

Emar

English Series

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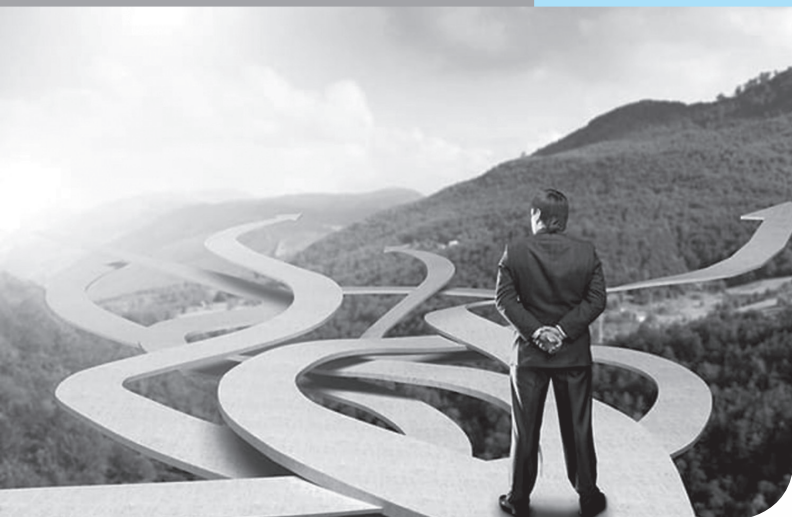
Workbook

Literary Section

2025 - 2026

حقوق الطباعة والتوزيع محفوظة للمؤسسة العامة للطباعة
حقوق التأليف والنشر محفوظة لوزارة التربية والتعليم
الجمهورية العربية السورية

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 once in later life.

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?

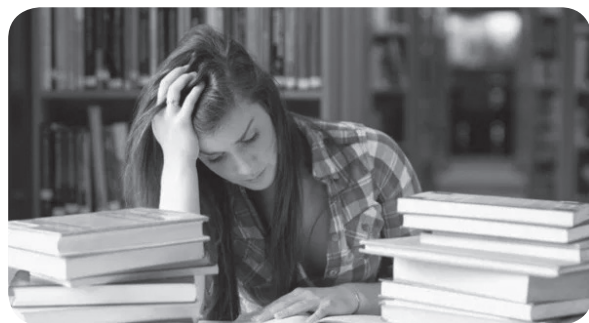
B: Because my brother (*have*) an accident. He (*break*) both of his legs.

Everyday English

Giving Advice

Read the problem 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.



1. leave the university. If you've studied hard, you probably have nothing to worry about. (*not/ think/ good/ idea*).

2. talking to your university professor. He can probably help? (*why/ you/ try*)

3. try some relaxation techniques to help you with the exam stress. (*think/ should*)

4. 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.

1 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.
2 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.
3 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.
4 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

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Unit 2



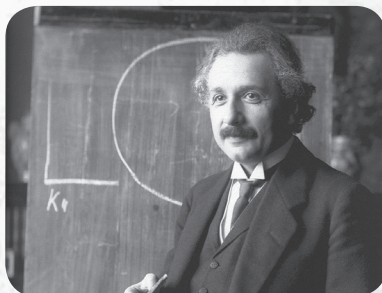
Success

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 with 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

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

/id/

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 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 were 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.



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

A large, light blue rectangular box with rounded corners, containing 25 horizontal dotted lines for writing.

Unit 3



Poetry

Reading

A Prominent Figure in English Literature

John Keats (1795-1821) was a prominent English poet in the second generation of the Romantic era, along with Lord Byron and Percy Bysshe Shelley.

He devoted his short life to the perfection of a poetry marked by vivid imagery, great touching appeal, and an attempt to express a philosophy through classical legend. His reputation grew after his early death, and he was greatly admired in the Victorian Age. His influence can be seen in the poetry of Alfred Lord Tennyson.

The son of a stable manager, John Keats received relatively little formal education. After his father died in 1804, Keats had close emotional ties to his sister, Fanny, and his two brothers, George and Tom. The Keats children lived with their widowed grandmother at Edmonton, Middlesex. John started school at Enfield. At school Keats was noted as an aggressive guy but in 1809 he began to read eagerly.



John Keats was trained by a surgeon in 1811. He broke off the training in 1814 and went to London, where he worked as a dresser, or junior house surgeon, at Guy's and St. Thomas' hospitals. His literary interests had been crystallised by

this time, and after 1817, he devoted himself entirely to poetry. From then until his early death, the story of his life was largely the story of the poetry he wrote.

John Keats wrote sonnets, odes, and epics. All his greatest poetry was written in a single year, 1819: *Lamia*, *The Eve of St. Agnes*, the great odes: *To a Nightingale*, *On Melancholy*, and *To Autumn*, and the two unfinished versions of an epic on *Hyperion*. Today his poems and letters remain among the most popular and analysed in English literature. Keats is remarkably a sensitive collector, organiser and transmitter of sensations, who tasted to the full, the beauties of the world and sought to increase them in his writings.

Adapted from The Romantic Poets

a Skim the text then match the following headings with the suitable paragraph.

- What was John Keats' childhood like?
- What was John Keats' occupation?
- What did John Keats write?
- Why is John Keats important?

b Match the words in the box with their definitions.

devote appeal aggressive eagerly ode

- a serious and urgent request.
- to dedicate or to give an amount of time, attention, etc. to something
- a poem or song written in order to praise a person or an event
- very eager to argue or fight with people
- having an extremely strong desire to do or have a lot of something

c Decide if the following statements are True or False. Correct the false ones.

- John Keats is considered one of the early romantic poets.
- Keats' poetry contained lively and attractive images.
- Keats' was a well-known and influencing poet during his life.
- Keats' literary interests appeared before he worked at hospitals.
- "*To a Nightingale*" is one of Keats' greatest epics.

d Complete the following sentences with information from the text.

- Keats relationship with his family was
- The story of the poetry he wrote was
- When we analyse Keats poems and letters we notice

Vocabulary

Poetic Devices

1. He is a lion.
a. Simile b. Metaphor c. Personification
2. The wind wrapped its icy fingers around my body.
a. Simile b. Metaphor c. Personification
3. The boat was tossed like a cork on the waves.
a. Simile b. Metaphor c. Personification
4. "Shall I compare thee to a summer's day? Thou art more lovely and more temperate":
Sonnet 18: William Shakespeare
a. Simile b. Metaphor c. Personification
5. Blind justice was not on his side.
a. Simile b. Metaphor c. Personification

Pronunciation

Emphatic Stress

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.
a. Did Liam teach at London University for three years?
b. Did David teach at Oxford University for three years?
c. Did David teach at Oxford University for ten years?
d. Did David study at Oxford 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"	a. It clarifies that John was told not to make the deal, not someone else
2. "Peter told John that a deal like this wasn't allowed."	b. It clarifies that Peter, as opposed to someone else, told John not to make the deal.
3. "Peter told John that a deal like this wasn't allowed"	c. It emphasizes that Peter said the deal was not allowed, indicating that John thought or said the opposite.
4. "Peter told John that a deal like this wasn't allowed."	c. It emphasizes the fact that John had been told not to make the deal but did so anyway.

Grammar

Passive Voice

We use the passive voice when we 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 <i>are built</i> over the river by the government.
<i>Past Simple Passive</i>	Bridges <i>were built</i> over the river by the government.
<i>Present Continuous Passive</i>	Bridges <i>are being built</i> over the river by the government.
<i>Past Continuous Passive</i>	Bridges <i>were being built</i> over the river by the government.
<i>Present Perfect Passive</i>	Bridges <i>have been built</i> over the river by the government.
<i>Past Perfect Passive</i>	Bridges <i>had been built</i> over the river by the government.
<i>Present Passive with Modal</i>	Bridges <i>will be built</i> over the river by the government.
<i>Past Passive with Modal</i>	Bridges <i>would have been built</i> 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 constructions 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.

- *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 kilometres 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 researches 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 school bell 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 on?
.....

Everyday English

Asking for Information

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.	b. But what could be the reason behind that?
3. Many celebrities like to get involved in charity work.	c. Could this have an impact on the price of petrol for car drivers?
4. I heard that constant texting can cause brain disorders.	d. How long have you had yours?
5. The government in my country has extended the school day by one hour each day.	e. Do you mean it's worth working for nothing?
6. About 85% of the world's population now own a mobile phone.	f. How have the students reacted?

b

Read the following statements and Student B makes comments and follow up questions to form a natural conversation.

1. A: Our teachers are planning to take up on a week long boat trip to explore the sea bed.

B:

2. A: The funding for our local youth club has been cut.

B:

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

B:



Listening

a

R3.2 Listen to an extract about the biography of T. S. Eliot and order these life vents according to the extract.

1. T. S. Eliot won the Nobel Prize in literature.
2. He wrote one of the most famous and influential poems of the century, *The Waste Land*.
3. Eliot was born in St. Louis, Missouri.
4. Eliot's second marriage was at the age of 68.
5. He died of emphysema in London on January 4, 1965.

b

R3.2 Listen again and fill in the gaps with the words you hear.

Thomas Stearns Eliot is one of the giants of¹ literature, highly distinguished as a poet, critic, dramatist, editor and publisher. T. S. Eliot was born in St. Louis, Missouri in 1888. He moved to² to settle, work, and marry there. In 1910 and 1911, he wrote "The Love Song of J. Alfred Prufrock" and other poems that are³ in the history of literature. Within a few years he had⁴ another landmark poem, "Gerontion" in 1920, and in 1922 he wrote *The Waste Land*.

In 1948, he received England's most exclusive and prestigious civilian⁵, the Order of Merit, and in the same year, the Nobel Prize in Literature. An important event in Eliot's later life was his second marriage at age 68. T.S. Eliot's last years, though happy, were darkened by⁶ He died of emphysema in London on January 4, 1965. The London Times obituary was titled "The Most⁷ English Poet of His Time".

Speaking

- a** ▶ In pairs, Talk about a poet you particularly admire. Make use of the following phrases in the box.

I really admire the way s / he...
S / He's achieved so much ...
S / He's exceptionally talented / creative...
S / He's got very strong principles...
S / He's the kind of person who...

- b** ▶ Take turns to give your talks to the class.

Writing

Write a brief description of a famous poet in your country. Include information about the following:

- Some personal details
- The person's achievements
- Why you particularly admire him / her

.....

.....

.....

.....

.....

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Unit 4



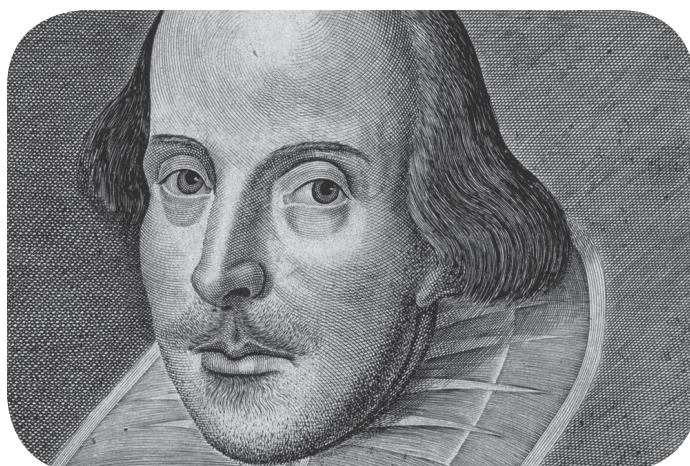
Drama

Reading

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

- 1 a small being, human in form, playful and having magical power
- 2 to depend on something completely
- 3 a feeling of intense unhappiness
- 4 a sequence of powerful leaders in the same family
- 5 unpredictable outcomes that are unfortunate
- 6 the act of defending by giving excuses
- 7 freeing from false belief
- 8 using words in a clever and amusing way

b You are going to read an article about *William Shakespeare*. Work in groups and identify the main idea of each paragraph.



William Shakespeare (1564 –1616)

William Shakespeare is an English poet and playwright, widely regarded as the greatest writer in the English literature and the world's best dramatist. Shakespeare was born and brought up in Stratford-upon-Avon. Between 1585 and 1592, he began a successful career in London as an actor, writer and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. He appears to have retired around 1613 at the age of 49, where he died three years later.

Shakespeare wrote a total of 38 plays, 154 sonnets, two long narrative poems, and a few other verses. His plays have been translated into all languages and performed more than those of any other playwrights. He was good at turning older plays, Greek and Roman legends, into new plays. His audience expected a play to be one of three types; a history play which dramatises stories from the past; a comedy which usually has a happy ending; a tragedy which is characterised by death and disaster.

Shakespeare's history plays are about people or events in England's history. Shakespeare's first history plays, such as *King John*, *Richard II*, and *Henry IV*, which were influenced by Elizabethan dramatists especially Thomas Kyd and Christopher Marlowe, dramatise the destructive results of weak or corrupt rule and have been interpreted as a **justification** of the Tudor **dynasty**. Later history plays like *Richard III* and *Henry VIII* show how proud the country was of the Queen's successes, particularly the defeat of the old enemy, Spain, and of England's rise to a great world power.

Shakespeare's comedies are full of fun and based on misunderstanding and **mishaps**; the characters are lively and the dialogues are **witty**. Shakespeare's early classical comedies, containing tight double plots and precise comic sequences, gave way to the romantic atmosphere of his greatest comedies; *A Midsummer Night's Dream* is a witty mixture of romance, **fairy** magic and comic low life's scenes. The wit and wordplay of *Much Ado About Nothing* and the charming rural setting of *As You Like It* complete Shakespeare's sequence of great comedies.

Unlike his comedies, Shakespeare's tragedies always have sad endings which can make people cry. The tragedies are based around **misery**, loss and **disillusionment**. Most Shakespeare's tragedies involve characters of very high status in society; Julius Caesar is the most important man in Rome, Hamlet is a prince and King Lear is a ruler of Britain. Many critics believe that Shakespeare's greatest tragedies represent the peak of his art. The plots of *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Othello* often **hinge** on fatal flaws which overturn order and destroy the hero and those we love. While watching a Shakespearean tragedy, the audience is moved and shaken. After the show, the audience are calm, and washed clean of pity and terror.

The secret behind Shakespeare's continued reputation is that his writings are admired everywhere for their intelligence, wit, beauty and humanity. His plays are filled with action, his characters are believable and his language is exciting to be read. Underlying this is Shakespeare's humanity which is shown through his great sympathy and love of all people.

Adapted from "English Literature"

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

- 1 Shakespeare's early history plays the Tudor rule.
a criticise b highlight c give excuses to
- 2 Shakespeare's great history plays were written during
a the Elizabethan period b Tudor rule c corrupt England
- 3 Classical comedies of Shakespeare are based on
a a unique plot b a variety of plots c two plots
- 4 Shakespeare's A Midsummer Night's Dream combines
a romance and magic b comic scenes c both a and b
- 5 In Shakespeare's tragedies, the tragic hero is destroyed because of
a his deeds b his weaknesses c fate

a In pairs, complete the following sentences with information from the text.

- 1 Shakespeare depended on to write his history, comedy and tragedy plays.
- 2 Elizabethan dramatists influenced to a large extent.
- 3 The early comedies of Shakespeare were characterised by
- 4 After attending Shakespeare's plays, the audience feel

Vocabulary words in Theatre

a Fill in the gaps with the correct form of the word in brackets.

- 1 I thought all the cast give in the play last night.
(PERFORM)
- 2 I don't find that particularly funny.
(COMEDY)
- 3 It is unusual for a play to have too..... but this one did.
(DIRECT)
- 4 Adel Imam is one of the best..... I have seen for a while.
(ENTERTAIN)
- 5 It was one of the best..... of a Shakespeare play I have ever seen.
(PRODUCE)
- 6 My favourite actor makes only a brief in the play.
(APPEARE)

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 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. My best friend let me borrow his car.
3. I don't know when it is the best time to call you.
4. They went fishing on a boat.
5. Don't hold back - say what you mean.
6. Can you lend me some money?

Grammar

Causative Verbs

Form: the verb 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 their 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

Asking for Information

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 won the game?
B: They've looked unstable lately.



Listening

- a** Before you listen, use your dictionary to match the following words to their definitions.

A	B
1 stab	a a fault because of doing something wrong
2 curtain	b a sport where you fight with a long thin sword
3 guilt	c to kill with a knife
4 blame	d to hold someone responsible / accuse of
5 fencing	e a piece of cloth that hangs over the window

- b** **R4.2** Listen to an extract about Shakespeare's Hamlet, then write the characters' names next to descriptions (a-g).

- 1 The prince of Denmark
- 2 A lord of the court. He spies on Hamlet
- 3 Hamlet's uncle.
- 4 Polonius's daughter (Hamlet wants to marry her)
- 5 Hamlet's mother and the queen
- 6 Polonius's son. He hates Hamlet and wants to kill him.

- c** **R4.2** Listen again and reorder the plot story.

- (1) Claudius marries Hamlet's mother and becomes the king of Denmark.
- () Hamlet pretends he is mad, so he can find out the truth of his father's death.
- (4) Hamlet puts on a play where a king is killed by his brother.
- () Hamlet is told by a ghost that his father was murdered.
- () Gertrude drinks from Hamlet's poison cup.
- () Hamlet goes back to Denmark to find Ophelia is dead.
- () Hamlet accidentally kills Polonius.
- (8) Hamlet kills Claudius, and then dies from his wounds.



Speaking

With your classmates, discuss the following questions.

1 Have you ever seen a Shakespearean play performed at a theatre?

If yes,

- which play did you see?
- when did you see it?
- which language was it performed in?
- What is the play's moral lesson?

If no,

- would you like to go there?
- would you prefer reading a play or watching it performed on a stage? Why?
- What do you think is more exciting, watching a play on TV or attending it at the theatre?

2 Why do you think that Shakespeare's plays are admired by the public?

Writing

a Read the following statement about Shakespeare. Then write your answers to the questions below. Work in small groups.

Shakespeare is widely considered the most important author of English literature, due to his antiquity and the quality of his work.

- 1 Can you think of similar figures in your lifetime?
- 2 What do you know about them?
- 3 What did they write about?
- 4 Have you ever read any of their works, or seen any of their plays?

b Exchange your answers with your partners.

c In no more than 120 words, write a summary of a play you've attended or read about. Include the following:

- | | |
|--------------|-----------|
| • The writer | • Setting |
| • Plot | • Theme |
| • Characters | • Opinion |

Progress Test 1

Reading

Read the following text then do the tasks below.

Preparing for the Future: Building University Students' Skills for the Job Market

The job market is changing fast, and students need more than just classroom knowledge to succeed. Employers look for skills like clear communication, teamwork, and creative problem-solving. Learning to adapt to new tools and ideas is also important in a tech-driven world. Familiarity with emerging technologies like artificial intelligence, cloud computing, or cybersecurity basics equips students to **thrive** in industries undergoing rapid digital transformation.

Universities can help by offering **internships**, group projects, or courses that teach digital skills (e.g., coding or data analysis). Hands-on experiences, like part-time jobs or volunteering, build practical skills and confidence. Engaging in global collaborations or cross-cultural projects prepares students for the **nuances** of an interconnected, remote-friendly workforce. Students should also practice networking—connecting with professionals online or at events—to learn about careers and opportunities. Seeking **mentorship** or participating in industry-specific workshops can provide tailored guidance and **accelerate** professional growth.

Critical thinking helps students analyze problems and make smart decisions. Emotional intelligence—such as **empathy** and self-awareness—is equally vital for resolving conflicts, leading teams, and fostering inclusive workplaces. Time management is key too, as balancing studies, work, and personal life prepares them for busy jobs. Learning shouldn't stop after graduation; online courses or workshops keep skills updated.

Students should also prioritize ethical decision-making and sustainability practices, ensuring their contributions align with societal and environmental responsibilities. By focusing on these areas, students become strong candidates for future jobs. Building skills now creates a path to success. With effort and planning, every student can be ready for tomorrow's challenges.

a

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

- 1 Employers prioritize classroom knowledge over skills like communication and teamwork.
- 2 Global collaborations help students adapt to remote-friendly workplaces.
- 3 Time management is irrelevant for balancing studies, work, and personal life.
- 4 Volunteering is listed as a hands-on experience that builds confidence.

b Match the words in bold with their meanings below:

- 1 the ability to understand people's feelings and problems
- 2 a job that lasts for a short time to gain experience
- 3 to reach a desired level of accomplishment
- 4 to move faster
- 5 a very slight difference in manner, colours, meaning, etc.
- 6 the influence or guidance given by a trusted counselor

Grammar

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

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.

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.

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.

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

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 nearly¹..... stem from the 1948 Universal Declaration of Human Rights. 'All human²..... are born free and equal in dignity and rights'. The declaration³..... that human rights begin at birth and that childhood is a period demanding special care and⁴..... 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. Possession (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. Time (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. The woman, 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's 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 a composition 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



Unit 6



United
Nations

Reading



unicef

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. ☐

B: Oh no. They're a splendid group of young people. I don't deserve any of the credit. ☐

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. ☐

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

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

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



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 springs 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

[illegible]

Unit 7



Prose

Reading

a

Before you read the text about Charles Dickens, match these words with their meaning.

- | | |
|-----------------|--|
| 1. siblings | a. money a person receive from a relative after death |
| 2. deteriorated | b. earning money by selling your work to several different organisations |
| 3. innocence | c. in a way that shows great interest and excitement about something |
| 4. inheritance | d. became worse |
| 5. courier | e. brothers or sisters |
| 6. freelance | f. a name used by a writer instead of his real name |
| 7. pseudonym | g. a person whose job is to take packages or important papers somewhere |
| 8. eagerly | h. the fact of not being guilty of a crime |



CHARLES DICKENS



Famous British author Charles John Huffam Dickens was born on February 7, 1812, in Portsmouth, a port city in southern England. He was the second of eight siblings. His father, John Dickens, was a marine writer, and he dreamed that the profession would make him rich. His mother, Elizabeth Barrow, rose to become a teacher and then a school principal. Despite his parents' best efforts, the family remained poor. Nevertheless, the family was happy in its early days. In 1816 the family moved to Chatham, Kent, where Charles and his brothers were free to roam the countryside and explore Old Rochester Castle.

In 1822, the family moved to Camden, a poor district of London. During this period, the family's economic conditions deteriorated, and his father was imprisoned in 1824, when Charles was only 12 years old.

As a result of his father's imprisonment, Charles Dickens had to drop out of school and work in a boat-painting factory beside the Thames. This was the best he could do to help his family, bidding his childish innocence and this incident became a recurring theme in his writing.

After a while he was allowed back to school after his father received a family inheritance which he used to pay off his debts. But when Dickens was fifteen, he was again denied an education, and in 1827 he had to drop out of school and work as a courier in an office to contribute to his family's income. As it turned out, this work became an early stepping stone towards his work as a writer.

A year after starting his career in the office, Dickens began his work as a freelance report writer in the London law courts. Only a few years later, he became a reporter for two major newspapers in London. In 1833, he began presenting skits to various magazines and newspapers under the pseudonym (Boz). His first stories were republished in his first book in 1836, *Sketches by Boz*.

Dickens' writing became so popular with readers that he began publishing his first novel, *Oliver Twist*, as episodes in a newspaper, telling the tale of an orphan living on the streets. The story was inspired by the feeling of Dickens, a poor child forced to make a living through his own wits. *Oliver Twist* readers have been eagerly awaiting the next monthly episode.

In 1859 Dickens published *A Tale of Two Cities*, a historical novel set at the time of the French Revolution.

In 1865, Dickens had a train accident and never fully recovered from it. Despite his unhealthy conditions, he continued to wander until 1870. On June 9, 1870, Dickens suffered a stroke, and died at the age of fifty-eight, in Gads Hill, his country town in Kent, England.

Adapted from "English Literature"

b Read the text again and choose the most appropriate completion a, b or c.

1. Charles Dickens was born in the century.
a. early eighteenth b. late eighteenth c. early nineteenth
2. Charles lived with brothers and sisters.
a. two older b. six younger c. nine
3. Chatham is
a. a town b. a big city c. a village
4. Charles' father went to prison because
a. he stole money b. of bad debts c. he killed a man
5. His poor childhood inspired Dickens to.....
a. work as a reporter b. write "Oliver Twist" c. write "A Tale of Two Cities"

c Answer the following questions about the text.

1. What did moving to the countryside add to Charles Dickens's life?
2. How did little Charles help his family when his father was taken to jail?
3. In which way did his first job affect his life later?
4. Why was Charles' father set free?
5. Were people interested in "Oliver Twist"? Explain.
6. What was the direct reason of Charles Dickens' death?

Vocabulary Phrasal Verbs and Prepositional Phrases

a Choose the correct phrasal verbs between brackets.

1. The little boy was reading (*off, up*) the ingredients of the biscuits when his mother videoed him.
2. As soon as the patient arrived at the hospital, a doctor immediately read his temperature (*off, over*).
3. My elder brother is engaged in reading (*for, on*) the economic success of Singapore.
4. The company representative read the contract (*for, over*) before she signed it.
5. I can't go out with you. I have a test tomorrow and I'm reading (*up, for*) it.
6. The babysitter had read the story (*on, back*) three times before the kid fell asleep.

b

Complete the sentences with a prepositional phrase from the box.

in the long run, between the lines, in advance,
at risk, in theory, on and off

1. If you read, you will clearly see what he means.
2. It will take some time, but, all schools will be equipped with modern technology.
3. We were told by the travel agent to book because the hotel is very popular by many tourists.
4. His plan seemed very good, but it didn't work out the way we wanted it to.
5. They used to have relationships, but at the moment they're seeing each other quite often.
6. Many tropical plants and animals are of becoming extinct over the next few decades.

Pronunciation

Silent Letters

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 *autm*.... and spring.
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	If – clause → , main clause <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>	If – clause → , main clause OR Main clause If - clause <i>If + the past perfect, would + have + past participle</i> e.g. <i>If I had found her address, I would have sent her an invitation.</i>
Use	<i>Conditional sentences type II refer to something not true about the present or future (imaginative).</i> 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 the first or the second in the sentence.	<i>Conditional sentences type III refer to something not true about the past. (They are truly hypothetical and unreal).</i> 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).

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 seatbelt, 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 Telephone 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 Jackson. 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 **R7.4** Listen to three people talking about works of art they have read.

1. **Speaker 1** likes reading
2. **Speaker 2** is interested in
3. **Speaker 3** prefers to

b **R7.4** Listen again and choose the correct answer.

1. Ahmad wanted to be an important writer as his (*father's best friend, grandfather*).
2. He is now reading a book of (*Shakespeare, Victor Hugo*).
3. Ghazal worked as a professor for (*two years, three years*) before she travelled to Britain.
4. Right now, she is studying the effect of (*travelling, nature*) on poetry.
5. Zeina's considers reading as a (*game, journey*).
6. For Zeina, reading is her (*passion, hobby*).

Speaking

a In pairs, complete the table with similar information about other writers you know.

	Example	Student A	Student B
Name	<i>William Shakespeare</i>		
Date and place of birth	Stratford-upon-Avon, the UK 26th, April, 1564		
Kind of writer	Dramatist, Poet		
Famous achievement	Hamlet		
Date of death	23rd, April, 1616		

b In pairs, use the information in (a) to make a short dialogue (ask and answer).

Writing

a In no more than 120 words, write about a story that actually happened to you or use your imagination to make up a story. Include the following:

- Setting
- Events
- Heroes of your story
- Moral lesson

b Check for spelling, punctuation and grammatical mistakes.

Unit 8

Essay

Reading

a

Before you read the essay, match the highlighted words with their meanings.

1. clear and bright
2. to have an effect on something or somebody
3. to inflict punishment in return for a wrong done
4. a very sad event or situation
5. the ability to recover quickly
6. the fact of being sever and unpleasant
7. left a place





Read the following essay about Imru' al-Qais. Answer the questions below.

Imru' al-Qais is known as the "father of Arabic poetry." He lived in the 6th century and helped create classical Arabic literature. Born a prince, his father, Hujr, was king of the Kindah tribe in Arabia. His life was full of drama—royalty, tragedy, rebellion, and incredible poetry.

His early life was comfortable, but everything changed when rebels killed his father. Instead of fighting back right away, Imru' al-Qais left home and wandered the desert, writing poems. His poetry often talked about love, sadness, and missing the past. One of his most famous poems starts by mourning abandoned campsites — a symbol of lost love and memories. This style inspired many poets after him.

His poems are famous for their vivid scenes and deep emotions. They were part of the *Mu'allaqat* ("Suspended Odes"), a collection of great poems once hung in Makkah. His work followed the *qasida* style: starting with sad, nostalgic lines, then shifting to praise his tribe or describe battles. He was a master at painting pictures of nature, like storms and deserts, showing both the beauty and harshness of Arabia.

Stories say his death was as dramatic as his life. After years in exile, he supposedly asked the Byzantine emperor for help to take revenge. The emperor gave him a poisoned robe, which killed him — a wild end for a man who lived boldly.

Imru' al-Qais' influence lives on. He inspired countless Arab poets and introduced the world to pre-Islamic Arab culture through themes like honour, love, and nature. His ability to turn personal pain into timeless art reminds us that great stories and feelings never fade. Even today, his words feel alive, proving that passion and resilience speak across centuries.

c Answer the following questions about the essay above.

1. Who was Imru' al-Qais' father, and what was his role?
2. What do the abandoned campsites symbolize in his most famous poem?
3. Where were the Mu'allaqat poems traditionally displayed?
4. How does Imru' al-Qais depict nature in his poetry?
5. Why did Imru' al-Qais seek help from the Byzantine emperor?
6. How has Imru' al-Qais influenced later generations of poets?

Vocabulary

Body Idioms and The ending -ever

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

follow your heart
speak one's mind

pain in the neck
cost an arm and a leg

jumped out of one's skin

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 to but keep your eyes open.
5. Our friend almost when she learned her son and his wife were having triplets.

b Fill in the gaps with the correct word. Use each word once only.

whoever wherever whichever whenever whatever

1. There are two books on the table. Take you like.
2. you go, you'll find people speak English.
3. I don't want to talk to him he is.
4. I'll cook you want.
5. You can borrow my car you like.

Pronunciation

Contracted Forms

a Underline the stressed syllable and practice saying them.

- | | | |
|----------------|--------------|-------------|
| 1. dangerous | unbelievable | illegal |
| 2. probable | accountable | respectable |
| 3. predictable | suggestible | possible |
| 4. superlative | distinctive | interactive |
| 5. unsafe | misbehave | reuse |
| 6. incorrect | dependent | sufficient |

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 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 won't help you.
.....
3. to someone who never does 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, ~~aved~~, 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. 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 this party should be done 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.



Listening

R8.2 Listen to the following extract, then answer the questions below.

1. Where does the legend of Aladdin lamp come from?
2. What does the story tell us?
3. What happened to him?
4. What did Aladdin find?
5. How did the lamp help Aladdin?



Speaking

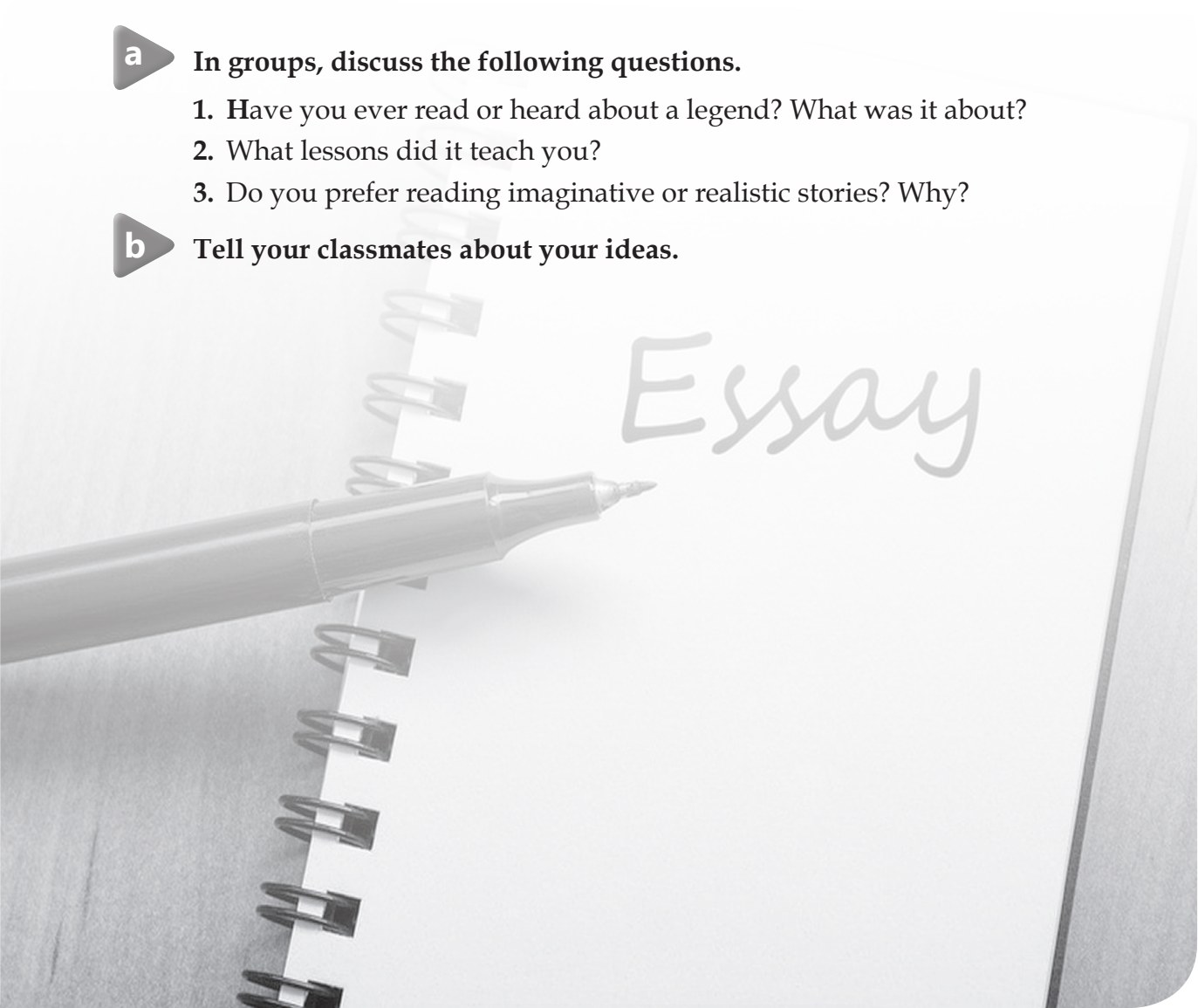
a

In groups, discuss the following questions.

1. Have you ever read or heard about a legend? What was it about?
2. What lessons did it teach you?
3. Do you prefer reading imaginative or realistic stories? Why?

b

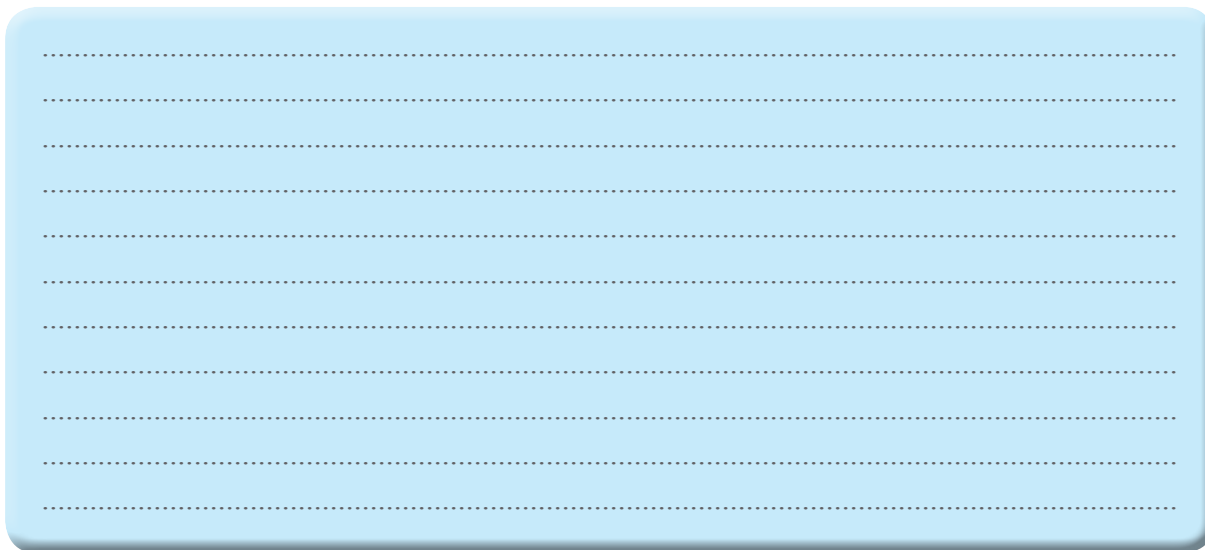
Tell your classmates about your ideas.



Essay

Writing

- a** ▶ Write a well-organized *Essay* about a legend you have read. Use the suitable connectors and stick to the elements and parts of the essay.
- b** ▶ With your partner, check for spelling, grammar, punctuation and capitalisation.



Progress Test 2

Reading

a Fill in the gaps with the missing words.

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.

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.

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.

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.

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.

- 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.

- | | | | |
|---------------|----------|----------|-----------|
| 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.

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

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. common good | a. unity and support among people, especially during hardships |
| 2. thrive | b. continual for a long time |
| 3. empower | c. a deep sympathy for another's suffering and a desire to help |
| 4. compassion | d. the well-being and benefit of all people in a community |
| 5. solidarity | e. to become successful, strong, healthy, etc. |
| 6. sustainable | f. to give somebody the power to do something |

Our Duties and Responsibilities in Society

Living in a society means we share both rights and duties. While enjoying rights like education and safety, we must also contribute to the common good. Understanding our duties ensures a balanced, fair community where everyone thrives.

Firstly, we have basic duties: obeying laws that protect order, paying taxes to fund services like healthcare and schools, and showing respect for others' rights and dignity. These actions create trust and stability.

Beyond this, active participation strengthens society. Volunteering for example allows us to meet the local needs, like protecting the environment – through recycling or reducing waste – which is considered vital for future generations.

Personal responsibility matters too. Pursuing education and maintaining health empower us to contribute effectively. Staying informed about global and local issues helps us make thoughtful and powerful decisions.

Empathy bridges individual and collective well-being. Supporting those facing hardships through kindness or charity fosters solidarity. Even small acts, like aiding a neighbour, ripple into broader positive change.

Ultimately, a harmonious society relies on everyone's effort. By embracing our roles with dedication and compassion, we build a foundation for progress. Each responsible choice, no matter how minor, weaves into the larger tapestry of a just, sustainable world. Let's commit to these duties, knowing that together, we shape tomorrow.

b Answer the following questions about the text.

1. Name two basic duties mentioned in the text.
.....
2. What are two examples of services funded by taxes?
.....
3. What environmental actions does the text suggest to protect future generations?
.....
4. Why is personal health mentioned as a responsibility to society?
.....

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

1. Paying taxes provides money for services like healthcare and schools.
2. Obeying laws is optional if you disagree with them.
3. Protecting the environment is only important for the current generation.
4. Empathy has a vital connection to collective well-being.

Vocabulary

Use words from the list to complete the following sentences.

laws respect taxes voting balanced environment

1. Fulfilling our responsibilities leads to a society where equality thrives.
2. Following is a basic duty that prevents chaos and harm.
3. Citizens' fund infrastructure, healthcare, and education systems.
4. Preserving the safeguards natural resources for those who come after us.
5. Treating others with builds mutual trust and social cohesion.

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 /tɛər/: 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 /waʊnd/: twisted or wrapped around
5. How long will the **live**¹ fish **live**² without food?
a. verb /liv/: to survive b. adjective /larv/: 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?

A large light blue rectangular box with rounded corners, containing horizontal dotted lines for writing. The box is intended for the student to write their composition.

Unit 10



Culture Shock

Reading

a

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

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.*



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>I had to report the incident to the police.</i> <i>Did you have to get a visa?</i> 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>I should have stayed at home.</i> (= 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. <i>She must have left early.</i>			

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).

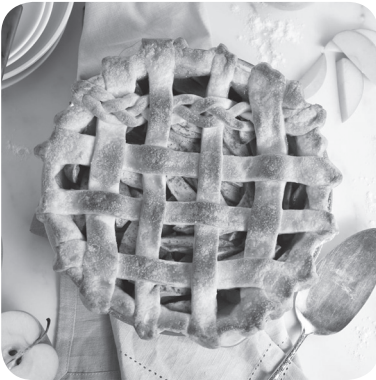
1. A friend tells you she's going to have her hair dyed orange.
2. Your partner is late for your date as usual, but promises to be on time next time.
3. A taxi driver tells you that you have to pay double fare.
4. someone tells you that their dog can sing pop songs.
5. Your friend tells you that he's 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-crusted 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-crusted 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'.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

.....



Epics

Reading

Read the text, then do the tasks below.

The 1001 Nights

The Arabian Nights, also known as *The Thousand and One Nights*, is one of the most famous collections of stories from the Islamic golden age. They are centred around the frame story of the Sultan Shahrayar and his wife Scheherazade. After finding out that his first wife is unfaithful, Shahrayar kills her and **swears** to marry a different woman each night before killing her the following morning. Scheherazade thinks of a plan to stop him. She marries



Shahrayar and then she begins to tell him a story that night. However, she stops telling the story at an exciting point to make him eager to hear the rest. The next evening, she finishes that story and begins telling another one, following the same pattern for one thousand and one nights until Shahrayar has a change of heart.

Since the 18th century, foreign cultures had characterised the epic by different literary responses caused by its **vague** authorial identity. As a result of its translation into many languages, *The Arabian Nights* has been influencing many world literary writers. Critics, therefore, have identified the utilisation of its literary techniques, such as repetitive designation, frame-story, and dramatic visualisation.

The Arabian Nights is one of the richest sources for the magical turn in **contemporary** cultures by using ghosts, jinns or shape-shifting. It is seen as a book of exceptional literary values. The reception of *The Arabian Nights* in the world paves the way to better understanding of Arabic literature among the world's arts. In this sense, *The Arabian Nights* functions as a means of cultural "language" between east and west.

The great significance of *The Arabian Nights* in literature is **indebted** to the distinctive use of the narration technique. It employs different narrative devices that are still **utilised** in creating fictional works today. Finally, we can say the greatness of the **epic** stands in the character of the narrator, Scheherazade, herself.



a Match the definitions below with words in bold in the text.

1. not clear
2. to use something, especially for a practical purpose
3. grateful to someone for his/her help
4. a book or a poem that tells a long story about brave actions
5. to promise that you will do something
6. belonging to the same time

b Choose a, b, or c to complete the following statements about the text.

1. The protagonist (*hero/heroine*) in *the Arabian Nights* is.....
 a. Shahrayar b. Scheherazade c. jinn
2. The reason for killing women in *the Arabian Nights* is.....
 a. loyalty b. faithfulness c. unfaithfulness
3. *The Arabian Nights* has been..... many world literary works.
 a. affecting b. imitating c. attracting
4. *The Arabian Nights* is seen as a book ofliterary values.
 a. normal b. ordinary c. outstanding
5. The devices used in *the Arabian Nights* are for later writers.
 a. useless b. useful c. unsuitable

Vocabulary

Literary Terms

a Match the following words with their definitions.

- | | |
|-------------|--|
| 1. prose | a. a way of criticizing a person or an idea |
| 2. satire | b. the series of events that form a story |
| 3. metaphor | c. the most exciting or important event or point in time |
| 4. plot | d. using of a word or phrase not as used normally |
| 5. climax | e. writing that is not poetry |

b Use the words in exercise (a) to complete the following sentences.

1. *Animal Farm* is a novel uses to criticize people.
2. When a tragedy reaches its, the audience ought to face a solution.
3. is a literary genre that releases writers from the restrictions of meter.
4. Ancient Greek epics used manys to create more interesting stories.
5. "Heart of gold" and "a shining star" are two examples of a

Pronunciation

Strong and Weak Forms of Auxiliary Verbs

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

<u>DIRECT:</u> He said, "I have lost my umbrella." <u>INDIRECT:</u> He said (that) he had lost his umbrella	There are two ways of reporting 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. 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.	Adverbs and adverbial phrases of time change as follows: 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 - 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 there 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

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. A: Honestly, what did you think of my speech?

B: Very funny!

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

B:

4. A: What do you think of my new mobile?

B:

5. A: Do you think the music is too loud?

B:

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

B: Sorry.

7. A: What did you think of their new kitchen?

B:

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

B: Yes,



Listening and



Speaking

a

Name one of the stories in *the Arabian Nights* you know. Tell the class about it.

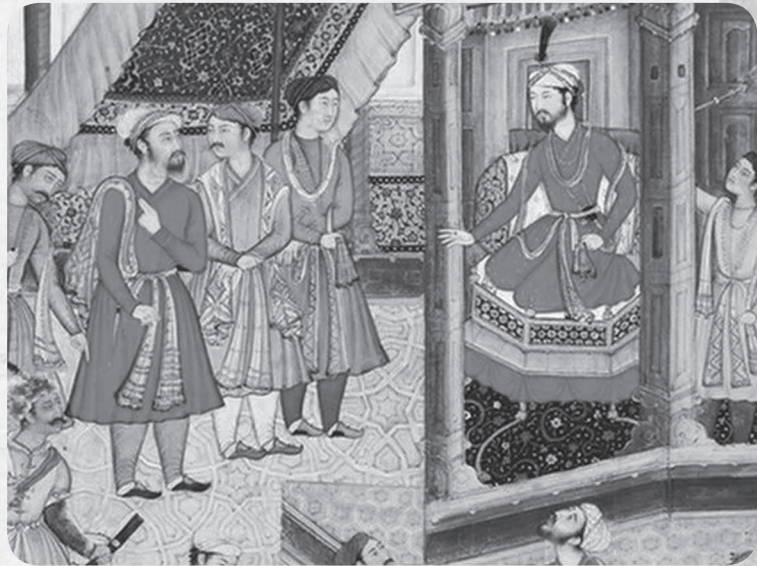
b

In pairs, discuss the moral values showed by Scheherazade.

Three Princes

Prince Ali, Prince Ahmed, and Prince Hussain are the sons of ¹ Sultan of Yemen. Their parents ² that when the Sultan dies, the sons will fight each other for ³ and will destroy the kingdom. Their father challenges each of his sons to bring him what they believe is ⁴ object in the world, giving them one year to complete their quest. Ali ⁵ to a brazen kingdom, and finds a powerful telescope. Ahmed travels east to a mountain Buddhist monastery which possess a mystic apple ⁶ The last brother, Hussain, travels west to the ⁷ of Petra and finds a flying carpet. The journeys of the brothers ⁸ the given year, and all three meet at the Traveller's Rest. Ali's telescope reveals that their father is ⁹ The brothers race back to Yemen on Hussain's carpet to save their father with Ahmed's apple of life.

Scheherazade explains that as a result of their adventures, when the brothers ¹⁰ succeed their father, they rule the kingdom together ¹¹



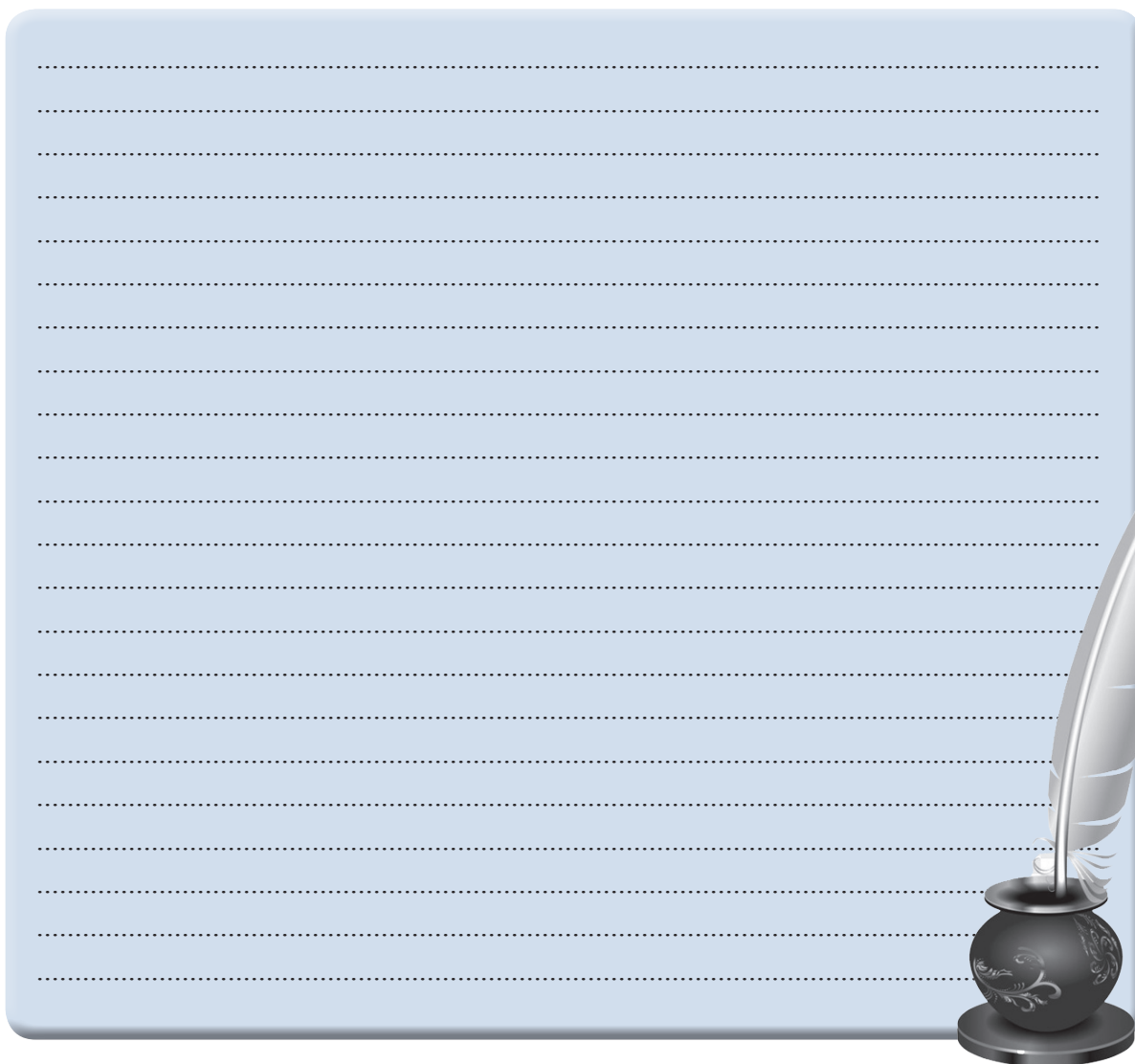
Writing

a Have you ever read any book about a foreign literature? Tell the class.

b Read the following statement and discuss it in pairs.

" Reading literary genres can reflect a good image of other cultures."

c Write a composition about any literary book you have read.



Unit 12



Masterpieces

Reading

Read the following text, then do the tasks below.

A Tale of Two Cities

Charles Dickens's *A Tale of Two Cities*, published in the late 18th century against the background of the French revolution. The novel tells the story of the French Doctor Manette, his 18-year-long imprisonment in the Bastille in Paris and his release to live in London with his daughter Lucie, whom he had never met, the story is set against the conditions that led up to the French Revolution. Dickens best-known work in claimed to be one of the best-selling novels of all time. The novel has continued to have an influence on popular culture.

A Tale of Two Cities a universal novel that has many important themes for people everywhere and everywhen. Dickens wants to convey a great message to all humanity that death is not the end of life as there is resurrection for all those who sacrifice soul for others to live peacefully. Resurrection is one of the main themes that seems to appear on both social and personal levels. The character of Sydney Carton and his death saves the life of Charles Darnay and Lucie Manette. The novel ends up suggesting that Carton is an icon of sacrifice and heroism. His death shows that a new peaceful born will take place on the land he lived on and loved. Sacrifice means happiness for both Lucie and Darnay. Dickens tries in his novel to show that violence is rejected at any term by whoever, where vengeance is the bad means that spoils the relationships between people on earth. Instead, the story calls for love, rejecting hate and prejudice. The evident lesson set by Dickens is that humanity can live peacefully if they accept each another.



a Match the following definitions with words in the text.

1. The act of punishing somebody in return for what they have done to you
2. The state of being in prison
3. The time when all dead people become alive again
4. To give up something that is important or valuable to you in order to get or do something that seems more important
5. Unreasonable dislike of or preference of others

b Answer the following questions.

1. When was the novel *A Tale of Two Cities* published?
2. How long did Doctor Manette stay in the Bastille?
3. What is the great message made by Dickens to all people?
4. Why does Carton sacrifice himself?
5. What is the bad action rejected by Dickens?
6. How can people live peacefully according to Dickens?

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 near 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 *look for the meaning* of new words in the dictionary.

Pronunciation

Consonant-vowel Linking

a **R12.1** Listen and read the following sentences. Note the links between words, then practice 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 centre 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 *so/ 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.

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

- (*Never/ I/ meet*) such well-behaved children before.
They are as good as gold.
- (*No sooner/ my brother/ sit down*)to dinner than there was a knock on the door.
- (*Seldom/ we/read*) newspapers nowadays.
- (*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: Hmm. 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 In pairs, discuss the following questions.

1. What is your best kind of music?
2. How do you feel when you hear it?
3. Why is music referred as a relaxing tool?



R12.3 Listen to the following extract, then choose the correct answer.

1. Music is considered one of the of art.
a. seven genres. b. nine sorts c. earliest types
2. The Greek phrase "mousike techne" refers to the art of
a. attracting people b. creating positive effects c. entertaining people
3. The impact of music can be upon.....
a. characters b. behaviours c. both a and b
4. Music is considered what it is known nowadays.
a. the same as b. quite different from c. somehow similar to
5. Especially are the most reactive towards music.
a. newly born b. the young men c. the elderly



In pairs, think of the role of music in treating illnesses and releasing tiredness.

Speaking

In pairs, discuss these questions.

1. Do you prefer the classical literature or the modern one?
2. What kind of literature are you interested in?
3. Who are the most famous writers or poets you have read about? and why do think they are famous?
4. Mention some of the most important works that attract you.

Writing



Write a well-organised essay about a story you have read or been told. The following hints may help you.

- Who or what the main character was.
- Where the events took place.
- What happened to the hero.
- How it ended.

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)

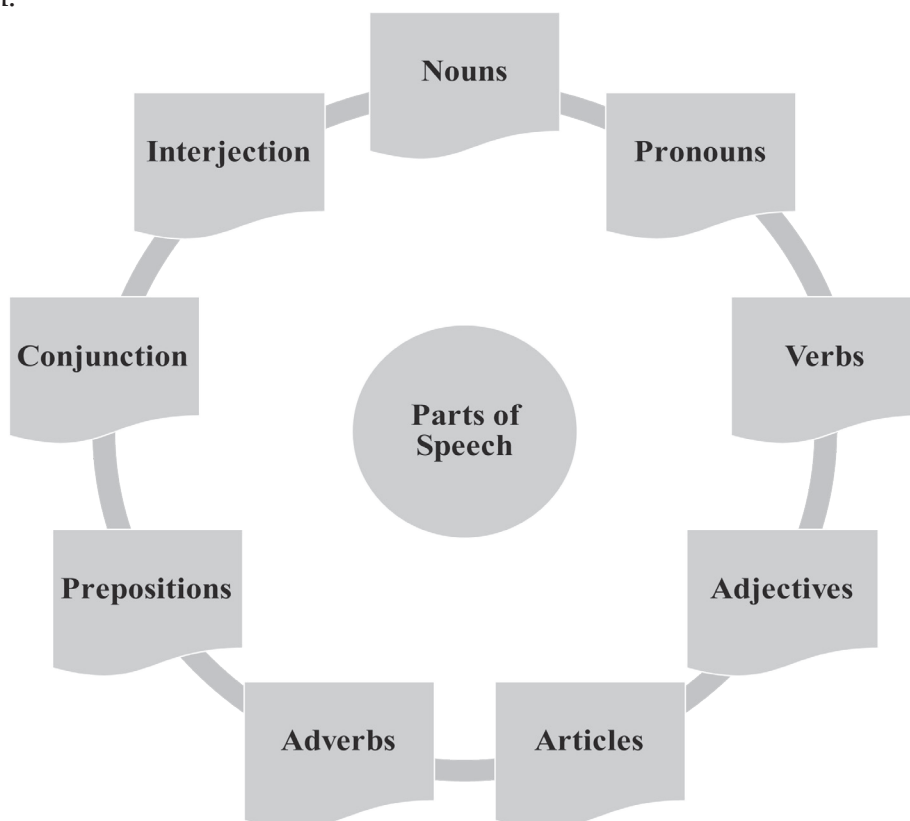
"Beauty is in the eye of the beholder." Write a paragraph using the following prompts:

- 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 are focussed on writing fluency rather than focusing on accuracy or the neatness of the draft.
- Writers usually take into account the readers since that can dictate a certain style to be used.
- Before moving to the revision stage, learners usually receive feedback from instructors. This feedback can be oral or in writing.

3. Revising

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

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

You can do the following things during this stage:

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

4. Editing

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

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

Don't submit your writing before checking these points:

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

a. How to write a paragraph

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

Remember

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

b. How to write an article about a famous building

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

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

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

Introduction	• Paragraph 1: name, location, special features
Body	• Paragraph 2: historical fact • Paragraph 3: description of exterior/interior
Conclusion	• Paragraph 4: recommendation

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 an 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 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 an 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.

Grammar Bank

Present Simple

+	V1/ V1 + (e)s	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:

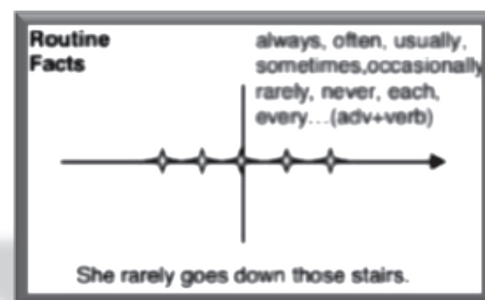
e.g. If you heat water to 100 °C, it boils.

- 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.

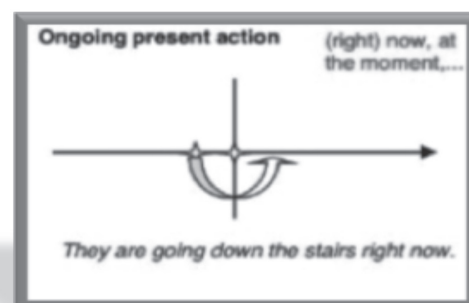
- to talk about actions happening at the moment:

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

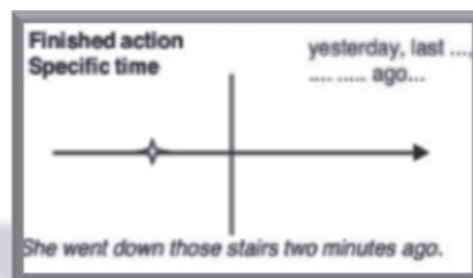
Present Simple	Present Simple
We use the <i>Present Simple</i> to talk about facts/ things which are true at any time: e.g. Journalists <i>write</i> newspaper articles.	We use the <i>Present Continuous</i> to talk about actions in progress at the time of speaking: e.g. Look, the bus <i>is coming</i> .
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>I'm 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>I'm having fun</i> . <i>I'm 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.

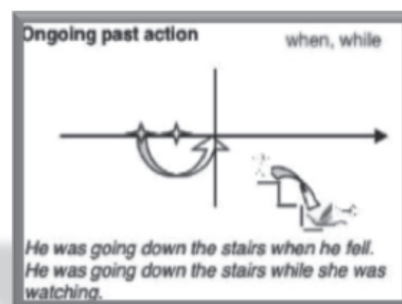


Past Continuous

+	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

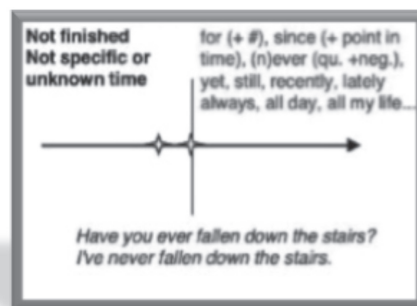
Present Perfect Simple

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

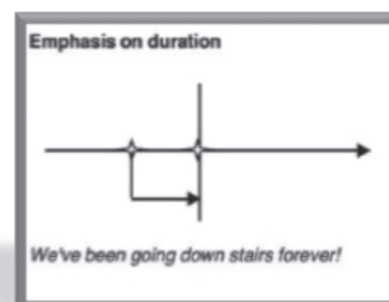
Present Perfect	Past Simple
links the past with the present: e.g. We've lived here for six years. (We still live here.)	only talk about the past: e.g. We lived there for six years. (We don't live there now.)
doesn't talk about a specific time in the past: e.g. Have you read 'The Old Man and the Sea'?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

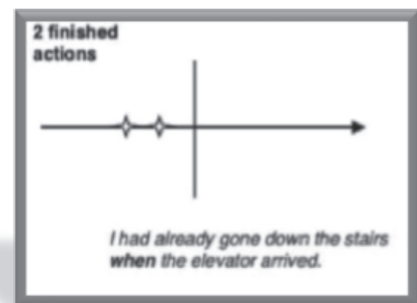
e.g. By the time he was 17, Mozart's reputation *had already begun* to spread through Europe.

- 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've seen him somewhere before	<i>before then</i> e.g. That man looked familiar. I'd seen him somewhere before.

Past Perfect Continuous

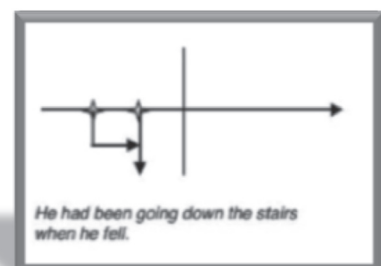
+	had + Verb + -ing	I had been studying really hard.
-	had not been + Verb + -ing	I hadn't been studying really hard.
?	had..... been + Verb + -ing	Had you been studying really hard?

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*.

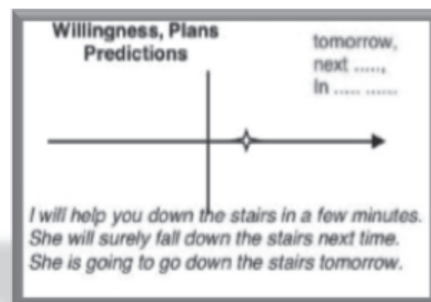
4. Will

We use *will*

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

e.g. I think it'll 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

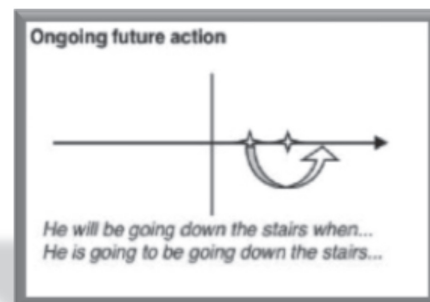
We use going to:

- 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.

