. A: Do my legs look fat in these?

B: *I think a looser pair would suit you better.*

2. Honestly, what did you think of my speech?

Very funny!

3. What did you think of that article I sent you?

.....

4. What do you think of my new mobile?

.....

5. Do you think the music is too loud?

.....

6. Do you fancy going out for a dinner later?

Sorry.

7. What did you think of their new kitchen?

.....

8. Did you manage to read my report? Sorry it was quite short.

Yes,



Listening and



Speaking

a

In pairs, do you think that robots are important for surgery?

b

How can robots replace surgeons in the future?

C**RI1.2** Listen to the following extract, then choose the correct answer a, b, or c.

1. Doctors spent more time in the past in the face-to-face meetings with the patients because they considered the method
 - a. traditional
 - b. effective
 - c. saving time
2. The huge advances in robotic technology a surgeon's ability to see, feel and fulfil things.
 - a. increased
 - b. limited
 - c. decreased
3. In initial days, robots were mostly used for surgeries and medical applications in 1980's.
 - a. complex
 - b. serious
 - c. simple
4. Remote surgery and micro robotic surgery are operations.
 - a. simple
 - b. complicated
 - c. costly
5. Active robots are completely actuated where interaction between is very minimal.
 - a. the robot and the surgeon
 - b. the robot and the patient
 - c. the robot and the performing theatre

d

In pairs, think of some of the operations that robots could do better than a surgeon!

Writing

- a** Write a composition about the role of robots to enhance human healthcare as you imagine in the future.
- b** Check your composition for spelling, punctuation and grammar mistakes.



Unit 12



Digital Literacy

Reading

E-learning is the use of networked information and communication technology in teaching and learning. It combines all educational activities that are carried out by individuals or groups working online or offline, and on networked or separate computers and other electronic devices.

E-learning is highly interactive and relies heavily upon graphics, video, and audio. However, there are often simulations to support in learning achievement, which could include 3D components. New software training is an example of a course that often includes a high degree of interactivity and simulations.

The impact of e-learning is noticed in self-responsibility among students when they decide to study or not. It helps expand their knowledge by researching using the World Wide Web. Teachers allow them to acquire various computer skills and apply their knowledge and skills. This helps in the communication with their students at all times and increases the students' ability to study on their own.



The importance of e-learning lies in the fact that the students need to be busy with what they are doing to improve learning outcomes. E-learning enables students to become thinkers, learners and risk takers in a protected environment, so they need not rely on the teachers, as they can be independent. Learning can happen anywhere, anytime and anyhow. It encourages students to seek more from school. When the course is developed, it can be run as many times, at as many locations and for as many learners and thus it reduces the general cost and time.



As the digital revolution has led to remarkable changes in how the content is accessed, consumed, discussed, and shared, e-learning is best suited for everyone especially at weekends or evenings. Besides, content of lessons can be accessed at an unlimited number of times: at the time of revision and when preparing for an exam.

The chief benefit of learning online is that you are in harmonisation with modern learners by accessing updated content whenever they want it. E-learning provides a quick delivery of lessons, so the learning time is reduced as the student does not need to travel to the training venue. You can learn comfortably from your own place. Besides, e-learning is cost effective compared to traditional forms of learning because learning through this mode happens quickly and easily and a lot of training time is reduced regarding trainers, travel, course materials, and accommodation. Recently such type of learning has become popular in Syria, especially after applying it at Syrian Virtual University.

On the other hand, if an individual lacks self-discipline, they will not be motivated to study bringing about delay. This is where traditional classroom learning is convenient whereby; you are followed if you are falling behind in your studies. In addition, health problems normally occur when an individual is always on his/her computer or tablet; it brings about straining problems, poor vision and the like.

To sum-up, e-learning provides the students with the ability to fit learning around their lifestyles, effectively allowing even the busiest person to promote a career and gain new qualifications. Some of the most important developments in education have happened since the launch of the Internet. Nowadays learners are well acquainted with the use of smart phones, messaging and using the Internet so contributing in and running an online course has become a simple affair.

a Match the words with their meanings.

- | | |
|------------------|---|
| 1. interactive | a. an event to celebrate something new |
| 2. simulation | b. a place to stay when you are travelling |
| 3. acquire | c. that allows information to be passed continuously in both directions between the computer and user |
| 4. harmonisation | d. the ability to control yourself or other people, even in difficult situations |
| 5. accommodation | e. the technique of representing the real world by a computer |
| 6. discipline | f. to encourage people to like, buy, use, do, or support something |
| 7. promote | g. to get or buy something |
| 8. launch | h. the act of making different people, plans, situations, etc. suitable for each other |

b Answer these questions about the text.

1. How can e-learning be applied?
.....
2. What is necessary to ensure interactivity and simulations?
.....
3. How can teachers and students interact when using e-learning?
.....
4. What can the students do without their teachers?
.....
5. Name some bad effects of e-learning.
.....
6. What facilitates a course online?
.....

c Are these statements *True* or *False*?

1. E-learning allows students to have direct interaction.
2. E-learning promotes computer skills and have self-learning.
3. Traditional learning is cheaper than e-learning.
4. One disadvantage of e-learning is that it needs more time and can be applied in one place.
5. When running an online course, you have to be free of any responsibility.

Vocabulary

Verbs (Literal and Idiomatic)

a Decide which phrasal verb is literal and which is idiomatic. Use the dictionary to help you.

1. a. The plane to Russia has just taken off.
b. Take that dish off the table. It's going to fall.
2. a. Can you pick up my wallet? It's under your chair.
b. My brother picked me up home while he was returning from work.
3. a. I looked up the term "Digital Literacy" in Oxford dictionary.
b. We looked up the tree and there was a humming bird on the top branch.
4. a. You should put on your waterproof coat as it is raining.
b. Eating too much chocolate leads to putting on a lot of weight.
5. a. Would you mind getting my car out of the garage?
b. The author got his new novel out last month.

b Replace the verbs in *italics* in these sentences with a suitable phrasal verb.

1. The new edition of the book will be *published* next month.
2. My father *deprived* me *from* going out because I replied him angrily.
3. My car broke down yesterday, so my friend *collected in* his car to work.
4. My mother asked me to *tidy* my room and *lift* my clothes *up* from the floor.
5. The teacher asked us to *search* the meaning of new words in the dictionary.

Pronunciation

Sound Linking

a **R12.1** Listen and read the following sentences. Note the links between words, then practice saying them aloud.

1. Galileo was a famous astronomer in the 17th century.
2. Astronomers need a lot of math and physics courses.
3. I've just received a present for the good work I do.
4. If the weather improves, we'll have dinner out.
5. I have always enjoyed watching sports on TV.
6. We bought a big flat in the center of the city.

b Look at the following sentences. Mark the links between words.

1. If I had enough money, I would travel around the world.
2. I read a story about a poor man who suddenly became rich.
3. My mother is afraid of travelling by air, so we had to travel by train.
4. Can I have a box of chocolate please?
5. Jane and Mary need a lot of experience to get a job.
6. The plane to London will take off at eleven o'clock.

c **R12.2** Listen and check.

Grammar

Inversion

In statements, the verb usually follows the subject:

e.g. Mary missed her lessons last week.

Sometimes we invert the subject and verb so that the verb comes before the subject.

We use inversion:

- after *neither/ nor*:

e.g. A: I didn't know there was a library here. **B:** *Neither/ nor did I.*

- in the phrases *Here come/comes + noun* and *There goes/ go + noun*:

We can't use inversion when we use pronouns with *Here come(s)* or *There go(es)*:

e.g. *Here comes* the professor.

Here they come, not Here come they.

- in question tags:

e.g. We have to wear formal clothes, *don't* we?

- When we begin a sentence with a *limiting adverbial* (**e.g.** *rarely*) or a *negative adverbial* (**e.g.** *not only*), the subject and the auxiliary verb are inverted:

e.g. *Hardly ever does* he come to work on time.

- When using inversion with *Present Simple* and *Past Simple*, the subject must agree with the auxiliary not the main verb:

e.g. *Not only was* Jack famous for helping people, but he was also the first man to establish a charity in his country.

Note: We do not put the verb before the subject:

- when we include a *question in another question*. (indirect questions)

e.g. Where are my glasses? → Have you any idea where my glasses are?

- when we include a question in another sentence:

e.g. I wonder what his lifestyle like.

- when we use a question word to introduce a relative clause in phrases:

e.g. I wonder why he was sad.

- in indirect speech. We use *if* when we report a yes/ no question.

e.g. Have you been to Canada before? He asked me if I had been to Canada before.

a Choose the correct answer.

1. Rarely anyone using carriages nowadays.
a. you see b. will you see c. you will see d. you have seen
2. Only after, he travelled to London to study.
a. he graduated b. he had graduated c. did he graduate d. he has graduated
3. Have you any idea where Sami?
a. can I meet b. I can meet c. do I meet d. have I met
4. My mother asked me if my aunt.
a. had I visited b. I had visited c. I will visit d. will I visit
5. There..... goes to hold a meeting.
a. goes he b. he goes c. went he d. he went

b Use the words in brackets to complete each sentence. Put the verbs in the correct form.

1. (*Never/ I/ meet*) such well-behaved children before.
They are as good as gold.
2. (*No sooner/ my brother/ sit down*)..... to dinner than there was a knock on the door.
3. (*Seldom/ we/read*) newspapers nowadays.
4. (*Not only/ he/ make*) new products, but he also did experiments.
5. (*Here/ arrive/the boss*) on time.
6. I wonder (*what/ my sister/ do/ can/ solve/ to/ the problem*)

Everyday English

Asking for, Giving and Refusing Permission

Complete these dialogues using the phrases from the box.

I'd prefer if you didn't
I'm sure I can
No problem
Please feel free
Would it be possible for
Would you mind

1. A: if I came in late to work tomorrow?
B: I'm afraid
A: Hmmm. What if I work overtime tonight?
B: Well, I really need you for the meeting tomorrow. Is there any way you can do whatever it is you need to do later.

A: If you put it that way, figure something out.

B: Thanks, I appreciate it.

2. Student: me to have a few more minutes to review before the quiz?

Teacher: to study for a few more minutes.

Student: Thank you very much.

Teacher: Do you have any questions in particular?

Student: Uh, no. I just need to review things quickly.

Teacher: OK. We'll begin in five minutes.

Student: Thank you.



Listening

a

R12.3 Listen to Julia and Tony talking about their online experience.

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

1. Julia has to wake up early every day to run her online course.
2. It's easier for Julia to learn in physical classroom.
3. Julia is looking forward to completing her learning online.
4. Tony is very skillful in using technology.
5. Tony hates submitting homework on the same day.
6. Tony wants to continue his online learning to gain new skills.

b

R12.3 Listen again and say what each person likes and dislikes about this experience.



Speaking

In pairs, discuss these questions.

1. Have you ever read an e-book?
2. What's the difference between the traditional book and e-book?
3. What are the advantages of e-books in comparison with the printed books?



Writing

Write an essay of no more than 120 words about the arguments for or against e-learning at school. Make sure you give your opinion.

Take these hints into your consideration:

Writing Skill

In an article with arguments **for and against** a subject, we usually give a **balanced argument**. we use a formal style and divide our article into four paragraphs.

- In the **introduction**, we make general remarks about the subject, *without giving our opinion*.
- In the **second** paragraph, we give the **advantages** with examples.
- In the **third** paragraph, we give the **disadvantages** with examples.
- In the **conclusion**, we **sum up** the subject *stating our own opinion clearly*.

We can use expressions such as *I think, I believe, In my opinion*, etc to express our opinion and **linking words** (*as, because, for example, however, etc*) to join ideas.

[illegible]

Progress Test 3

Reading

Body Language

Communication between people can be verbal by using a language to speak to others, or non-verbal by using the body language such as gestures or facial expressions. People in different parts of the world use different gestures to communicate non-verbally and these gestures may have different meanings from one place to another. Handshaking, for instance, is considered common around the world. However, to shake hands with others while greeting is something accepted and favourable in Western culture and expresses confidence, while people in the Far East, in Japan for example, do not prefer shaking hands strongly. This can be interpreted as aggressive; they bow instead. Talking about facial expressions, they are mostly considered to be universal and they are accepted and known widely. Expressing happiness, sadness, surprise, fear, disgust and anger are the same all over the world. Eye contact is another non-verbal language. For example, looking away while a person is talking to you means that you are not interested. Avoiding eye contact is a sign of respect for bosses and elders in many parts of the world. Understanding even a few gestures from different cultures can make you a good communicator. So, next time when you travel, try to be culturally sensitive. Learn about the local gestures and let your body talk.

a Answer the following questions. (6 marks)

1. What are the kinds of communication?
2. Why don't the Japanese like handshaking?
3. Give two examples of facial expressions.

b Find words in the text which mean the following. (6 marks)

1. expressed in spoken words
2. behaving in an angry threatening way
3. a motion of hand or body to express a thought or a feeling

c Rewrite these sentences about the text to correct the information. (6 marks)

1. Western countries consider shaking hands aggressive.
2. Looking into you parents' eyes is a sign of respect.

Grammar

a Use the words in brackets and in the box to ask for permission. (10 marks)

use your photocopier use your dictionary close the window
borrow your pen turn on the TV

1. Situation: You want to write down a telephone number. (*can I*)
2. Situation: You're feeling cold. (*may I*)
3. Situation: You need a photocopy of a letter. (*may I ... please*)
4. Situation: You want to watch a documentary. (*may I*)
5. Situation: You want to find the meaning of a word. (*may I*)

b Combine these sentences with the words in brackets.

(8 marks)

1. She is at the office. She is at the airport. (*either ... or*)
2. The film was funny. It was exciting. (*not only ... but also*)
3. The English team didn't play well. The Scottish team didn't play well. (*neither ... nor*)
4. July bought a dress. She bought a jumper. (*both ... and*)

c Report this conversation. Start each reported question with (He asked ...), and each reply with (I said ...)

(12 marks)

1. *Ahmad*: I arrived yesterday.
I said.....
2. *John*: How long are you going to stay?
He asked me.....
3. *Ahmad*: I'm going to stay for 3 weeks.
.....
4. *John*: Have you been to London before?
.....

d Rewrite the sentences by putting the words in *italics* at the beginning and making any other necessary changes.

(10 marks)

1. It was *only when* we arrived in India that we saw elephants and tigers.
2. I'd *hardly* unpacked in my hotel room when my phone rang.
3. The reserve guards *seldom* catch illegal hunters.
4. I have *never* before seen such a wonderful waterfall.
5. There are *no longer* any tigers in the northern region.

Everyday English

Write sentences to express these situations.

(12 marks)

1. Your friend's family is going on holiday next week. Your friend has invited you to join them. (Accept the offer)
2. Your father tells you that you have passed the driving test. (Express your surprise)
3. You are invited to attend a feast at your uncle's house, but you are too busy. (Apologise tactfully)
4. You want to leave work early because you are sick. (Ask for permission)

Writing

(30 marks)

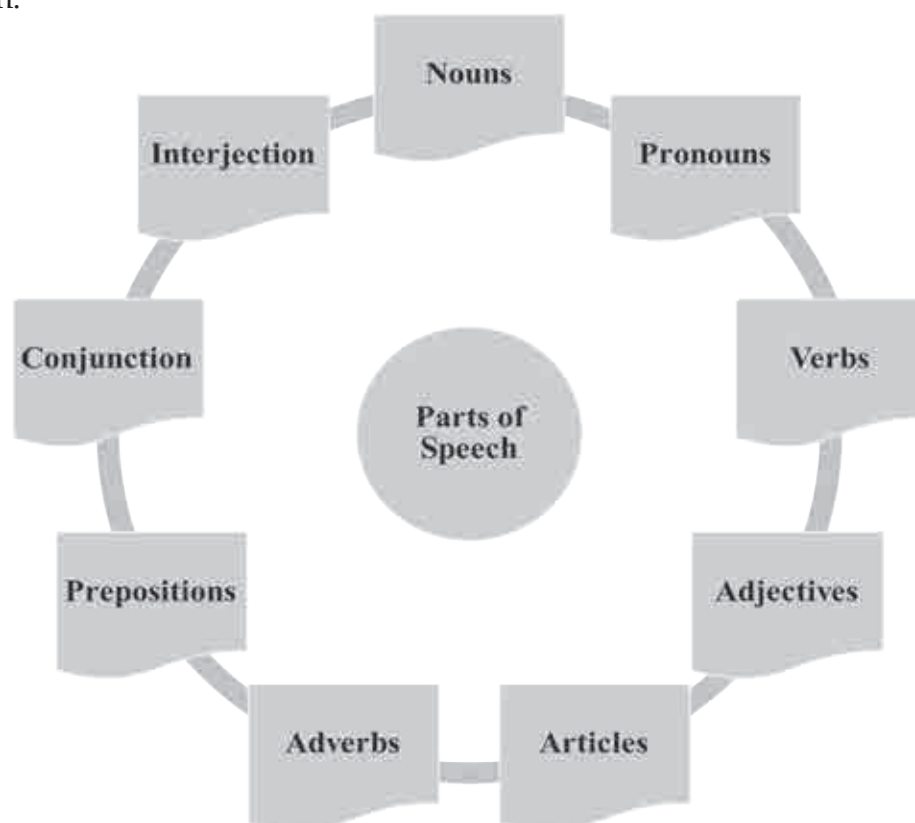
"Beauty is in the eye of the beholder." Write a paragraph using the following prompts:

- the beauty of music/art/nature/ etc. in different cultures
- your preference and justification

Appendix I

Parts of Speech

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



Appendix II

Punctuation Rules

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix III

Writing Process

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

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



Let's explore each one of them

1. Planning

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

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

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

Group Brainstorming:

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

Rapid Free Writing:

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

Wh- Questions:

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

2. Drafting

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

3. Revising

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

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

You can do the following things during this stage:

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

4. Editing

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

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

Don't submit your writing before checking these points:

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

a. How to write a paragraph

1. Introduction / Topic Sentence: a paragraph has a TOPIC SENTENCE to answer directly the question or prompt.

2. Support or explanation: it USUALLY has 3-5 sentences to explain, give reasons for, tell more about, or prove your answer.

3. Conclusion: it has a concluding sentence "clincher" to finish the paragraph.

Remember

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

b. How to write an article about a famous building

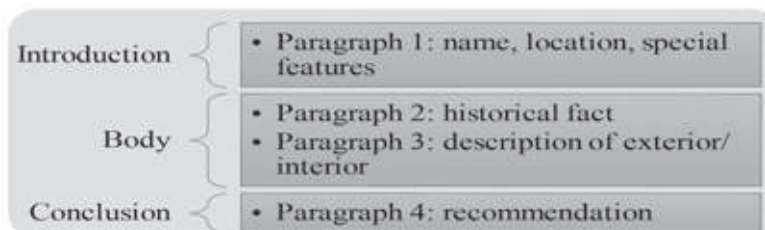
When we want to write an article about a famous building, we follow these tips:

1. In the introduction, we mention what type of building it is, its location and its special features.

2. In the body, we give historical facts about the building (who designed it, when it was built, etc.). Then we describe the exterior and the interior of the building.

3. In the conclusion, we write general remarks about the building and a recommendation to visitors.

4. We use past tenses to write about historical facts and present tenses to describe the building, its location, etc.



c. How to write an informal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Name or title

Dear

Introduction

Body of the letter

Conclusion

Signature

Your name

d. How to write a formal letter

Writer's Address

Street,
Town,
Country,
Postcode.

Date

Day/ Month/ Year

Recipient's Address

Name,
Street,
Town,
Postcode.

Name or title

Introduction

Three main points of the letter

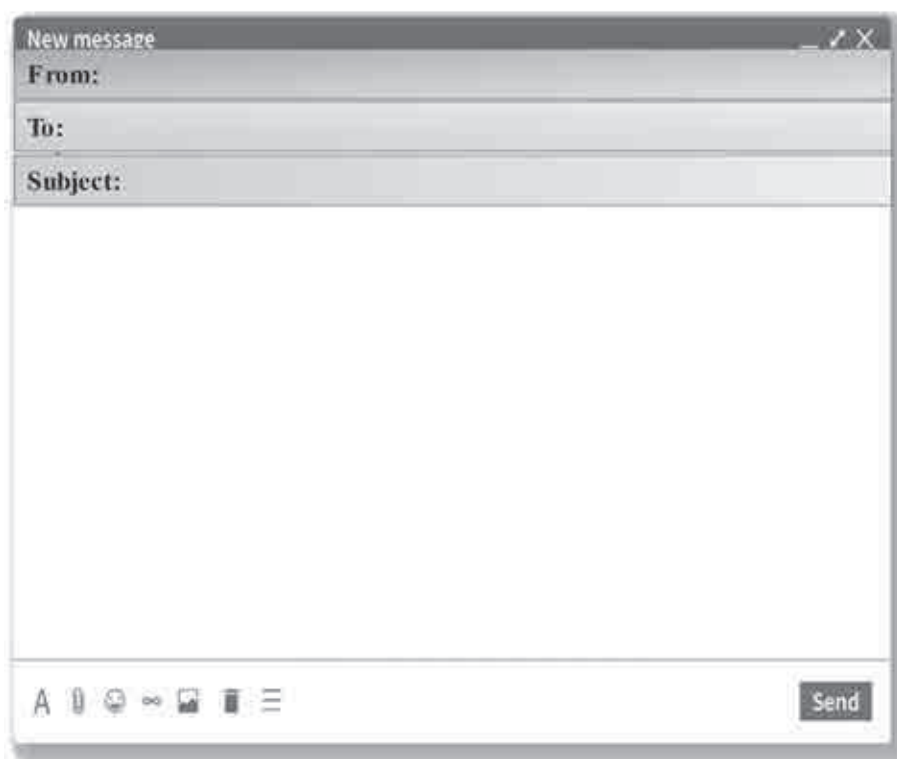
- 1.
- 2.
- 3.

Conclusion

Signature

Your name

e. How to write a formal email



f. How to write a report

Parts of a report:

1. The title

2. **Introduction:** It introduces the topic and purpose of the report and may summarize the material in the report. You might find the following kinds of documents as parts of a report's introduction.

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

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

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

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

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

h. How to write a Curriculum Vitae (CV)

Name: Amer Hallak
Date of birth: 15/06/1985
Nationality: Syrian
Marital Status: Single

Qualifications:

2005 Obtained a degree in Pharmacology, Aleppo University
2008 Obtained a diploma in marketing, Aleppo University

Professional Experience:

2009-2012 University of Damascus
Scientific Research in Pharmacology
2012-2016 Damascus International Fair
Participated in Drug Development Programme
2016-2020 Dar Aldawa Company, Damascus
Manager of marketing, responsible for marketing new drugs
2020 – Present Shifaa Pharmacy
Pharmacist at my own pharmacy

Languages: Arabic (native speaker)
English (fluent)

Interests: tennis, travel, and computer applications

Appendix IV

How to Prepare a Presentation

An effective presentation is more than just standing up and giving information. A presenter must consider how best to communicate the information to the audience. Use these tips to create a presentation that is both informative and interesting:



1. Organize your thoughts. Start with an outline and develop good transitions between sections.
2. Have a strong opening. Why should the audience listen to you? One good way to get their attention is to start with a question, whether or not you expect an answer.
3. Define terms early. If you are using terms that may be new to the audience, introduce them early in your presentation. Once audience gets lost in unfamiliar terminology, it is extremely difficult to get them back on track.
4. Finish with a bang. Find one or two sentences that sum up the importance of your research. How is the world better off as a result of what you have done?
5. Design PowerPoint slides to introduce important information. Consider doing a presentation without PowerPoint. Then consider which points you cannot make without slides. Create only those slides that are necessary to improve your communication with the audience.
6. Time yourself. Do not wait until the last minute to time your presentation. You only have 5 minutes to speak, so you want to know, as soon as possible, if you are close to that limit.
7. Create effective notes for yourself. Have notes that you can read. Do not write out your entire talk; use an outline or other brief reminders of what you want to say. Make sure the text on slides is large enough that you can read it from a distance.
8. Practice, practice, practice. The more you practice your presentation, the more comfortable you will be in front of the audience. Practice in front of a friend or two and ask for their feedback. Record yourself and listen to it critically. Make it better and do it again.

Appendix V

Irregular Verbs

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

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

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

4. Verbs with two vowel changes

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

5. Verbs changing to -ought or -aught

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

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

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

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

7. Verbs with one vowel and one consonant change

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

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

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

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

Grammar Bank

Present Simple

+	V1/ V1 + s,es,ies	- I study law. -She likes reading. -He studies law.
-	don't/ doesn't + V0	- He doesn't study medicine.
?	do/ does + V0?	- Does he study law?

We use the Present Simple:

- to talk about regular habits or repeated actions:

e.g. I use the Internet just about every day.

(Words that describe how often or when are often used: always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening...)

- to talk about facts or generally accepted truths:

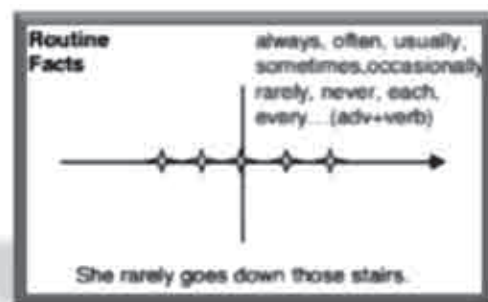
e.g. If you heat water to 100 °C, it boils.

- to give instructions or directions:

e.g. To start the programme, first click on the desktop.

- to tell stories and talk about films, books and plays:

e.g. In the film, the hero saves the villagers.



Present Continuous

+	am/ is/ are + V+ -ing	He is studying French now. don't/ doesn't
-	am/ is/ are not + V+ -ing	He is not studying French now.do/ does +
?	am/ is/ are + V + -ing?	Is he studying French now?

We use the Present Continuous:

- to talk about temporary situations

e.g. He's studying really hard for his exams.

- to talk about actions happening at the moment:

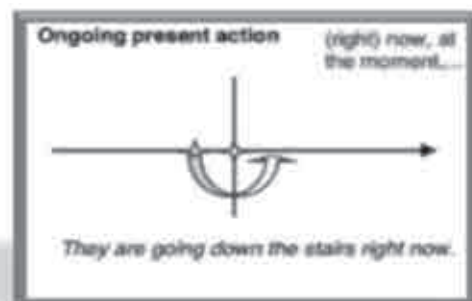
e.g. I'm waiting for my friends.

- to talk about trends or changing situations:

e.g. The price of petrol is rising dramatically.

- to talk about things that happen more often than expected, often to show envy or to criticise with words like always, constantly, continually, forever:

e.g. My roommate's always throwing his cloths on the floor.



State Verbs

The Present Continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs describe thoughts, feelings, senses, possessions and description.

Examples of state verbs:

- thought: believe, think, agree, disagree, remember, forget, suppose, understand, know.
e.g. I assume he's too busy to help me.
- feelings: like, love, hate, mind, prefer, want, enjoy, feel
e.g. I prefer coffee to tea.
- senses: feel, hear, see, smell, taste
e.g. The pizza smells delicious.
- possessions: have, own, belong
e.g. My uncle owns a villa in Damascus countryside.
- description: appear, look, look like, resemble, seem, sound
e.g. He really looks like his father.

Note:

Some state verbs can be used in the continuous form when the meaning is temporary.

e.g. What are you thinking about? (now)

I think you should tell the truth. (my opinion, not a temporary action)

Present Simple or Present Continuous

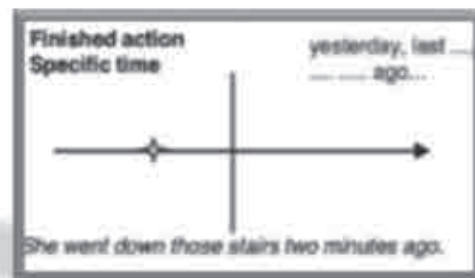
Present Simple	Present Simple
We use the <i>Present Simple</i> to talk about facts/ things which are true at any time: e.g. Journalists <i>write</i> newspaper articles.	We use the <i>Present Continuous</i> to talk about actions in progress at the time of speaking: e.g. Look, the bus <i>is coming</i> .
We use the <i>Present Simple</i> for situations that exist over a long time, and for actions that are repeated. e.g. John <i>works</i> for an advertising company.	We use the <i>Present Continuous</i> for things that continue for a limited period of time around now. e.g. He's <i>living</i> in London.
We use the <i>Present Simple</i> with thinking and feeling verbs. e.g. I <i>don't know</i> which train to catch.	We don't usually use the <i>Present Continuous</i> with thinking and feeling verbs: I'm <i>knowing</i> someone who lives in London.
We use <i>have</i> in the <i>Present Simple</i> to talk about possessions. e.g. I <i>have</i> a red car. We use <i>think</i> in the <i>Present Simple</i> to express opinions: e.g. I <i>think</i> the situation will get better.	We use <i>have</i> and <i>think</i> in the <i>Present Continuous</i> to talk about actions: e.g. I'm <i>having fun</i> . I'm <i>thinking</i> about starting a new job.

Past Simple

+	V2	She worked for the police.
-	did not + V0	She didn't work for the police.
?	did + V0?	Did she work for the police?

We use the Past Simple:

- to talk about completed actions in the past. Often the time is mentioned.
e.g. Anna passed her exam last year.
- to give a series of actions in the order that they happened:
e.g. The robber came in through the window,
picked up the jewelry box, emptied it out
then stole all accessories.
We often use words like next or then to
indicate the sequence of events.
- to talk about past repeated actions:
e.g. When her daughter got older, she often went
out to visit her friends after school.
- to talk about long-term situations in the past which are no longer true:
e.g. My father worked for the police for over 15 years.

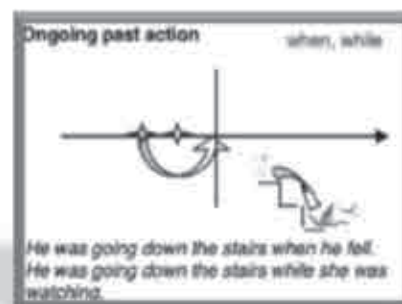


Past Continuous

+	was/ were + verb + -ing	He was watching the news.
-	was/ were not + verb + -ing	He wasn't watching the news.
?	was/ were + verb + -ing?	Was he watching the news?

We use the Past Continuous:

- to provide the background scene to an action (usually in the Past Simple).
We often use words like when, while, and as:
e.g. The robbery happened at four o'clock while
they were sleeping.
- to talk about a continuing action interrupted by
a sudden past action:
e.g. While we were getting ready to go out, the
rain suddenly stopped.



Past Simple or Past Continuous

Past Simple	Past Continuous
We use the <i>Past Simple</i> for a complete action in the past. e.g. The spaceship <i>flew</i> away. We can use the <i>Past Simple</i> for states. e.g. The spaceship <i>seemed</i> very big.	We use the <i>Past Continuous</i> for an action that we were in the middle of. e.g. We <i>were driving</i> home. (We were in the middle of our journey.) We don't normally use the <i>Past Continuous</i> for states. I wasn't knowing

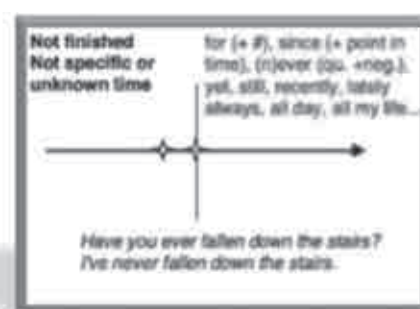
Present Perfect Simple

We use the Present Perfect Simple when we want to show a link between the present and the past.

+	has/ have + past participle	The aircraft has landed safely.
-	has/ have not + past participle	The aircraft hasn't landed safely.
?	has/ have.....+ past participle?	Has the aircraft landed safely?

We use the Present Perfect Simple:

- to talk about something that happened in the past, but we do not say exactly when it happened. The following time expressions are often used: ever, never, before, up to now, so far.
e.g. I've seen this film before. (= before now)
- to talk about something that happened in the past with a definite result in the present:
e.g. I've seen this film before. I don't want to see it again now.
- to talk about a present situation which started in the past, usually with for/ since:
e.g. He's worked for the same company since two years. (he's worked there till now)



Present Perfect or Past Simple

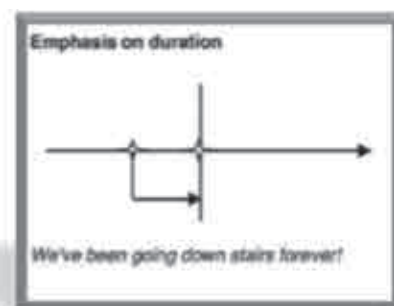
Present Perfect	Past Simple
links the past with the present: e.g. We've lived here for six years. (We still live here.)	only talk about the past: e.g. We lived there for six years. (We don't live there now.)
doesn't talk about a specific time in the past: e.g. Have you read 'The Old Man and the Sea'?	States a specific past time: e.g. I read "The Old Man and the Sea" last month.

Present Perfect Continuous

+	has/ have been + Verb + -ing	I've been studying really hard.
-	has/ have not been + Verb= -ing	I haven't been studying really hard.
?	has/ have..... been + Verb= -ing	Have you been studying really hard?

We can use the Present Perfect Continuous:

- for an action over a period of time leading up to the present.
e.g. I've been waiting here for thirty minutes. (I'm still waiting.)
- to talk about repeated actions up to now.
e.g. Carol has been playing the guitar since she was six.
- to talk about an action which ends just before the present.
e.g. He's been swimming. That's why his hair is wet.



Present Perfect Simple or Present Perfect Continuous

Present Perfect Simple	Present Perfect Continuous
emphasises <i>how long</i> : e.g. I've been cleaning the house for two hours.	says <i>how many times</i> : I've read three articles.
focuses on the <i>activity</i> itself (it doesn't show whether the activity is completed or not): e.g. I've been writing an article. (We don't know if the article is finished or not.)	focuses on the <i>result</i> or <i>completion</i> of the <i>activity</i> : e.g. I've written an article. (the article is finished but we don't know when.)

Past Perfect Simple

+	had + past participle	The aircraft had landed safely.
-	had not + past participle	The aircraft hadn't landed safely.
?	had.....+ past participle?	Had the aircraft landed safely?

We use the Past Perfect Simple:

- When we are talking about the past and want to mention something that happened earlier:

e.g. His father was a composer and his grandfather *had also been* a musician.

Sometimes we use words like just or already.

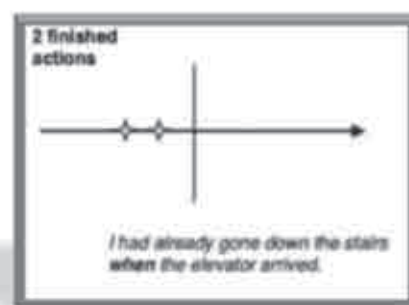
e.g. By the time he was 17, Mozart's reputation *had already begun* to spread through Europe.

- with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

e.g. When Mozart was born, five of his siblings *had already died*.

- to report past events using reporting verbs:

e.g. The man told me he *had met* my father a long time before.



Present Perfect or Past Perfect

Present Perfect	Past Perfect
<i>before now</i> e.g. That man looks familiar. <i>I've seen</i> him somewhere before	<i>before then</i> e.g. That man looked familiar. <i>I'd seen</i> him somewhere before.

Past Perfect Continuous

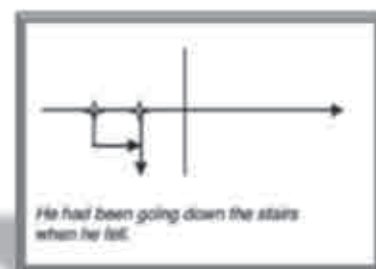
+	had + Verb + -ing	I had been studying really hard.
-	had not been + Verb + -ing	I hadn't been studying really hard.
?	had..... been + Verb + -ing	Had you been studying really hard?

We use the Past Perfect continuous:

- to describe an action that began and was still in progress in the past before another past action started.

e.g. We *had been waiting* for a long time when the bus finally came.

- to describe an action that was in progress in the past



before another action or event occurred. When the second action happens, it interrupts and marks the completion of the first one.

e.g. I *had been teaching* in Tokyo when the earthquake hit.

- to indicate that the continuous action that finished in the past was the cause of a condition, situation or event in the past.

e.g. She was very sweaty because she *had been running* for nearly an hour.

Future Forms

Many forms are used to talk about the future in English. In many cases, a number of different forms are possible, depending on how we see the event.

1. Present Simple for a timetable

- We can use the *Present Simple* for the future when we are talking about a *timetable*, usually a public one such as a train/ flight timetable.

e.g. The train *leaves* at seven o'clock tomorrow morning.

- We use the *Present Simple* for the future after these linking words of time: *after, as, as soon as, before, by the time, until, when*.

e.g. I must get to the bank *before* it *closes*.

- in clauses following *what/ who/ which* and *whatever* and *wherever*.

e.g. I don't care *what happens* next year.

2. Present Continuous for the future

We use the *Present Continuous* for what someone has arranged to do in the future.

e.g. We're *having* a party tomorrow evening.

3. Be to and be about to

- We use *be to* for a future event that is officially arranged. It is often used in news reports.

e.g. The Queen *is to visit* Portugal in December.

- We use *be about to* for the very near future.

e.g. The plane *is at the end of the runway. It is about to* take off.

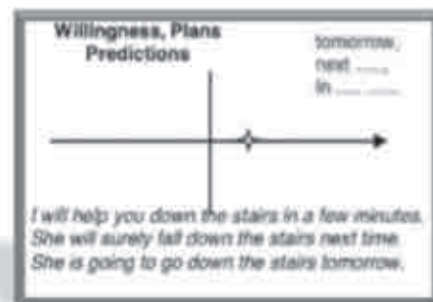
4. Will

We use *will*

- to make predictions, usually based on our opinions or our past experience:

e.g. I think it *will* be extremely hot there.

- to talk about future events we haven't arranged yet:



e.g. We'll probably stay in some sort of mountain lodge there.

- to talk about something we decide to do at the time of speaking:

e.g. Tell me all about it and I'll pass on the information to the rest of the team.

- to make offers, promises or suggestions:

e.g. Don't worry, I'll let everyone know. (a promise)

5. Going

We use going to:

- to talk about events in the future we have already thought about and intend to do:

e.g. We're going to hire a bus. (We intend to go, but we haven't made the arrangements yet.)

- to make predictions when there is present evidence:

e.g. We're going to have a varied trip (I'm judging this from what I know about the plans.)

6. Future Continuous

We use the Future Continuous:

- to talk about an action in progress at a specific time in the future.

e.g. This time next week, I'll be doing my exams.

- to ask politely about future plans:

e.g. Will you be using the computer later on?



7. Future Perfect

We use the *Future Perfect* to talk about an action which will be completed before a point of time, in this case a point in the future.

e.g. I'll have finished the report by Friday night.

