



المحاضرة الأولى
الجزء الأول
UNIT ONE

د. نبيل عارف توفيق

1 International student

READING SKILLS Following instructions • Reading methods

WRITING SKILLS Checking your writing • An informal email

VOCABULARY DEVELOPMENT A dictionary entry • Recording vocabulary (1)

READING Going abroad to study

1 Personal information often appears on documents, especially official documents. Use the ideas in the box to say what personal information is on ... ?

- a birth certificate
- a bank statement
- a driving licence
- an exam certificate

name	date of birth	address	parents' names
grades	driver number	account number	
name of school or university		place of birth	

Possible Answers:-

Birth Certificate:- name, date of birth, parents' name, place of birth

Driving licence:- name, address, driver number

Bank Statement:- name, address, account number

Exam Certificate:- name, grades, name of school or university

2 Simon Elliot lives in Geneva, Switzerland. He is returning to the UK to study. Answer the questions.

1 Label the documents. Which is ... ?

- a passport (d)
- a formal letter (a)
- an informal letter (c)
- an application form (b)

2 Where is Simon going? **University of West London, UK**

3 What is he going to study? **MSc (Master's degree) in Applied Biochemistry**

4 Who is John? **a friend**

a

**University of
WEST LONDON**

Apartment 25,
Lac de Lemans Building,
Geneva,
Switzerland

Dear Mr Elliot,

We have pleasure in offering you a place at the University of West London to study for a Master's degree (MSc) in Applied Biochemistry. The academic year commences on 10 October and classes start ...

b

**University of
WEST LONDON**

Please print.
Use black or blue ink only.
Tick (✓) the relevant boxes.

Application for Accommodation

Family name Elliot

First name(s) _____

Male/Female (Delete as appropriate) Single Married

Children Yes No Number

Date of birth /// Nationality _____

Passport/ID number _____

Home address _____

Postcode _____ Country _____

Course title _____

Course start date ///

Type of accommodation
 Host family
 University hall of residence
 Shared house

Special diet Yes No
Please specify:

c

Apartment 25,
Lac de Lemans Building,
Geneva,
Switzerland

email simon.elliott@gen.com

Dear John,

Just writing to let you know that I've got a place at West London University to do my MSc! So, I'm finally coming back to London. I'm really looking forward to seeing you again. I'm not sure where I'll be living. I'm applying for accommodation with a host family - that way I won't have to cook! I just hope that there's a vegetarian family available. As soon as I know my new address, I'll email or ring you, and we can meet! Do you like the photos I've sent? Do you remember ...

d

United Kingdom of Great Britain and Northern Ireland

Passport

Passport No
012234556



Surname
ELLIOT

Given names
SIMON

Nationality
BRITISH CITIZEN

Date of birth
22 OCTOBER 1985

Date of issue
06 JUNE 2006

Date of expiry
05 JUNE 2016

- 3 Look at the application form. What is it for?
- 4 Read the documents on page 4. Use the information to complete the application form for Simon.

Read Study Skill

Answers:-

3- University of West London, UK.

STUDY SKILL Following instructions

When filling in official documents, it is important to read and follow the instructions carefully, for example:

- Use black ink only.
- Please **print** / Write in **BLOCK CAPITALS**.
- Tick ✓.
- Please specify (give more details).
- Delete (cross out) as appropriate.
- **Circle** the correct answer.

b



*Please print.
Use black or blue ink only.
Tick (✓) the relevant boxes.*

Application for Accommodation

Family name Elliot
First name(s) Simon
Male/~~Female~~ (Delete as appropriate) Single Married
Children Yes No Number
Date of birth 22 / 10 / 1985 Nationality British
Passport/ID number 012234556
Home address Apartment 25, LAC DE LEMAN Building, GENEVA,
SWITZERLAND
Postcode _____ Country _____
Course title MASTER'S DEGREE (MSC) IN APPLIED BIOCHEMISTRY
Course start date 10/10/2022

Type of accommodation

- Host family
- University hall of residence
- Shared house

Special diet Yes No

Please specify:

VEGETERIAN

How and why do you read?

Students' Own Answers

5 What do *you* read? Tick (✓) the different reading materials a–j that you read.

a textbooks

b novels

c emails

d search engine finds

e journals

f reports

g timetables

h indexes

i a dictionary

j instruction manuals

Students' own answer

6 Which reading materials from exercise 5 do you read for pleasure; for work; for your studies? Make three lists.

Answer:-

For pleasure:-

For work:-

For studies:-

Skimming, Scanning reading

extensive reading

intensive reading

7 Read the handout for new students about reading. Answer the questions.

1 Which two ways of reading are the quickest?

Effective Reading

During your course, you will do a lot of reading. It is essential that you learn how to be an effective and efficient reader in order to make the best of your study time. Learning to be a good reader takes practice. You need to develop different strategies or methods of reading.

Skimming **Fast**

Sometimes you will read just to get a general idea of a text. This is skim reading. First, identify your reason for reading, for example, to decide whether an article meets your needs, or perhaps to understand a writer's attitude. To do this, read the text very quickly. Don't worry about reading and understanding everything. Instead, look particularly at the first and last paragraphs, and the first and last sentences of paragraphs. These often summarize the main points.

Scanning **Fast**

Sometimes you will read quickly to find particular pieces of information, for example, a statistic, a date, a person's name, or the name of a place. Again, you do not need to read every word to find this information. Instead, scan the text using a finger or a pencil to move quickly through the words. You could time yourself to see how long it takes you to find the information. Always try to improve your speed.

Intensive reading **Slower**

Sometimes you read for every detail, for example, a description of a process, the results of a scientific study, or a set literature text. To do this, take your time. Stop and think about what you are reading. Have you understood the text? You may need to read the text more than once, in order to make notes or highlight important points for future reference. This is called intensive reading or study reading.

Extensive reading **Slow**

Sometimes you will read for pleasure – perhaps as extra research, or purely for interest. You may concentrate, but you don't have to worry about detail. This is extensive reading.

We do not always read the same kinds of texts in the same way, and we often use more than one method of reading for a single text. Your reason for reading will help you decide how to read.

7 Read the handout for new students about reading. Answer the questions.

2 Which way would you read for enjoyment?

Extensive Reading

3 Which way of reading is the slowest?

Intensive Reading

Page 6

8 Choose five examples of reading materials from exercise 5 on page 5. *Why and how do you read?*

text book	Why?	to find a relevant chapter to take notes
	How?	scan contents page read intensively

Textbooks: to make notes; read intensively

Novels: for pleasure; read extensively

Emails: for messages from friends; mixed (scan to find a specific message, then read intensively)

Search engine finds: to find a good site; scan

Magazine/journals: to look for interesting articles; skim

Reports: to find conclusions; skim initially then read intensively

Timetables: to find times of trains/planes ; scan

Indexes: to find the right page; scan

Dictionary: to find a word; scan

Instruction manuals: to find out how something works; read intensively

9 Look back at exercises 2 and 4 on pages 4 and 5. In which exercise did you 'skim' and in which did you 'scan'? **Read Study Skill**

Exercise 2: skim to identify the type of document, then scan to find specific information

Exercise 4 : scan to find specific information

WRITING A host family

- 1 Imagine you are going abroad to do a short course and are going to live with a host family. What information would you give them and what information would you want? Think about:

dates food personal information transport computer access hobbies

Students' own answer

Dates ; Personal Information ; Transport ; Hobbies

2 Burcu Sancak, a Turkish student, is writing to her host family. Read her email. Tick (✓) the items from exercise 1 that she mentions.



Accommodation message

From: Burcu Sancak [bsancak@mailnet.com.tr] **Sent:** 16 July 2007
To: Mr and Mrs Baker
Subject: Accommodation

Dear Mr and Mrs Baker,

I'm very happy to accept your offer of acomodation. I'm really excited about coming to London for the first time to do an English course.

I am in my last year of school and next year, I want to go to university to study english Language and Literature. at the moment I am preparing for my final exams, so I'm working very hard. When I'm not so bisy, I spend a lot of time reading, but I also enjoy sports I play basketball for my school team once a week. I also enjoy swimming. Is there a sports club with a swimming pool near your house.?

As I mentioned in my last email, my course starts on 24th July but I'm coming two days earlier and my plain arrives at heathrow on the 22nd at 14:25. Could you tell me the best way of getting from the airport to your house?

I hope to hear from you soon and I'm really looking forward to seeing you in London.

Best wishes,
Burcu Sancak

3 **Read Study Skill** Read Burcu's email again. There are 12 mistakes (capital letters, full stops, question marks, and spelling). Find and correct them.

VOCABULARY DEVELOPMENT Dictionary work

- 1 Put the following words into alphabetical order as quickly as you can. Compare your order with a partner.

brainstorm skim question accommodation dictionary
biography student vocabulary writing punctuation scan
pronunciation computer technology study voice keyboard

- 2 **Read Study Skill** Here is an entry from the *Oxford Student's Dictionary*. Label the parts of the entry 1–5 using the words in the box.

part of speech definition pronunciation
example sentence stress mark

accommodation /ə,kɒmə'deɪʃn/ noun [U]
a place for sb to live or stay: *We lived in rented accommodation before buying this house.* • *The price of the holiday includes flights and accommodation.*

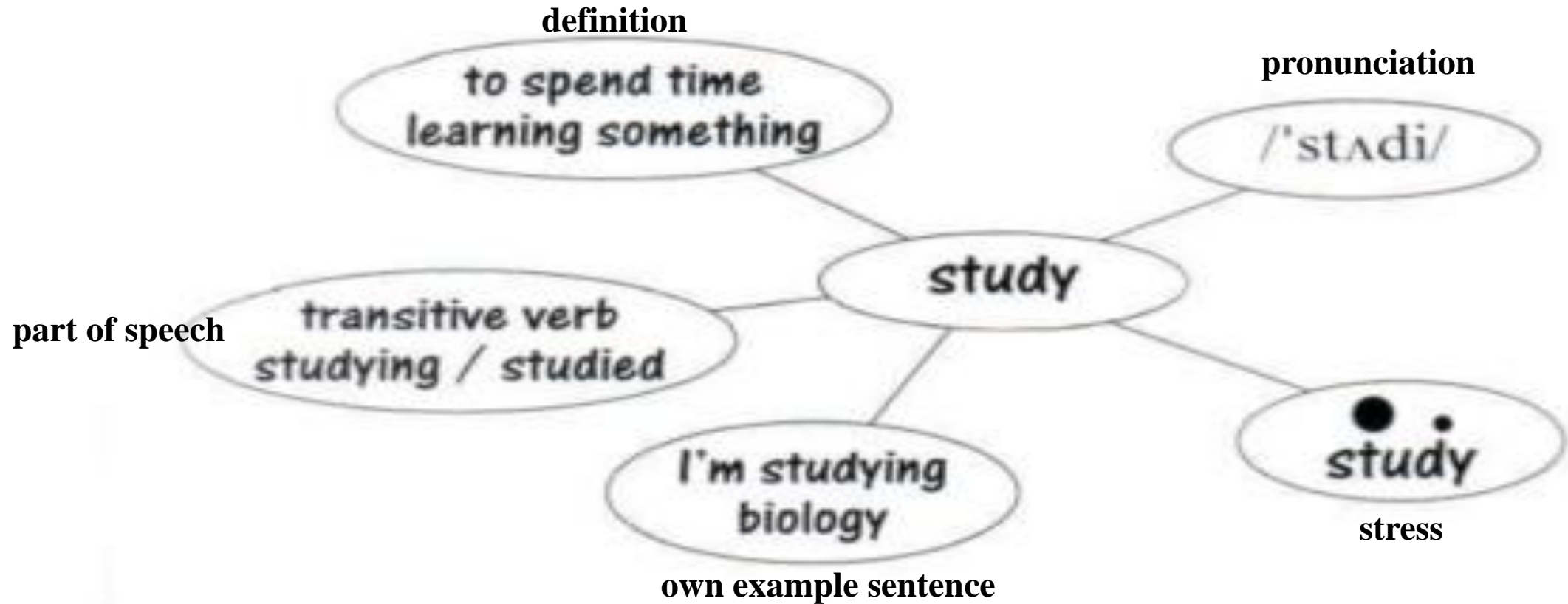
① stress mark
② _____
③ _____
④ _____
⑤ _____

- 1:-
Accommodation
Biography
Brainstorm
Computer
Dictionary
Keyboard
Pronunciation
Punctuation
Question
Scan
Skim
Student
Technology
Vocabulary
Voice
Writing

2:-

- 1- stress mark
- 2- pronunciation
- 3- part of speech
- 4- definition
- 5- example sentence

- 3 Look at the word card. What five pieces of information does it give you about the word *study*?



4 Make word cards for the underlined words in 1–6.

Use your dictionary.

Read Study Skill

- 1 I am studying Chemical Engineering.
- 2 We scan a timetable to get the information we want.
- 3 Correct punctuation is very important in good writing.
- 4 Always check in a dictionary if you are not sure about how a word is spelt.
- 5 A biography is the story of someone's life.
- 6 Novels, plays, and poetry are examples of literature.

STUDY SKILL Recording vocabulary (1)

It is important to keep a record of new vocabulary. You may wish to keep these records in a vocabulary notebook or in a special vocabulary file on the computer.

Wherever you record new vocabulary, it is helpful to note more than the translation. Also note, for example:

- the pronunciation
- the stressed syllables
- part of speech
- associated words and grammar, e.g. a *biography of someone*

- chemical** /'kemɪkl/ ●●● *adjective* connected to chemistry:
If you add magnesium to water you get a chemical reaction.
- scan** /skæn/ ● *verb (transitive)* to look at or read every part of something until you find what you are looking for: In this unit I have learnt how to scan.
- punctuation** /pʌŋktʃu'eɪʃn/ ●●● *uncountable noun* the marks used to divide writing into sentences and phrases:
A full stop is an example of a punctuation mark.
- dictionary** /'dɪkʃənəri/ ●●● *countable noun* a book that contains a list of words in a language in the order of the alphabet and tells you what they mean, in the same or another language: I am going to buy an English–English dictionary tomorrow.
- biography** /baɪ'ɒgrəfi/ ●●● *countable noun* the story of a person's life written by somebody else: I like reading biographies.
- literature** /'lɪtrətʃə(r)/ ●●● *uncountable noun* writing that is considered to be a work of art, including novels, plays, and poetry: I enjoy reading French literature.

REVIEW

1 Complete the visa application form about you.

Use Your Own Answers

VISA APPLICATION

Please print. Use black or blue ink only. Tick (✓) relevant boxes.

Family name _____

First name _____

Middle name(s) _____

Date of birth _____

Place of birth _____

Nationality _____

Passport/ID number _____

Place of issue _____

Sex Male Female

Marital status _____

Title Dr Mr Mrs Ms Miss Other (specify) _____

Home address _____

Email address _____

Home or mobile telephone number _____

Use Your Own Answers

Reasons for visit

Business

Study

Tourism

Family visit

Other (specify) _____

Duration of visit

1-7 days

8-15 days

Up to one month

More than one month (specify length) _____

Date of arrival (if known) _____

Date of departure (if known) _____

Address in country (if known) _____

2 Use your dictionary to correct the spelling of the underlined words.

1 She payed for her books with a credit card. **paid**

2 He bough a new car last month. **bought**

3 What subject are you studing? **studying**

4 My parents always give me good advise. **advice**

5 Have you applied to university yet? **applied**

6 Please put the books back on the correct shelvs. **shelves**

3 Review the texts and vocabulary in Unit 1. Choose at least five words that are new for you. Make word cards for them.

قسم الكيمياء

كلية التربية للبنات

جامعة الانبار

UNIT TWO

د. نبيل عارف توفيق

المحاضرة الثانية

اللغة الانكليزية

المرحلة الثانية

الصفحة العاشرة

2 Where in the world ...?

READING SKILLS Skimming and scanning

WRITING SKILLS Brainstorming ideas • Linking ideas (1) • A description of my country

VOCABULARY DEVELOPMENT Synonyms and antonyms • Recording vocabulary (2)



READING Three countries

1 Look at photos a–c and skim texts 1–3 on page 11. Match them with the titles below. **Read Study Skill**

- Cities, Deserts, Seas
- A World on an Island
- Your Dream Castle?

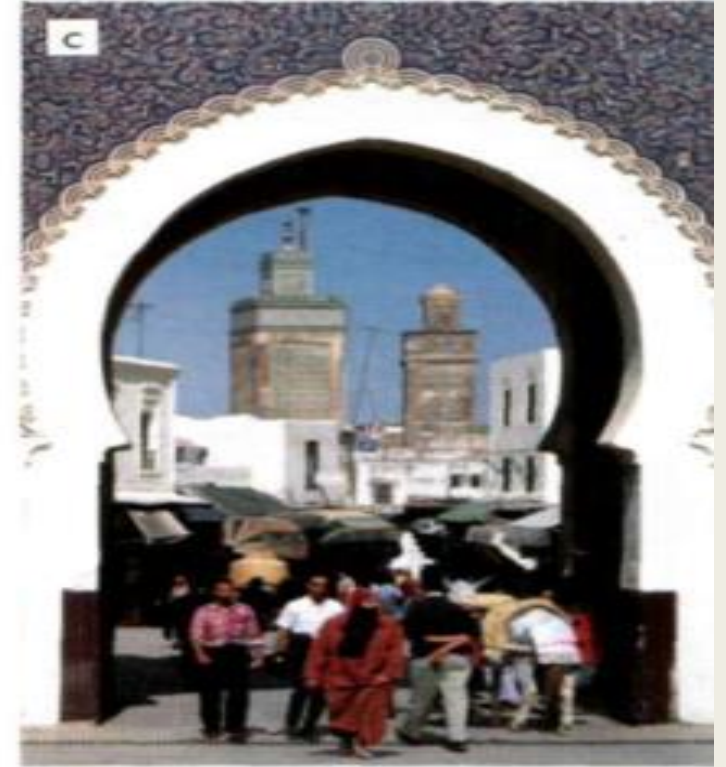
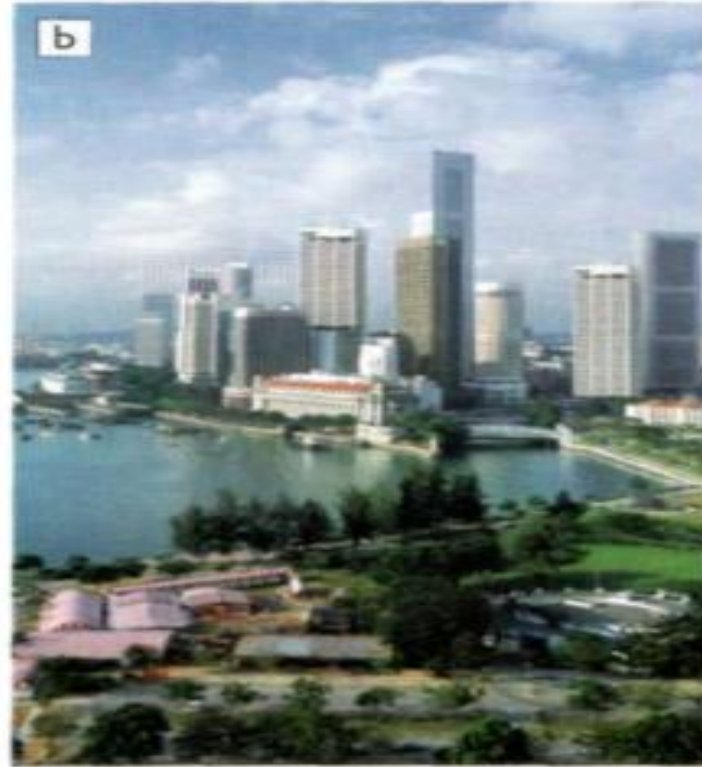
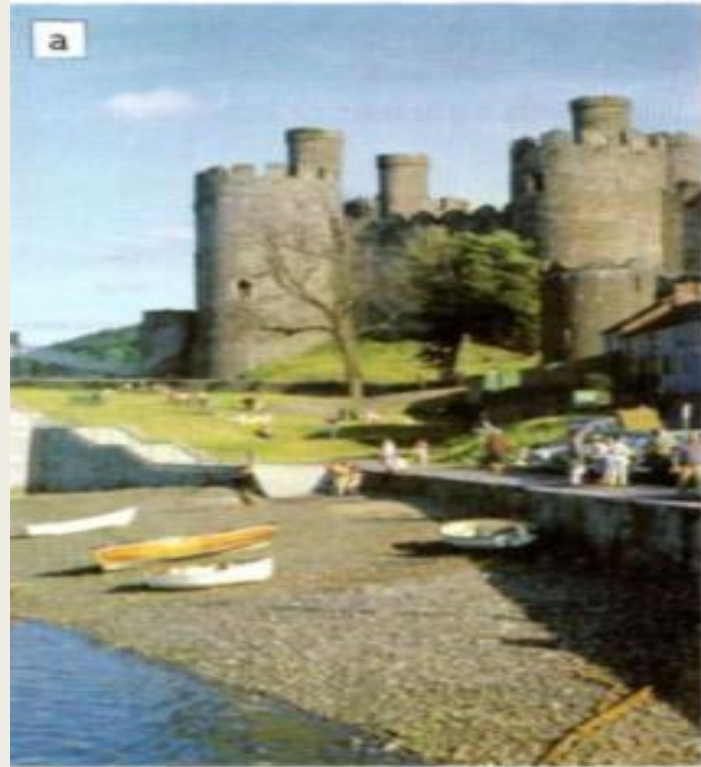
STUDY SKILL Skimming and scanning

Remember there are two ways of reading quickly:

- skimming for the general idea
- scanning for particular information

2 Scan the texts. Find information to complete the table.

	location	important date	economy	attractions	language(s)
Singapore			strong economy, tourism		Malay, English, Mandarin, Tamil
Morocco	North Africa			Fez, beaches, Sahara Desert	
Wales					



1

The Republic of Singapore is an island in South-East Asia, just 137km north of the Equator. It became an independent city-state in 1965. Singapore has few natural resources. However, it developed a strong economy and is a popular tourist destination. People come here for its fabulous shopping, the famous Singapore Zoo, and its beautiful man-made beaches. Singapore has a rich mixture of people and many languages are spoken here, including Malay, English, Mandarin, and Tamil.

2

The Kingdom of Morocco is a country in North Africa. It has the Atlantic Ocean to the west, the Mediterranean Sea to the north, Algeria to the east, and Western Sahara to the south. It became an independent kingdom in 1956. Its economy depends on mining and tourism. Morocco's attractions include the historic city of Fez, the wonderful beaches on the Atlantic and Mediterranean, and the Sahara Desert. Arabic is the official language, although French is often used for business.

3

Wales is in northern Europe. It is part of the United Kingdom. It borders England to the east, and has the Irish Sea on the west. Wales was ruled by England for many centuries, but in 1999 its own National Assembly was created. Farming and tourism are important parts of its economy. Tourists come to Wales to see its many ancient castles, to walk and climb in its beautiful mountains, or to walk along its wild coastline. Although most people speak English, both Welsh and English are the official languages.

الصفحة العاشرة

2 Where in the world ...?



READING SKILLS Skimming and scanning

WRITING SKILLS Brainstorming ideas • Linking ideas (1) • A description of my country

VOCABULARY DEVELOPMENT Synonyms and antonyms • Recording vocabulary (2)

READING Three countries

1 Look at photos a–c and skim texts 1–3 on page 11. Match them with the titles below. **Read Study Skill**

- 2 C Cities, Deserts, Seas
- 1 B A World on an Island
- 3 A Your Dream Castle?

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Morocco	North Africa			Fez, beaches, Sahara Desert	
Wales					

الصفحة العاشرة

2 Where in the world ...?

READING SKILLS Skimming and scanning

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READING Three countries

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- 2 Cities, Deserts, Seas
 1 A World on an Island
 3 Your Dream Castle?

STUDY SKILL Skimming and scanning

Remember there are two ways of reading quickly:

- skimming for the general idea
- scanning for particular information

2 Scan the texts. Find information to complete the table.

	location	important date	economy	attractions	language(s)
Singapore	South east Asia	1965 independent day	strong economy, tourism	shopping, Zoo, beaches	Malay, English, Mandarin, Tamil
Morocco	North Africa	1956 independent day	Mining, tourism	Fez, beaches, Sahara Desert	Arabic, French
Wales	North Europe	1999 National Assembly	Farming, tourism	Ancient castle, mountains, coastline	English, Welsh

الصفحة العاشرة

3 Scan the texts again to answer the questions.



Which country ...

- has a border with England? **Wales**
- has a desert? **Morocco**
- has a lot of ancient castles? **Wales**
- is an island? **Singapore**
- has man-made beaches? **Singapore**
- is ruled by a king? **Morocco**
- has a wild coastline? **Wales**
- is in South-East Asia? **Singapore**
- has an ocean to the west,
and a sea to the north? **Morocco**

الصفحة العاشرة



4- Scan the texts to match a word in A with a word in B and a definition in C

A	B	C
-d-2 historic	1 _____ beaches	a 1 beaches made by people, not by nature
-b-5 natural	2 _____ city	b 5 coal, gas, oil, and fresh water are all examples of these
-c-3 tourist	3 _____ destination	c 3 a popular place to go on holiday
-f-6 national	4 _____ language	d 2 a place with a long and important history
-a-1 man-made	5 _____ resources	e 4 the main language used in a country
-e-4 official	6 _____ assembly	f 6 the group of people chosen to govern a country

5 Read the texts again more slowly. In pairs, discuss similarities and differences between the three countries and your own country.

WRITING My country

1 Complete the diagram about France using the topic areas and examples in the box. **Read Study Skill**

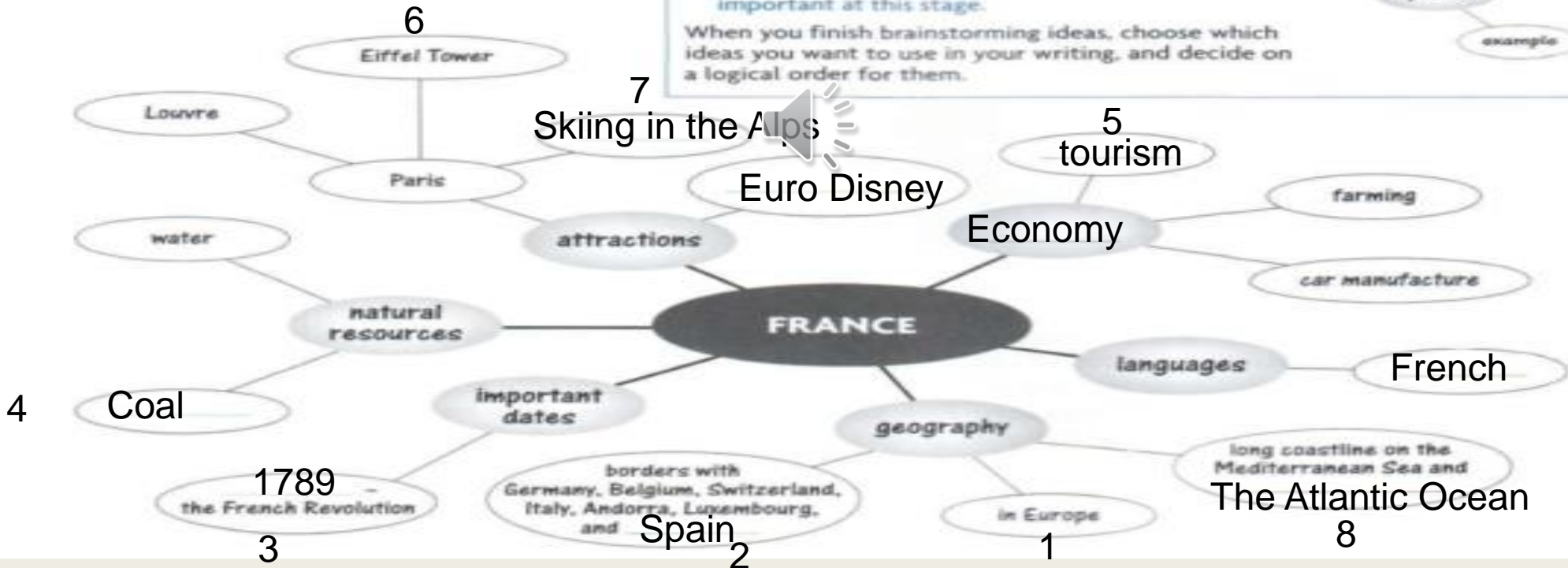

skiing in the Alps economy coal
the Atlantic Ocean Spain 1789
tourism French Euro Disney

STUDY SKILL Brainstorming ideas

Before you write, think about the topic. Work with a partner or in a group.

- Use a diagram to help you organize your thoughts.
- Decide on topic areas, and think of examples.
- Write notes and single words on the diagram.
- Don't discard any ideas or thoughts at this stage.
- Don't worry about what is more or less important at this stage.

When you finish brainstorming ideas, choose which ideas you want to use in your writing, and decide on a logical order for them.



Page 12

- 2 Complete the paragraph about France. Use information from the diagram in exercise 1.

FRANCE – SOMETHING FOR EVERYONE!

France is a large country in ¹ Europe. It has ² borders with many countries, including Germany, Italy, and Spain. It was ruled by a king. However, after the revolution in ³ 1789, it became a republic. France has good natural resources, such as water and ⁴ coal. Farming, car manufacturing, and ⁵ tourism are other important parts of its economy. The capital of France is Paris, which lies on the River Seine. Many tourists stay in the city to see the ⁶ Eiffel Tower, or to visit the world-famous Louvre Museum and the many other attractions. There are also lots of other things to do outside Paris. You can go skiing in the ⁷ Alps, visit ⁸ _____, or go swimming in the Mediterranean. Although the official language is French, many people speak a little English. So, whatever your interests and wherever you come from, France has something for you.



The Atlantic ocean

Page 13

- 3 Look back at the text on page 12. Write the topic areas from the box next to numbers 1–5 in the order they appear in the text.

languages attractions geography important date(s) economy

1 geography 2 Important date 3 economy 4 attractions 5 languages

- 4 With a partner, quickly brainstorm ideas about your country. Write your ideas on a diagram. Use the topic areas from exercise 3.

- 5 **Read Study Skill** Underline other examples of *but*, *however*, and *although* in the three texts on page 11.

STUDY SKILL Linking ideas (1)

Linking ideas in a clear and logical way is part of good writing. Use *but*, *however*, and *although* to contrast two ideas.

Look at sentences a and b. Compare the way *but*, *however*, and *although* are used to link them. What differences are there?

a The official language is French.

b Many people speak a little English.

The official language is French, *but* many people speak a little English.

The official language is French, *however*, many people speak a little English.

Although the official language is French, many people speak a little English.

The official language is French, *although* many people speak a little English.



- 6 Link the pairs of sentences using the word in brackets.

1 Many people think that Sydney is the capital of Australia. Canberra is really the capital. (*but*)

Many people think that Sydney is the capital of Australia, but Canberra is really the capital.

2 The Amazon is the longest river in South America. The Nile is the longest river in the world. (*however*)

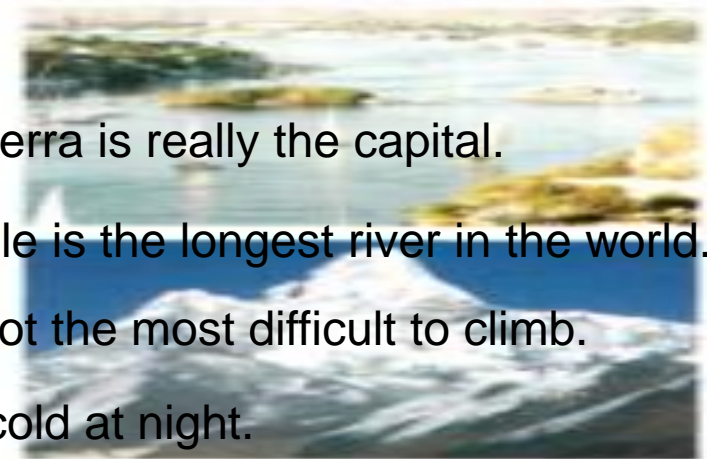
The Amazon is the longest river in South America. However, the Nile is the longest river in the world.

3 Mount Everest is the highest mountain in the world. It is not the most difficult to climb. (*although*)

Mount Everest is the highest mountain in the world, although it is not the most difficult to climb.

4 It is very hot in the Sahara during the day. It can be very cold at night. (*although*)

Although it is very hot in the Sahara during the day, it can be very cold at night.



Page 14

VOCABULARY DEVELOPMENT Organizing vocabulary (I)

- 1 Put the words in the box into two groups. Then organize them in order of size (smallest \longleftrightarrow biggest) or speed (slowest \longleftrightarrow fastest).

bicycle	sea	ocean	aeroplane	space rocket	lake	car	pond
Small	Small	big	small	big	big	big	small

- 2 **STUDY SKILL** Match 1-5 with synonyms and antonyms (≠) from the box.

frontier	big	new	noisy	old	quiet	small	seashore
----------	-----	-----	-------	-----	-------	-------	----------

- | | | |
|-------------|---|----------|
| 1 border | = | frontier |
| 2 coastline | = | seashore |
| 3 modern | = | New |
| | ≠ | old |
| 4 large | = | big |
| | ≠ | small |
| 5 loud | = | noisy |
| | ≠ | quiet |



STUDY SKILL Synonyms and antonyms

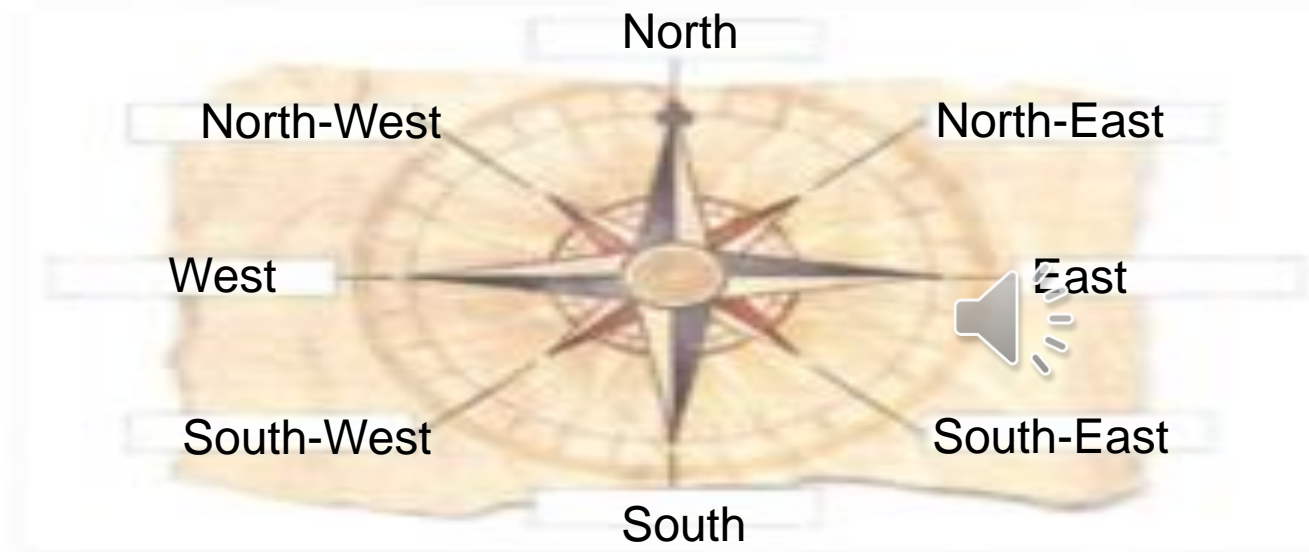
A **synonym** is a word or phrase that has the same meaning as another word or phrase.

An **antonym** is a word or a phrase that means the opposite of another word or phrase.

Page 14

3 Use the words in the box to label the compass.

north south east west north-west south-west north-east south-east



4 Look at the words in the box. Organize them into four groups of four words each. Record them using different methods. **Study Skill**

a cottage clean the North Pole deserts dirty
the Earth lakes mountains a house unpolluted
an apartment block polluted a skyscraper
rainforests the South Pole the Equator

STUDY SKILL Recording vocabulary (2)

Recording words in groups can make them easier to remember. You can use:

- diagrams like the ones in this unit
- a scale as in exercise 1
- synonyms and antonyms as in exercise 2
- a picture with labels as in exercise 3.

Continue to add new words to each group as you learn them.

Page 14

4 Look at the words in the box. Organize them into four groups of four words each. Record them using different methods. **Read study skill**

a cottage clean the North Pole deserts dirty
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- a picture with labels as in exercise 3.

Continue to add new words to each group as you learn them.



A cottage	Clean	The earth	Deserts
A house	Dirty	The north pole	Lakes
An apartment block	Polluted	The south pole	Mountains
A skyscraper	Unpolluted	The equator	Rain forest

Page 15

REVIEW

- 1 Go back through Unit 2. Add examples to the table. Write the definite article *the* where necessary.



countries	continents	rivers	deserts	cities	seas and oceans	mountains/ mountain ranges
Wales, <i>The Republic of Singapore</i>	Asia	<i>The River Seine</i>	<i>The Sahara</i>	Fuz	<i>The Atlantic Ocean</i>	Mount Everest

- 2 When is the definite article *the* used? Complete the rules.

RULES
Use <i>the</i> with rivers, deserts, mountain ranges, _____ and oceans.
Do not use <i>the</i> with most countries, _____ mountains, and _____.

- 3 Add some examples from your own country or region to the table.
- 4 Make sentences 1–8 true by replacing the word in *italics* with another word from Unit 2.
- 1 Asia is a large country.
 - 2 Morocco has beaches on the Atlantic Sea.
 - 3 Spain is north of France.
 - 4 A castle is where you can go to see lots of different animals.
 - 5 A lake is bigger than a sea.
 - 6 Sydney is a very old city.
 - 7 Russia is a small country.
 - 8 A village is bigger than a town.
- 5 Make your own records of any new words. Use the methods from Unit 2.

Page 15

4 Make sentences 1–8 true by replacing the word in *italics* with another word from Unit 2.

1 *Asia* is a large country. continents

2 Morocco has beaches on the *Atlantic Sea*. ocean

3 Spain is north of France. west

4 A castle is where you can go to see lots of different animals.



5 A lake is bigger than a sea. An ocean

6 Sydney is a very old city. new

7 Russia is a small country. big

8 A village is bigger than a town. smaller

5 Make your own records of any new words. Use the methods from Unit 2.

اللغة الانكليزية المرحلة الثانية

المحاضرة الثالثة – الوحدة الثالثة
د. نبيل عارف توفيق

Page 16 Unit Three (3)

3 Newspaper articles

READING SKILLS Predicting content + Meaning from context

WRITING SKILLS Sentences + Paragraphs + Varying the structure + Writing an article

VOCABULARY DEVELOPMENT Antonyms from prefixes

READING An unexpected journey

- 1 Look at the headline and pictures in the newspaper article. What do you think the story is about? Discuss your ideas with a partner.

A free flight to Dubai

A twenty-three-year-old Dutch student has enjoyed a short but unexpected holiday in Dubai. Mr Frank Vreede, a business student, has been a part-time job at Schiphol Airport to help pay for his studies. He works as a **baggage handler** and was responsible for loading the suitcases into the hold of passenger planes.

Last Friday night, after an exhausting day in the university library preparing for his final exams, Frank was loading a plane at the airport. He was waiting for the next baggage truck to arrive and he felt tired. He decided to have a quick rest, so he sat down in the hold of the plane and shut his eyes – just for a moment.

However, while he was sleeping, the plane **took off**. An hour later, Frank woke up and was **horrified** to discover that the plane was in the air. There was a terrible noise from the engines, and he tried not to panic. It was dark, uncomfortable and very, very cold. Frank knew the flight would be long because it was an airline from the Middle East. He also knew he could not survive the freezing temperatures. It was an impossible situation.

He decided to make as much noise as possible. He **banged** on the ceiling of the baggage hold and shouted at the top of his voice. Luckily a passenger heard the noise and called a flight attendant, who immediately informed the pilot. Once the captain understood what was happening, he ordered hot air to be pumped into the hold.

When the plane arrived at Dubai International Airport, an ambulance was waiting to take a very cold and frightened Mr Vreede to hospital. Doctors examined him, but he was **unhurt** and was allowed to leave after a few hours. News spread quickly about this 'stowaway'. The Managing Director of one of Dubai's top hotels offered him a free room for the weekend. 'He must have wanted to come to Dubai very much if he was prepared to travel in the hold!' joked the MD.

'Everyone's been so kind,' said Mr Vreede. 'I'm really enjoying my stay in Dubai and I'm getting a lot of rest, so I won't fall asleep on the job again!'

When Frank returned to Schiphol Airport on Monday, his friends and relatives were overjoyed to see him. 'When he didn't come home after his evening **shift** on Friday, I called the airport – but nobody had seen him for hours,' his mother said to reporters. Frank explained that he was very lucky because it is possible to die of cold in the hold of an aircraft. He **apologized** to his boss for sleeping at work instead of working, and promised it would not happen again. 'During the flight I was **petrified**. I thought I was going to die!' said Mr Vreede. 'I wouldn't want to do it again. Next time, I'll catch a regular flight!'



Page 17 Unit Three (3)

- 2 **Read Study Skill** Make questions about the article. Use the question words in the box.

Why ...? Where ...? Who ...? When ...? What ...? How ...?

Why was it a free flight?

STUDY SKILL Predicting content



Predicting the content of a text prepares you for what you are about to read. Being well-prepared helps comprehension.

Before you read a text:

- look at the title
- look at any pictures

Use these to get an idea of what the text is about. Ask some questions (*Who? Where? Why? etc.*) to help you predict the content and to focus on the information you need.

- 3 Skim the text to get a general idea of the story. Were your ideas right? Does the text answer your questions?

Why ...?
Where ...?
Who ...? When ...?
What ...? How ...?

1– Students' own answers

2– Students' own answers, but model answers:

- Why was it a free flight?
- Where did the flight go to?
- Who got the free flight?
- When did it happened?
- How did the story end?

3– Students' own answers

Page 17 Unit Three (3)

4 Read the article more slowly and answer the questions.

- 1 Who is the article about?
- 2 What other people are mentioned in the article?
- 3 Where did the events happen?
- 4 When did the events happen?
- 5 What was the problem?
- 6 How was the problem solved?

Compare your answers with a partner.

5 **Read Study Skill** Copy the table. Guess the meaning of the words in bold in the article. *A Free Flight to Dubai*. Use the part of speech and the context to help.

STUDY SKILL Meaning from context

Texts often contain words we don't know. Looking up every word takes time and slows down your reading.

To help you guess the meaning from the context:

- look at the words and sentences around the unknown word.
- identify the part of speech.
- use your knowledge of the world (what you already know about the situation).
- think about whether the word has a generally negative or positive meaning.
- replace the unknown word with another word with a similar meaning and check that it makes sense in the sentence.

word	part of speech	context	guess
baggage handler	noun	job or duty / airport responsible for loading suitcases / passenger planes	person who puts bags on a plane

6 Compare your guesses with a partner. Check meanings in a dictionary.

7 Underline other new words in the article. Make guesses about them. Check your guesses in a dictionary.

4– Possible answers:-

1- Frank Vreede (a Dutch student).

2- A passenger, a flight attendant, the pilot (Captain), doctors, the Managing Director of a Dubai hotel, friends and relatives, his mother, reporters, his boss.

3- Schipol airport, aboard the plane, Dubai

4- Last Friday night.

5- Frank was tired and fell asleep in the hold of a plane. This was dangerous as the hold is very cold and he could have died.

6- He made a noise which a passenger heard. The pilot pumped hot air into the hold so Frank wouldn't die of cold.

Page 17

5-

hold *noun*

CONTEXT planes

GUESS part of plane for baggage

took off *verb*

CONTEXT the plane took off

GUESS leave the ground

horrified *adjective*

CONTEXT Frank was horrified

GUESS frightened/ scared/ terrified
(because) plane was in the air

banged *verb*

CONTEXT He decided to make as much noise as possible.

He banged on the ceiling.

GUESS hit noisily

unhurt *adjective*

CONTEXT Doctors examined him, but he was unhurt.

GUESS not hurt, OK

relatives *noun plural*

CONTEXT his friends and relatives were overjoyed.

GUESS family

shift *noun*

CONTEXT evening shift

GUESS part of a working day

apologizes apologized *intransitive verb*

CONTEXT He apologized to his boss for sleeping at work.

GUESS to say sorry

petrified *adjective*

CONTEXT I was petrified. I thought I was going to die!

GUESS very, very scared

Page 18 Unit Three (3)

WRITING Mistaken identity

1 Look at paragraph 1 of the newspaper article *A Case of Mistaken Identity* on page 19. Separate it into six sentences. Punctuate the sentences correctly.

Read Study Skill

STUDY SKILL Sentences

- write short, clear sentences.
- join ideas and sentences using linking words, for example, *however*, *after*, etc. (see page 13).
- punctuate correctly using capital letters, full stops, question marks, and exclamation marks.

2 Complete paragraph 2 of the article using the words in the box.

after and unfortunately but because so

3 Read the beginnings of paragraphs 3 and 4 of the article. Choose which sentences, a or b, from 1–5 belong to each paragraph. Write the paragraphs.

- a Then the car stopped in front of a large conference centre. **Paragraph 3**

b He told John that everything was ready for him. **Paragraph 4**
- a Mr Taylor jumped out of the car with his briefcase and rushed into the centre.

b 'Follow me, please,' he said.
- a John Taylor got up, checked his tie was straight, and picked up his briefcase.

b There, to his relief, he was greeted in English by the conference organizer.
- a He followed the organizer out of the room.

b 'Welcome to Paris, Mr Taylor,' said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room.
- a After giving Mr Taylor a coffee, the organizer went off to make sure everything was ready.

b The organizer opened a door and led John Taylor into a large hall full of ... schoolchildren!

Page 18 Unit Three (3)

- 4 Look at the next two paragraphs. Which is paragraph 5? Which is paragraph 6? **Read Study Skill**

STUDY SKILL Paragraphs

To help your writing flow:

- group ideas on the same topic together in a paragraph.
- make sure there is a clear link between the content of one paragraph and the next.

- 5 Read paragraph 1 of the article again. Find an example of the: Present Perfect, Past Simple, Past Continuous, and Past Perfect. **Read Study Skill**

STUDY SKILL Varying the structure

Interesting writing often contains a variety of tenses.

For example:

- Past Simple – *It was a comfortable flight.*
- Past Continuous – *He was loading a plane at the airport.*
- Present Perfect – *He has been to France before.*
- Past Perfect – *He had taken a part-time job at the airport.*

Page 18

1–

Have you ever been mistaken for someone else? Last week Mr. John Taylor, an Australian businessman, went to Paris for an important meeting. He was sent by the Australian government to give a speech to French Businessmen and women. It was to encourage more trade. It was , therefore, a very important speech and Mr. Taylor had prepared it carefully. At the same time a Mr. Paul Taylor was also travelling on the same flight to Paris.

2–

(1) and , (2) after , (3) so , (4) unfortunately , (5) but , (6) because

3–

(1) –a- paragraph 3 , (1) –b- paragraph 4 , (2) –a- paragraph 3 , (2) –b- paragraph 4
(3) –a- paragraph 4 , (3) –b- paragraph 3 , (4) –a- paragraph 4 , (4) –b- paragraph 3
(5) –a- paragraph 3 , (5) –b- paragraph 4

Paragraph 3

Then the car stopped in front of a large conference centre. Mr. Taylor jumped out of the car with his briefcase and rushed into the centre. There, to his relief, he was greeted in English by the conference organizer. “Welcome to Paris, Mr. Taylor,” said the smartly-dressed organizer and he led John Taylor down a long corridor and into a small room. After giving Mr. Taylor a coffee, the organizer went off to make sure everything was ready.

Paragraph 4

He told John that everything was ready for him. “Follow me, please,” he said. John Taylor got up, checked his tie was straight, and picked up his briefcase. He followed the organizer out of the room. The organizer opened a door and led John Taylor into a large hall full of schoolchildren!

Page 18

Paragraph 5

John Taylor looked around in horror at the children. Then he heard the organizer asking them to welcome Mr. Paul Taylor. He was going to tell them about kangaroo farming in Australia! Meanwhile, on the other side of the city. Mr. Paul Taylor was also in a large hall full of people. Paul, dressed in blue jeans and cowboy boots, was starting in horror at 200 smartly-suited businessmen and women.

Paragraph 6

This case of mistaken identity was quickly noticed and put right. Both Mr. Taylors, Paul and John, were put into taxis an driven at great speed to their correct meetings. Fortunately, both presentations were hugely successful, as they discovered when they were seated next to each other on the flight back to Australia.

5-

Type of Tenses	Free Flight to Dubai	A Case of Mistaken
Past Simple	It was a comfortable flight.	Mr. Taylor went to Paris.
Past Continuous	He was loading a plane at the airport.	Mr. Paul Taylor was also travelling on the same flight.
Present Perfect	He has been to France before.	Have you ever been mistaken for someone else?
Past Perfect	He had taken a part-time job at the airport.	Mr. Taylor had prepared it carefully.

Page 19 Unit Three (3)



A case of mistaken identity

1 Have you ever been mistaken for someone else last week Mr John Taylor, an Australian businessman, went to Paris for an important meeting he was sent by the Australian government to give a speech to French businessmen and women it was so important that he had prepared it carefully at the same time a Mr Paul Taylor was also travelling on the same flight to Paris.

2 It was a comfortable flight and his plane arrived on time. John Taylor was expecting a driver to pick him up from the airport. After going through customs and immigration control, he went to find the driver. He saw a man who was holding a sign saying "Mr Taylor". So he introduced himself. The driver spoke in French. Unfortunately John Taylor did not speak French. After he did understand the word "seminar", the meeting was early that morning, John Taylor decided to go straight to the seminar. He nodded his head at the driver and repeated "seminar".

3 While the car was speeding through Paris, Mr Taylor went through his notes one more time.

4 The organizer returned a few minutes later.

Paragraph
This case of mistaken identity was quickly noticed and put right. Both Mr Taylors, Paul and John, were put into taxis and driven at great speed to their correct meetings. Fortunately, both presentations were hugely successful, as they discovered when they were seated next to each other on the flight back to Australia!

Paragraph
John Taylor looked around in horror at the children. Then he heard the organizer asking them to welcome Mr Paul Taylor. He was going to tell them about kangaroo farming in Australia! Meanwhile, on the other side of the city, Mr Paul Taylor was also in a large hall full of people. Paul, dressed in blue jeans and cowboy boots, was staring in horror at 200 smartly-suited businessmen and women.

Page 19 Unit Three (3)

الحل

have you ever been mistaken for someone else last week

Have you ever been mistaken for someone else last week ?

Mr Jhon Taylor, an Australian businessman, went to Paris for an important meeting

Mr. Jhon Taylor, an Australian businessman, went to Paris for an important meeting.

he was sent by the Australian government to give a speech to French businessmen and

~~Women~~ was sent by the Australian government to give a speech to French businessmen and women.

it was to encourage more trade it was, therefore, a very important speech and Mr Taylor had

~~prepared it carefully~~ it was to encourage more trade. It was, therefore, a very important speech and Mr. Taylor had prepared it carefully.

at the same time a Mr Paul Tylor was also travelling on the same flight to Paris

At the same time, Mr. Paul Tylor was also travelling on the same flight to Paris.

Page 20 Unit Three (3)

VOCABULARY DEVELOPMENT Word-building (1)

1 Put the adjectives from this unit with the correct prefix in the table. Use a dictionary to help you. **Read Study Skill**

expected regular comfortable possible hurt important

un-	<u>unexpected</u>	_____
in-	_____	_____
il-	_____	_____
im-	_____	_____
ir-	_____	_____

STUDY SKILL Antonyms from prefixes

The antonyms of some words can be made by adding a prefix such as *un-*, *in-*, *im-*, for example, *successful/unsuccessful*.

In other cases, the antonym is a completely different word, for example, *good/bad*.

When you look up a new word in the dictionary, make a note of its antonym.

un-
in-
il- **im-** **ir-**

Page 20 Unit Three (3)

- 2 Use a dictionary to identify the correct prefixes for the adjectives in the box. Add them to the table in exercise 1.

appropriate direct experienced patient relevant mature
legal responsible logical legible mobile personal

- 3 Look back at the table in exercise 1. Can you see any general rules about when to use *il-*, *im-*, and *ir-*? Complete the rules.

RULES *il-*, *im-*, *ir-*

il- is used with words beginning with _____.

im- is often used with words beginning with _____ and _____.

ir- is used with words beginning with _____.

- 4 Match words 1–7 with antonyms a–g.

- | | | | | |
|---|--------------------------|-----------|---|------------------|
| 1 | <input type="checkbox"/> | different | a | low |
| 2 | <input type="checkbox"/> | easy | b | maximum |
| 3 | <input type="checkbox"/> | high | c | small |
| 4 | <input type="checkbox"/> | large | d | public |
| 5 | <input type="checkbox"/> | late | e | early |
| 6 | <input type="checkbox"/> | minimum | f | difficult / hard |
| 7 | <input type="checkbox"/> | private | g | the same |

Page 20

	un-	in-	il-	im-	ir-
1 & 2 -	unexpected	inappropriate	illegal	impossible	irrelevant
	uncomfortable	indirect	illogical	impatient	irresponsible
	unhurt	inexperienced	illegible	immature	irregular
	unfortunately			immobile	
			4 -	impersonal	

3-

il- is used with words beginning with *l*.

im- is used with words beginning with *p* and *m*.

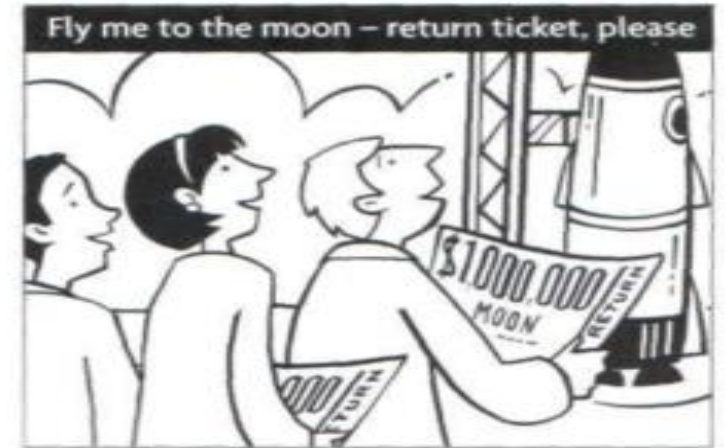
ir- is used with words beginning with *r*.

1	different	g	the same
2	easy	f	difficult / hard
3	high	a	low
4	large	c	small
5	late	e	early
6	minimum	b	maximum
7	private	d	public

Page 21 Unit Three (3)

REVIEW

- 1 Look at the titles of these newspaper articles. What do you think each article is about? Work with a partner and write five questions about each article.



- 2 Read the beginning of John Taylor's talk. The words in bold are different parts of speech of the nonsense word **naman**. What part of speech are they? Choose from the box.

verb x (2) noun x (3) adjective x (2)

Good ¹**naman**, everyone. I am sorry for ²**namaning** late, but thank you for being so patient. As you know, I am here to ³**naman** about the possibilities for increased commerce between our two ⁴**namanies** and I hope that this talk will lead to a fruitful discussion. Our two countries have had very good relations for many ⁵**namanies**, in fact since 1872! Last year, many of our ⁶**namanical** students came here to study your farming systems. It was a very ⁷**namaning** visit and they learnt a lot. In the future, ...

Page 21

1 – the first picture

Who found the balloon? Why has it got a label on it? Where did it come from? When was it released? What happened after it was found?

1 – the second picture

Whose violin was it? Why was the violin in a seat in first class? Did the owner have to pay for it? Was it a famous or very valuable violin? Did something happen during the flight?

1 – the third picture

Can you really buy tickets to the moon? Who has done it? How much does it cost to go? How did the travelers feel? How long does the journey take?

1 – Possible answers

The first picture

There was a competition to see how far balloons would travel. A balloon was released in Scotland and found in the Libyan desert by a family having a picnic. The finder sent the label back to Scotland and received a prize – a free trip to Scotland.

The second picture

A passenger on a long-haul flight was furious because the flight was very busy. There was no room, but one whole seat was taken up by a violin. The airline said that the owner has paid a full first-class fare for the violin to travel with him because the violin was very precious.

The third picture

Russian and American space rockets are now taking “tourists” up for a ride into space, if they can afford the \$1m return ticket.

Page 21 Unit Three (3)

3 Guess their meaning from the context and replace them with an appropriate real word.

Good 'naman, everyone. = Good morning/afternoon, everyone.

4 Make notes about each of the pictures. Write a paragraph of 20–40 words for each one in the past tense. Give your complete article a title.



Page 21

2 –

- 1- noun. 2- verb. 3- verb.
- 4- noun. 5- noun. 6- adjective.
- 7- adjective.

3 –

- 1- morning / afternoon / evening.
- 2- being / arriving / starting.
- 3- talk / speak / lecture.
- 4- countries.
- 5- years.
- 6- agricultural / horticultural / veterinary.
- 7- interesting / useful / enjoyable / worthwhile.

4 – Lost and found

Picture (1):-

When Takahito Sato arrived at London’s Heathrow airport for the first time, he had a shock. He waited for his luggage with other passengers from the Tokyo flight.

Picture (2):-

An hour later, Takahito was still waiting. All the other passengers had picked up their bags and left. However, his luggage did not appear. He was very worried.

Picture (3):-

He went to the “lost baggage” office and explained the problem. He described his bag, but the official didn’t have it and didn’t know where it was. He told Takahito to fill in a form and his bag would be sent to him.

Page 21

4 – Lost and found

Picture (4):-

Mr. Sato went out of the airport to look for a bus or train to take him to his host family in the city. Because it was his first visit, he was not sure where to go.

Picture (5):-

He was looking for signs to the bus stop and did not notice a group of young English students near him. However, they noticed him. They all had identical bags-the same type as Mr. Sato's- but they had one bag too many! One student had Found Mr. Sato's student card in a side pocket of the bag. He looked at the photograph, Looked up, and saw Mr. Sato.

Picture (6):-

The student rushed over to Takahito with his bag and student card. He apologized for picking the bag up by mistake. Mr. Sato was very happy to have his bag. The young students offered to take him into the city with them, and that made Takahito even happier.



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Page 22 Unit Four (4)

4 Modern technology

READING SKILLS Identifying the main message – topic sentences

WRITING SKILLS Organizing ideas [1] • Linking ideas [2] • A discursive essay

VOCABULARY DEVELOPMENT Avoiding repetition [1]

READING Innovations

1 Skim the articles and letters on page 23. Answer the questions.

- 1 Where would you expect to find a page like this?
- 2 How many articles are there?
- 3 What is the topic of each article?
- 4 How many letters are there?
- 5 What piece of technology is each letter about?

2 **Read Study Skill** Scan the text *The Silent Plane* and the readers' letters opposite. Pay attention to topic sentences only. Are the statements true (T) or false (F)?

- 1 Maybe one day planes won't make a noise. T
- 2 Noise is being reduced in two ways.
- 3 The project to build the plane hasn't begun yet.
- 4 Mr Campbell is happy with his computer.
- 5 The writer of the third letter wants help.
- 6 Paula Adams' opinion is the same as an earlier letter writers.

3 Read the summaries a–d of the paragraphs in the article *The Car that Drives Itself*. Match them with topic sentences 1–4. Do not read the article.

Summaries

- a describing how the car works
- b predicting future developments
- c outlining some problems
- d introducing the subject

Topic sentences

- 1 A car manufacturer has designed and built a car that drives itself.
- 2 Despite these disadvantages, car manufacturers see driverless cars as the future.
- 3 However, there are still two main drawbacks.
- 4 The car works using two main devices.

4 Skim the article to match topic sentences from exercise 3 to paragraphs A–D. Use the summaries to help.

STUDY SKILL

Identifying the main message – topic sentences

Students are often required to do a large amount of reading. To save time and to select the best text(s) for your needs, it is important to identify the main message as quickly as possible.

To do this:

- look at the title.
- quickly skim the text to find the topic sentences. They are usually the first sentence in each paragraph. They summarize what the paragraph is about.

Page 22

⇒ 1

1- (possible answers) in a magazine or journal.

2- Two.

3- A silent Plane & A Car that Drives Itself.

4- Three.

5- A home computer ; Digital Cameras ; Memory Sticks.

⇒ 2

1- T 2- F 3- T 4- F 5- T 6- F

⇒ 3

a- 4 b- 2 c- 3 d- 1

⇒ 4 **Page 23**

1- A 2- D 3- C 4- B

Page 23 Unit Four (4)

Technology Today

Issue 27

INNOVATIONS



THE SILENT PLANE

Annoyance from aeroplane noise could be a thing of the past as plans are announced to design a silent aircraft. The aim is to reduce the noise from a plane so that city-dwellers will no longer hear it passing overhead once it has left the airport.

This noise reduction will be achieved in three main ways. Firstly, the plane is being designed as a single, wide wing. Secondly, the engines will be placed above the wing, inside the plane, rather than under the wings and outside, and thirdly the airplane will be flown differently, for example at a reduced speed when it is near the airport.

The aircraft is just a design concept at the moment and many technological challenges will have to be met before we have silent planes overhead.



THE CAR THAT DRIVES ITSELF

A _____ It can steer itself and control its speed. This is the latest development in the long history of the automobile industry.

B _____ The first is a radar sensor in the front of the car. It scans the road in front of the car, looking for other vehicles. It then speeds the car up or slows it down according to the traffic conditions. The second device is a camera below the rear-view mirror which watches the white lines in the road. It uses these lines as a guide to steering the car.

C _____ Firstly, the system can only work on motorways, and secondly, they still need a driver. If the driver doesn't touch the steering wheel every 10 seconds, the devices can stop working.

D _____ They are already working on new models that will be able to drive on city roads. So, perhaps one day soon, we will be able to jump into our cars and sleep or read a book as we are driven to work!



Opinions and Questions: the Readers Write!

Dear Sir,
Is anyone else fed up with their home computer? I thought you to make my life easier and it has done exactly the opposite! Everyone told me that it would be easy to set up. "A child could do it!" they said. Sir, I tried and it has been a disaster. It crashes constantly and instead of saving me time, I seem to spend all my free time trying to make it work. Is this an example of modern technology, give me an old-fashioned typewriter anytime!

Yours,
Mr F. Campbell (Mr)

Dear Sir,
I strongly disagree with the previous correspondent about the quality of photographic from digital cameras. Perhaps for the professional photographer, an old-fashioned camera is better, but for most of us a digital camera is ideal. You can preview your photos, edit them, and then only download the ones you want. What's more, you can send them to your family and friends at once. Brilliant!

Yours faithfully,
Paula Adams

Dear Sir,
I am writing to ask for some advice about memory sticks. I use mine to keep a copy of my data. In case something goes wrong with my computer. However, I was told that memory sticks are unreliable and are easily damaged by anything magnetic, or by going through scanners, at airports, for example. Could you please clarify for me whether this is true? I have a new job that requires me to travel regularly, and I was hoping to take my memory stick on trips.

Yours,
A. Jeffcoat

Page 24 Unit Four (4)

WRITING Technology – good or bad?

1 Brainstorm arguments *for* and *against* mobile phones.

Read Study Skill

for	against
Can make a call at any time, anywhere.	Annoying in a public place e.g. in a restaurant.

2 Read the essay. Did you have the same ideas?

Mobile phones



A Mobile phones are now part of our everyday lives. Most people find them essential and could not manage without them. However, there are also some drawbacks to owning and using a mobile phone.

B There are three main advantages to having mobile phones. Firstly, there is the convenience of being able to make or receive a phone call at any time and in any place. Secondly, they are essential for keeping in touch with family and friends. Parents worried about their children can always ring them to check they are safe, and children can let their family know if they are going to be late home. Finally, mobile phones can save lives. For example, if there is an accident, help can be called immediately, wherever the accident takes place.

C On the other hand, there are significant problems with the use of mobile phones. In the first place, using mobile phones can cause accidents, for instance, when people are driving and using their phone at the same time. In addition, the loud use of mobile phones in public places such as restaurants and cinemas is rude and can be very irritating for other people. Lastly, there has been an increase in street crime directly related to mobile phones. People have been attacked and their phones stolen from them.

D In conclusion, I believe that, despite the disadvantages, mobile phones are essential to modern life and that the advantages to owning one are far greater than the disadvantages.

STUDY SKILL Organizing ideas (1)

When writing an essay where you have to give two sides of an argument:

- organize your ideas into arguments *for* and arguments *against*, and give some examples.
- write a paragraph *for*, and a paragraph *against*, giving your ideas in a logical order.
- write an introduction and a conclusion. Give your personal opinion in the conclusion.



Page 24 Unit Four (4)

- 3 Consider the purpose of each paragraph. Which paragraph A, B, C, or D... ?
- says why mobile phone use can be a good thing.
 - introduces the subject.
 - concludes and gives the writer's opinion.
 - says why mobile phone use can be a bad thing.

4 **Read Study Skill** Go back through the essay. Underline 12 more linking words and phrases. Write them in the table.

sequence	<u>firstly</u>	_____	_____
contrast	<u>in spite of</u>	_____	_____
examples	<u>e.g.</u>	_____	_____
endings	<u>to conclude</u>	_____	_____

STUDY SKILL Linking ideas (2)

To help the reader understand your writing and follow your ideas, link short, simple ideas. Use:

- *firstly, secondly, ...*
for more than one argument or idea
- *however (see Study Skill p13), on the other hand, despite ...*
for a contrast between two ideas
- *for instance, for example, ...*
for an example to illustrate an idea
- *in conclusion, to sum up, ...*
for the final comment

Page 24

⇒ 1

هنا نجري مقارنة حول الهواتف الذكية بعمل جدول ذو حقلين الحقل الاول فوائد الموبايل (for) والحقل الثاني مضار الموبايل (against)

⇒ 2

إقرأ القطعة في صفحة ٢٤ والتي عنوانها Mobile Phones والسؤال هو هل لديك نفس الرأي

⇒ 3

Paragraph B says why mobile phone use can be good thing.
Paragraph A introduces the subject.
Paragraph D concludes and give the writer's opinion.
Paragraph C says why mobile phone use can be bad thing.

هذا النوع من المقالات يتضمن أربع فقرات
الفقرة الاولى (A) المقدمة
وتتضمن مقدمة عن الموضوع
الفقرة الثانية (B) المتن (Body)
تتضمن فوائد استخدام الموبايل
الفقرة الثالثة (C) المتن (Body)
تتضمن مضار استخدام الموبايل
الفقرة الرابعة (D) النتيجة
وتتضمن النتيجة والكاتب يعطي رأيه فيها

⇒ 4

Sequence	Firstly, secondly, finally, in the first place, lastly.
Contrast	In spite of, however, on the other hand, despite.
Examples	e.g. , for example , for instance.
Endings	To conclude , in conclusion.

Page 25 Unit Four (4)

- 5 Read the essay title. Do you agree or disagree with it? Discuss with a partner.

Access to satellite and Internet television does more harm than good.



- 6 Divide arguments 1–6 into those that support the essay title (*against* satellite /Internet TV), and those that disagree with it (*for* satellite/Internet TV). Add one more argument to each list.

- 1 People (especially children) have access to programmes with unsuitable content.
- 2 It gives people access to programmes around the world – the opportunity to learn about other cultures.
- 3 A huge choice of programmes is available – something for every interest, for example sport, music, film, documentary channels.
- 4 More access to TV encourages people (especially children) to watch more TV, so there is less time for hobbies or family.
- 5 Programmes in other languages, for example English, can support language learning.
- 6 ~~The programmes available may not be culturally appropriate.~~

for satellite TV	against satellite TV
	The programmes available may not be culturally appropriate.

2. 20/10/20

Page 25 Unit Four (4)

Writing a discursive essay

- 7 Complete the essay using the arguments from exercise 6. Link ideas with words and phrases from exercise 4. Follow the organization in the box. Write about 200 words.

Title Access to satellite and Internet television does more harm than good.

Introduction

Many people have strong feelings about the value of television, especially now that programmes are available through satellite and over the Internet. There are those who suggest that increased access to these programmes does more harm than good. However, there are those who insist that it is a good thing.

Paragraph 2 satellite and Internet TV does harm + examples

Paragraph 3 satellite and Internet TV is good + examples

Paragraph 4 conclusion and your opinion

Page 25

إقرأ القطعة في صفحة ٢٥ هل أنت مع الفكرة أو ضد الفكرة ، ناقش الموضوع مع زميلك

⇒ 6 For Satellite TV :- 2, 3, 5.
Against satellite TV:- 1, 4, 6.

⇒ 7

Student's own answers, but model answer is:-

Many people have strong feelings about the value of television, especially now programmers are available through satellite and over the internet. There are those who suggest that increased access to these programmes does more harm than good, however, there are those who insist that it is a good thing. There are four main reasons why it can be argued that unlimited access can be harmful. Firstly, people, especially children, may watch programmes that have unsuitable content. For example, children may accidentally watch a film that is very violent.

Secondly, the programmes available may not be culturally appropriate. They might, for instance, show behaviour that is not acceptable in their own country. Another argument against these programmes is that people could be encouraged to watch more television. This can lead to people taking less exercise, but also becoming less sociable. Lastly, the world is becoming more closely linked and many things are similar in all parts of the world. As a result, some important traditional customs may be lost. International television increases this possibility.

On the other hand, there are equally strong arguments in favour of greater access to television. In the first place, cable television can give people access to programmes around the world and therefore, the opportunity to learn about other cultures. In addition, these programmes are often in English and this can help people to improve their language skills. Thirdly, a huge choice of programmes is available, something for every interest, e.g. sport or history programmes. Finally, it can be useful to see how people from different places see the world.

In conclusion, I believe that despite the drawbacks to unlimited access to satellite and internet television, the arguments in its favour are much stronger.

Page 26 Unit Four (4)

VOCABULARY DEVELOPMENT Varying vocabulary (1)

1 Match the linking words or phrases with their synonyms.

- | | |
|----------------------------------------------|----------------------|
| 1 <input type="checkbox"/> finally | a but |
| 2 <input type="checkbox"/> firstly | b for instance |
| 3 <input type="checkbox"/> for example | c in contrast |
| 4 <input type="checkbox"/> however | d in the first place |
| 5 <input type="checkbox"/> in conclusion | e lastly |
| 6 <input type="checkbox"/> on the other hand | f to conclude |

2 Replace the words in **bold** in each sentence with a synonym from the box.

drawbacks essential immediately made illegal rise

- 1 There are three **disadvantages** to your suggestion.
- 2 Smoking at work has been **outlawed** in many countries.
- 3 Most car owners believe their car is **necessary** for their work and leisure.
- 4 If there has been a car accident, you should **call** all the police **straight away**.
- 5 There has been a huge **increase** in mobile **phone** ownership.

3 **Study Skill** Use your dictionary to find synonyms for these words from the unit.

STUDY SKILL Avoiding repetition (1)

To avoid sounding repetitive in your writing, try not to use the same words too often. Where possible, use a synonym. A good dictionary will often give you a synonym within the definition of a word, or the symbol SYN next to a word with the same meaning.

Finally (finally) adv. 1 after a long time or delay, at last, at long last when the plan finally took off (Syn: eventually) 2 used to introduce the last in a list of things: Finally, I would like to say thank you for your invitation. (Syn: lastly) 3 in a definite way, for sure, with confidence: The flowers looked finally who will get the job yet.

ideal wonderful manufacture automobile
accelerate steal rude discover

4 Replace the words in **bold** in the paragraph with synonyms. Use your dictionary to help.

Smart cards, that is, credit cards, mobile phone SIM cards, and so on, which contain a **very small** computer microprocessor, have their origins in the 1970s. A Frenchman, Roland Moreno, **manufactured** a circuit that could **store** electronic **data**. Since then, this idea has **grown** into a multi-billion-dollar **business**.



Page 26

⇒ 1

1- e 2- d 3- b 4- a 5- f 6- c

⇒ 2

- 1- drawbacks
- 2- made illegal
- 3- essential
- 4- immediately
- 5- rise



⇒ 3 possible answers:-

- ideal**:- perfect
- wonderful**:- marvelous / super / great
- manufacture**:- make / build / construct
- automobile**:- car / vehicle
- accelerate**:- go faster
- steal**:- rob / take
- rude**:- impolite / not polite
- discover**:- find / find out

⇒ 4 possible answers:-

- Very small**:- tiny
- manufactured**:- made / produced / created
- store**:- keep / record
- data**:- information
- grown**:- developed / become
- business**:- industry

Page 27 Unit Four (4)

REVIEW

Look at the essay titles. Brainstorm and write down three arguments for and three arguments against each title.

Using computers saves a lot of time.

Cars should be banned from city centres.

Young people spend too much time playing computer games.

People have become too dependent on modern technology.

Write a topic sentence which states the main idea for each paragraph below.

Laptop computers

Many people now travel the world on business and they need to be able to use a computer at all times. Firstly, it is important that they can write and answer important emails when they are away from their offices. Secondly, having a laptop means that people don't waste time when they are travelling as they can work while they are on a plane or train, for example, a pilot. A laptop can also help busy businessmen and women to relax. They can listen to music or even watch their favourite movie while they are hundreds of kilometres from home!



Voice-controlled technology

Already some people have installed voice-controlled technology in their homes. They use their mobile phones to 'tell' their lights to switch on, or to 'order' their television to turn off. However, in the future more and more of us will be using this technology to control our heating, our lighting and security in our homes. Perhaps one day we will be able to 'tell' our ovens to cook our dinners!



Divide the vocabulary from Unit 4 into two topics: cars and aeroplanes.

airport fly motorways plane rear-view mirror
steering wheel traffic wing

Add four of the words in the box to the two topics. Use your dictionary to help. Record these words in groups using a method from the Study Skill box on page 14.

accelerator brakes clutch cockpit
emergency exit pilot take off tyres

Page 27

Students' own answers, but possible answers:-

Arguments for

easy to correct work

don't have to write essays, etc. again

can do research without going to library

easy to find your data

Arguments against

people spend too much time on the appearance (font, bold, etc.) of their work

there's so much information available you spend too much time finding good information

it's easy to lose files, misname them, etc.



⇒ 1 a

Students' own answers, but possible answers:-

Cars should be banned from city centre

Arguments for

cars cause pollution

many accidents

many traffic jams – time consuming

Arguments against

public transport isn't designed for individuals

many people need to carry things with them

people pay tax on cars + pay for parking, etc. so they have the right to use them

⇒ 1 b

Page 27

Young people spend too much time playing computer games.

Arguments for

computer games make young people less sociable
some game very violent and competitive
young people are taking less exercise-getting fat and unfit

Arguments against

computer games teach good keyboard skills
some games very educational
games can be sociable-many games played with others



People have become too dependent on modern technology

Arguments for

People use calculator, so are becoming innumerate
People use mobile phones, so don't write anymore
People use computers, so become antisocial

Arguments against

Mobile phones connect people
Technology frees people's minds to think about more important things
A country can't compete in the world unless its people are good with modern technology

Page 27

⇒ 2



Possible answers:-

Laptop computers have become essential for business people.
Voice-controlled technology is the home technology of the future.

⇒ 3

cars: motorways, rear-view mirror, steering wheel, traffic
airplanes: airport, fly, plane, wing, (traffic)

⇒ 4

cars: accelerator, brakes, clutch, tyres
aeroplanes: brakes, cockpit, emergency exit, pilot, take off, tyres

اللغة الانكليزية - المرحلة الثانية

المحاضرة الخامسة – الوحدة الخامسة (Unit
Five)

د. نبيل عارف توفيق

5 Conferences and visits

READING SKILLS Purpose and audience (1) and (2)

WRITING SKILLS Using formal expressions • A formal email

VOCABULARY DEVELOPMENT Suffixes • Prefixes



READING A conference in Istanbul

1 Label documents a–d on page 29. Which is ... ?

- an itinerary
- an informal email
- an invitation
- a programme of events

2 Work with a partner. **Read Study Skill**

- 1 What is the purpose of each document a–d?
- 2 Who is each document for?

a passenger a friend a speaker at a conference

STUDY SKILL Purpose and audience (1)

To understand the contents of a text better, predict what you can before you read. As well as titles, pictures, and headings think about:

- layout, size, and style of the print.
- purpose, for example, *to inform, to sell*.
- audience (who it is written for), for example, *a student, an expert*.

⇒ 1

- (a) an invitation
- (b) a programme of events
- (c) an itinerary
- (d) an informal email



⇒ 2

- 1 (a) an invitation – to invite someone (Dr. Khuffash) to something (a conference).
 - (b) a programme of events – to show what is happening and when.
 - (c) an itinerary – to give travel information
 - (d) an informal email – to contact a friend or get information
-
- 2 (a) an invitation – a speaker to a conference
 - (b) a programme of events – a speaker to a conference
 - (c) an itinerary – a passenger
 - (d) an informal email – a friend



Page 28

3- Scan the documents. Answer as many questions as you can in three minutes.

The programme

- Where is the conference being held?
- Who is the conference for?
- When does the conference start and finish?
- What time does the sightseeing tour start?
- What time is the *Farewell Dinner*?

The people

- Who is the invitation to?
- Who is the first speaker at the conference?
- Who is talking about the international novel?
- Who is the email to?
- Who is the email from?

Dr Khuffash

- What time does she leave Amman?
- What time does she arrive back home in Amman?
- Where does Dr Khuffash teach?
- What is she looking forward to most?



4 Complete the definitions using words and phrases in bold from the documents.

- 1 _____ is visiting important and historic places in a city as a tourist.
- 2 A _____ is a meeting or talk that everyone should attend.
- 3 A _____ is the place where people meet for an organized event.
- 4 An _____ is a collection of things, for example books or paintings for people to look at.
- 5 A _____ means someone you know, a friend.
- 6 _____ is saying or writing what you think is good or bad about something, for example, a book or essay.
- 7 To _____ is to wait with pleasure for something to happen.
- 8 The _____ of a meeting is the person in charge.
- 9 A _____ is someone who teaches at a university.
- 10 _____ is another more formal word for 'goodbye'.



The programme	The people	Dr. Khuffash
Istanbul City Hotel	Dr. Laura Khuffash	11:00
Teachers of English Language and Literature	Dr. John Bryan	15:40
5 th October – 8 th October	Dr. Meral Soyer	Birzeit University
14:00	Nancy	Visiting the Blue Mosque
20:00	Laura (Dr. Laura Khuffash)	

⇒ 4

- 1- Sightseeing
- 2- plenary (session)
- 3- venue
- 4- exhibition
- 5- familiar face
- 6- Criticism
- 7- look forward to
- 8- chair
- 9- lecturer
- 10- Farewell



5 Skim extracts a–f. What type of texts are they? Label them.

- poem
- medical textbook
- history textbook
- novel
- note
- student essay

a

The chicken farm had been his idea, after Charles came back from the East with malaria. Work in the open air, Rivers had advised. He was paying for it now. As he left the shelter of the hedge and set off across two-acre field, a great gust of 'open air' almost lifted him off his feet.

b

Some of the features of the typical (medieval) village were inherent in the essential needs of agriculture and of social life, and may therefore appear too obvious to be worth specifying. The most obvious characteristic of the village was its topography.

c

A thing of beauty is a joy for ever

*A thing of beauty is a joy for ever:
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep . . .*

d

Paul, can't come to the lecture today – not feeling well.
Can you explain to the prof. and can I look at your notes?!!

Cheers,
Tom

e

Dysphagia This term includes both difficulty with swallowing and pain on swallowing. The former symptom is more prominent in obstruction and the latter with inflammatory lesions. The patient can sometimes point to the site of the obstruction.

f

In conclusion, it is clear that the arguments in favour of reducing carbon gases through the increased use of renewable sources are stronger than those supporting the increased building of nuclear power stations.



⇒5

- a) a novel
- b) a history textbook
- c) a poem
- d) a note
- e) a medical textbook
- f) Student essay




- 6 **Read Study Skill** Choose a style or styles from the box to describe texts a–f in exercise 5. Underline vocabulary, phrases, and any examples of punctuation in the extracts that helped you decide.

informal formal literary academic medical

Extract a: a novel - literary style

STUDY SKILL Purpose and audience (2)

 The choice of vocabulary, grammatical style, and punctuation of a text depends on its purpose and its expected audience.

When you are writing, think about *who* is going to read your work and *why* you are writing. Then decide what the overall style should be, for example *literary, academic, formal, informal*, etc.

novel – literary

a history textbook – academic / formal

a poem – literary

a note – informal

a medical textbook - medical / formal

a student essay – academic / formal



WRITING Invitations

1 Skim emails A and B. Which is formal? Which is informal?

A

Dear Nancy,

Thanks for the invitation to your wedding.

Congratulations to you both! ¹I'd love to come. How exciting! I've already booked flights – ²see attachment.

³It'd be great if you could send me the email address of the hotel you're booking me into.

⁴I'm really looking forward to seeing you again.

⁵Best wishes (and to Mark, too!).

Laura

informal email

B

Dear Dr Bryan,

I have great pleasure in accepting your kind invitation to the 3rd International Conference for Teachers of English Language and Literature to be held in Istanbul from 5th to 8th October. Please find attached my arrival and departure details as requested.

It would be greatly appreciated if you could send me the contact details (email and telephone/fax) for the Istanbul City Hotel.

I look forward to meeting you and your colleagues in October.

Yours sincerely,

Dr Laura Khuffash

Birzeit University

formal email

- 2 Look at the expressions in bold in email A. Find matching expressions in email B.

I'd love to come. = *I have great pleasure in accepting ...*

- 3 Match formal phrases 1–6 with endings a–f to make full sentences. There may be more than one possible answer. **Read Study Skill**

- | | |
|-------------------------------------------------|--------------------------------------------------------------|
| 1 <input type="checkbox"/> I am writing | a in attaching your programme. |
| 2 <input type="checkbox"/> I have pleasure | b to suggest changes. |
| 3 <input type="checkbox"/> Please find attached | c to meeting you next month. |
| 4 <input type="checkbox"/> I look forward | d your itinerary and hotel reservations. |
| 5 <input type="checkbox"/> I would like | e to welcome you to our town. |
| 6 <input type="checkbox"/> Please feel free | f to inform you that the conference dates have been changed. |

- 4 Work with a partner. Brainstorm things to do and see in your town.
- 5 An important lecturer is coming to visit to give a series of two-hour seminars at your college/university. Prepare a three-day programme to include hotel details, lectures (titles, venue, days and times), cultural and other free-time activities.

STUDY SKILL Using formal expressions

When you write emails for academic or professional purposes, it is important to use a more formal tone. You can do this by learning fixed expressions by heart. For example:

I have great pleasure in + *-ing*.

I am writing + infinitive.

I would like + infinitive.

Please feel free + infinitive.

I look forward to + *-ing*.

Please find attached/enclosed + noun.

Day 1

10.00 – 12.00, 'Technology of the future'
– Lecture Theatre 2

12.30 Lunch

3.00 Visit to the National Museum

Page 31 حل

⇒ 2

- 1- I have great pleasure in accepting your kind invitation.
- 2- Please find attached
- 3- It would be greatly appreciated if you could send me
- 4- I look forward to meeting you
- 5- Yours sincerely

⇒ 3

1- e,f.

2- a.

3- d.

4- c.

5- e,f.

6- b.



⇒ 4

Student's own answers

⇒ 5

Student's own answers

Page 31

Writing a formal email

- 6 Write an email to your visitor (75–100 words) using some of the words and phrases in exercise 3. Include these points:
- Address your visitor.
 - Tell him/her why you are writing.
 - Give details of attachments (itinerary – dates and times of arrival and departure, lecture times and locations, accommodation).
 - Briefly summarize the programme. Give an example of optional cultural and free-time activities. Tell the visitor that any suggestions for changes are welcome.
 - Close the email appropriately.



⇒ 6

Possible answer:-

Dear (title and name) (Mr. Ali)

I am writing to inform you that your visit to (name of town) (Baghdad) has now been organized. Please find attached a detailed programme of your activities and details of your accommodation. As you will see, we included a visit to the National Museum and Zoological Park. Please feel free to suggest changes if you wish to do so.

I very much look forward to meeting you, and to welcoming you to our town.

Yours sincerely,

(name) (Nabeel)

VOCABULARY DEVELOPMENT Word-building (2)

1 Look at the words from Unit 5. Use a dictionary to identify what part of speech each word is.

invitation international forget renewable
criticism really enjoy greatly

2 Complete the table for each word with one example of each part of speech. Mark the stressed syllable. Use your dictionary to help. **Read Study Skill**

verb	noun	adjective	adverb
think			
			hopefully
pain			
	pleasure		
		critical	

STUDY SKILL Suffixes

Identify the part of speech of a word (verb, noun, adjective, or adverb) to help you understand the meaning and develop your vocabulary, for example:

inform (v), *information* (n)
informal (adj), *informally* (adv)

Suffixes give you clues to the part of speech, for example:

- *-tion, -ism, -ment, -ity, -ness* are noun suffixes, for example, *invitation*.
- *-al, -ful, -able* are adjective suffixes, for example, *international*.
- *-ly* is an adverb suffix, for example, *formally*.

⇒ ⇒ 1

Invitation: noun
International: adjective
Forget: verb
Renewable: adjective
Criticism: noun
Really: adverb
Enjoy: verb
Greatly: adverb

⇒ ⇒ 2

Verb	Noun	Adjective	Adverb
Think	Thought	Thoughtful/thoughtless	Thoughtfully/thoughtlessly
Hope	Hope	Hopeful/hopeless	Hopefully/hopelessly
Pain	Pain	Painful/painless	Painfully/painlessly
Please	Pleasure	Pleasing/pleased	
Criticize	Criticism	Critical	Critically

3 Read Study Skill Match meanings 1–10 with prefixes a–j. Use the example words in *italics* to help.

- | | | | |
|-----------------------------|-------------------|----------|----------------------|
| 1 <input type="checkbox"/> | against | a auto- | <i>autobiography</i> |
| 2 <input type="checkbox"/> | wrong; not | b anti- | <i>antiseptic</i> |
| 3 <input type="checkbox"/> | small/tiny | c bi- | <i>bilingual</i> |
| 4 <input type="checkbox"/> | after | d micro- | <i>microphone</i> |
| 5 <input type="checkbox"/> | two/twice | e mis- | <i>misprint</i> |
| 6 <input type="checkbox"/> | under | f multi- | <i>multimedia</i> |
| 7 <input type="checkbox"/> | across; change | g post- | <i>postgraduate</i> |
| 8 <input type="checkbox"/> | again | h re- | <i>review</i> |
| 9 <input type="checkbox"/> | by itself/oneself | i sub- | <i>submarine</i> |
| 10 <input type="checkbox"/> | many | j trans- | <i>transform</i> |

STUDY SKILL Prefixes

Adding a prefix changes the meaning of a word. Each prefix has a different meaning and can be found as a separate entry in the dictionary. For example:
mis- means *wrong or not* e.g. *misunderstand*.
bi- means *two or twice*, e.g. *biannual* (twice a year).

4 Complete definitions 1–10 with an example word from exercise 3.

- To _____ is to change something completely.
- A _____ is a piece of electrical equipment that is used for making sounds and voices louder.
- Someone who is _____ can speak two languages equally well.
- A liquid or cream which stops a cut becoming infected is called an _____.
- A type of ship which can travel underwater is a _____.
- To _____ your work is to look at it again to make sure you understand.
- An _____ is the story of a person's life written by that person.
- A _____ is someone doing further studies at a university after his or her first degree.
- _____ is using sound, pictures, and film as well as text on a screen.
- A _____ is a mistake in printing or typing.



⇒ ⇒ 3

1-b

2-e

3-d

4-g

5-c

6-l

⇒ ⇒ 4

1- transform

2- microphone

3- bilingual

4- antiseptic

5- submarine

6- review



REVIEW

1 Look at documents a–c and answer the questions.

- 1 What is each document? Label them.
- 2 Who do you think wrote each one?
- 3 Who is each one intended for?

a

Dear Dr Stone,

I am writing to apply for the William Frank Bursary in Biological Sciences at the University of West London.

I am currently in my final year of a degree in Biochemistry at Birzeit University and will graduate in July this year. Please find enclosed a reference from my tutor and a copy of my final year paper in support of my academic qualifications. ...

c

TO ALL CANDIDATES:

This is a reminder that the final Chemistry examination is on Tuesday 27th May at 9a.m.

Please be at the examinations centre 15 minutes before the start of the exam.

Late arrivals will not be allowed into the examination hall.

All candidates must show their university ID cards.

b

TONBRIDGE SUMMER SCHOOLS

Reference: TSS07

Temporary Social Organizer

We are looking for an energetic, friendly, and patient student who wishes to improve their English while working.

Applicants should speak Arabic fluently, and English at intermediate level or above. They should have reasonable computer skills (Word and Excel) and ...

⇒ ⇒ 1-1

- (a) A formal letter
- (b) A job advertisement (newspaper/internet)
- (c) An official notice

⇒ ⇒ 1-2

- (a) A student
- (b) The organization / school looking for an employee
- (c) The head of department at a school or university

⇒ ⇒ 1-3

- (a) Dr. Stone / the person in charge of bursary
- (b) An Arabic speaking student
- (c) All chemistry students taking the exam

2 Rewrite the email to Mrs Bateman replacing the phrases in **bold** with more formal expressions.



3 Complete the paragraph with the correct form of the words in brackets. Use your dictionary to help

Dr Khuffash is ¹_____ (current) a senior ²_____ (lecture) at Birzeit University. She is an expert on the ³_____ (develop) of English as an international language. She is ⁴_____ (particular) ⁵_____ (interest) in the use of English in the fields of science and medicine. Dr Khuffash is also a noted ⁶_____ (novel) and poet.



⇒ ⇒ 2

Dear Mrs. Bateman,

Thank you for your letter. **I have great pleasure in accepting** your invitation to the exhibition. **It would be greatly appreciated** if you could send me some information about transport between the airport and the exhibition hall. I have written a brief biography **as requested. Please see attachment.** (OR please find attached a brief biography as requested.)
I look forward to meeting you soon.

Yours sincerely,

Frank Baker

⇒ ⇒ 3

- 1) Currently
- 2) lecturer
- 3) Development
- 4) Particularly
- 5) Interested
- 6) novelist

اللغة الانكليزية – المرحلة الثانية

المحاضرة السادسة – الوحدة السادسة (Unit 6)

د. نبيل عارف توفيق

6 Science and our world

READING SKILLS Making notes • Interpreting meaning

WRITING SKILLS Paraphrasing and summarizing • Writing a summary

VOCABULARY DEVELOPMENT Noun/verb + preposition • Using numbers

READING Air pollution

- 1 What are the causes and effects of air pollution?
Discuss with a partner and make two lists.

Causes *factory emissions ...*

Effects *...*

Skim the report *Air Pollution* on page 35.



Air pollution

Air pollution is a major problem all over the world today. Probably the single biggest contributor to the problem is the motor vehicle. However, there are many other man-made sources, such as industrial factories, power stations, mining, building, and the burning of fossil fuels and wood in homes around the world. There are natural sources of air pollution too; volcanoes and forest fires produce a lot of pollutants. However, it is the increasing number and use of motor vehicles that is doing the most damage, and logically, where there are more cars, there is more pollution, that is, in the major cities of the world. Some of the most polluted cities include Beijing, Mexico City, Athens, Moscow, and Mumbai.

Health problem

This problem of increased pollution in the major cities of the world has led to an increase in the number of studies done to look at the effects on our health. The results so far are not very reassuring. In fact, air pollution may be a much greater danger to our health than scientists believed before. A 20-year study of residents of a Cairo suburb shows that the tiny particles in polluted air could lead to three times as many long-term health problems as was previously thought. A connection between the number of particles in the air and health is suggested by Dr Razia of Cairo University. He and his colleagues collected data on 25,000 residents of Cairo over two decades. They found that as the number of tiny particles, those less than 2.5 microns in diameter increased, so did the risk of dying from health problems such as heart attacks and lung cancer.

Traffic and asthma

Other studies show a similar link between traffic pollution and ill health. A second group of researchers in Ottawa, Canada, reported that children living near busy roads were more likely to develop asthma. They studied the health of 250 children in different Canadian cities. The results suggest a strong connection between how close a child lives to traffic and the possibility of that child developing asthma and other similar diseases. It is clear from these studies and others that the time has come to start reducing the levels of air pollution in our cities for the sake of our children and future generations.



6 Science and our world

READING SKILLS Making notes • Interpreting meaning

WRITING SKILLS Paraphrasing and summarizing • Writing a summary

VOCABULARY DEVELOPMENT Noun/verb + preposition • Using numbers

READING Air pollution

- 1** What are the causes and effects of air pollution?
Discuss with a partner and make two lists.

Causes *factory emissions ...*

Effects *...*

Skim the report *Air Pollution* on page 35.


Are your ideas the same?

- 2** Scan the report and answer the questions.
- 1 What is the main cause of air pollution?
 - 2 What are two natural sources of air pollution?
 - 3 Which are the most polluted cities in the world?
 - 4 Where was the first study done?
 - 5 What health problems did the first study look at?
 - 6 Where was the second study done?
 - 7 What health problem did the second study look at?



⇒ 1 Student's own answer

Cause	Effect
Factory emission	Air pollution, Increasing of global temperature
Spillage of oil from oil ships	Water pollution
.....
.....
.....



⇒ 2

- 1) The motor vehicle.
- 2) Volcanoes and forest fire.
- 3) Beijing, Mexico City, Athens, Moscow, and Mumbai.
- 4) Cairo (Suburb)
- 5) Long-term health problems (heart attacks and lung cancer).
- 6) Ottawa, Canada.
- 7) Asthma.

3 Scan the report again. What do the numbers in the box refer to?

20 three times two 25,000 250 second 2.5

4 Read the notes and compare them to the highlighted and underlined sections in paragraph 1 of the report. **Read Study Skill**

Air pollution – major problem

Man-made causes

- vehicles – major cause
- power stations
- factories
- mining/building
- burning – fossil fuels/wood

∴ more cars = more pollution in major cities

Natural causes

- volcanoes
- forest fires



5 Make notes from the underlined information in paragraph 2.

6 Read paragraph 3 carefully and highlight the key information.

7 Write about paragraph 3 from the prompts in the box.

Where ...? What ... studied? Who ...?
How many ...? Where ... live? What result ...?

STUDY SKILL Making notes

Take time to make good notes. They will help you to organize, record, and remember important information you have read. Use your notes to prepare for essay writing, for doing revision, and for sitting exams.

To find and mark relevant information:

- ask yourself what information you need.
- read and underline/highlight relevant information in the text (use different colours to represent different types of information, for example, blue for *man-made causes*, yellow for *natural causes*).
- rewrite the information as notes.

To organize your notes:

- use bullet points, headings, and numbering.

To be concise:

- don't write full sentences. Leave out words that are not central to understanding/meaning:
 - articles (*a, an, the*) the verb 'to be'
 - prepositions (*in, at, on*) auxiliary verbs (*has sent*)
- Use some simple abbreviations and symbols:
 - e.g. (*for example*) ∴ (*therefore*)
 - ∴ (*because*) = (*equals/means*)
 - (*leads to*)

20	A 20-year study
Three times	The increase in long-term health problems
Two	Two decades (the length of study)
25,000	The number of residents studied
250	The number of children studied
Second	The group of researchers in Ottawa
2.5	The size of the particles in microns



⇒ 5

Possible answers:-

Increased pollution	More studies on health
Tiny particles	3 x long-term health problems
No. particles	Health problems
Study	25,000 people 20 years
No. particles > 2.5μ↑	Risk death – heart attack / lung cancer

⇒ 6

Possible answer:-

Other studies show a similar link between traffic pollution and ill health. A second group of researchers in Ottawa, Canada, reported that children living near busy roads were more likely to develop asthma. They studied the health of 250 children in different Canadian cities. The results suggest a strong connection between how close a child lives to traffic and the possibility of that child developing asthma and other similar diseases.

⇒ 7 Possible answers:-

Where?	In Canadian cities
What Studied?	Health of children near roads
Who?	Children
How many?	250
Where ... live?	Living near busy roads
What result?	They get asthma and other diseases



8 **Read Study Skill** Read the report again. Are the statements expressed as fact (**F**) or speculation (**S**) in the text?

- 1 Growing car use is causing the most damage. **F**
- 2 More pollution in big cities has resulted in more studies being done. **F**
- 3 Polluted air is more dangerous than people thought. **S**
- 4 Small particles in dirty air cause three times as many health problems. **S**
- 5 The results of the Canadian studies prove there is a link between a child living close to traffic and getting asthma. **S**
- 6 All these studies show that it is important to reduce air pollution for the next generation. **F**

STUDY SKILL Interpreting meaning

Most academic and scientific articles express facts (what happened), and speculate (guess). It is important to be able to distinguish uncertainty and speculation from fact.

Uncertainty and speculation can be expressed using:

- *may, could, might* before the main verb, e.g.
*Air pollution **may be** a much greater danger to our health ...*
*Polluted air **could** lead to three times as many ... problems.*
- verbs such as *believe, claim, think, hope, seem*, e.g.
*Dr Razia ... **believes** there is a connection between the number of particles in the air and health.*
- words and phrases, e.g.
possibly, probably, it is possible

Air pollution

Air pollution is a major problem all over the world today. Probably the single biggest contributor to the problem is the motor vehicle. However, there are many other man-made sources, such as industrial factories, power stations, mining, building, and the burning of fossil fuels and wood in homes around the world. There are natural sources of air pollution too; volcanoes and forest fires produce a lot of pollutants. However, it is the increasing number and use of motor vehicles that is doing the most damage, and logically, where there are more cars, there is more pollution, that is, in the major cities of the world. Some of the most polluted cities include Beijing, Mexico City, Athens, Moscow, and Mumbai.

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Traffic and asthma

Other studies show a similar link between traffic pollution and ill health. A second group of researchers in Ottawa, Canada, reported that children living near busy roads were more likely to develop asthma. They studied the health of 250 children in different Canadian cities. The results suggest a strong connection between how close a child lives to traffic and the possibility of that child developing asthma and other similar diseases. It is clear from these studies and others that the time has come to start reducing the levels of air pollution in our cities for the sake of our children and future generations.



WRITING Trends

1 Read the report *School Dinner Scandal*. Underline the main information.

Report

School dinner scandal

The results of a study into what 10,000 primary school children, that is, children aged five to eleven, ate in a day shocked the researchers. They believe it shows that children's diets are getting worse and that this might cause health problems in the future. It shows that 49 per cent of the children had eaten chips, which had been cooked in oil. Less than half had eaten a vegetable or a piece of fruit in the last 24 hours and, most shockingly, only one in ten children had eaten fish. As Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life. It is therefore essential to ensure that children eat properly.'



2 Read the summary. Match the highlighted words and phrases with words and phrases in the report.


Research = a study

Summary

Research into 10,000 primary pupils' daily diet revealed that just under half had eaten chips, fewer than 50% had had either vegetables or fruit, and only 10% of the children had eaten fish.

⇒ 2

Research	A study
Pupils	School children
Daily diet	What they ate in a day
Revealed	Shows
Just under half	49 per cent
Fewer than 50%	Less than half
10%	One in ten



Summary

Research into 10,000 primary pupils' daily diet revealed that just under half had eaten chips, fewer than 50% had had either vegetables or fruit, and only 10% of the children had eaten fish.



- 3 Read the article *Scientists on the decline* on page 37. Highlight or underline the main information. **Already done at the next next page**
- 4 Make notes from the information you have highlighted or underlined. Organize them logically, and be concise.
Number science students ↓ about 5% a year.

⇒ 4

No. science students ↓ about 5% a year

→ ↓ science teachers

→ ↓ children learning science

→ ↓ students learning science

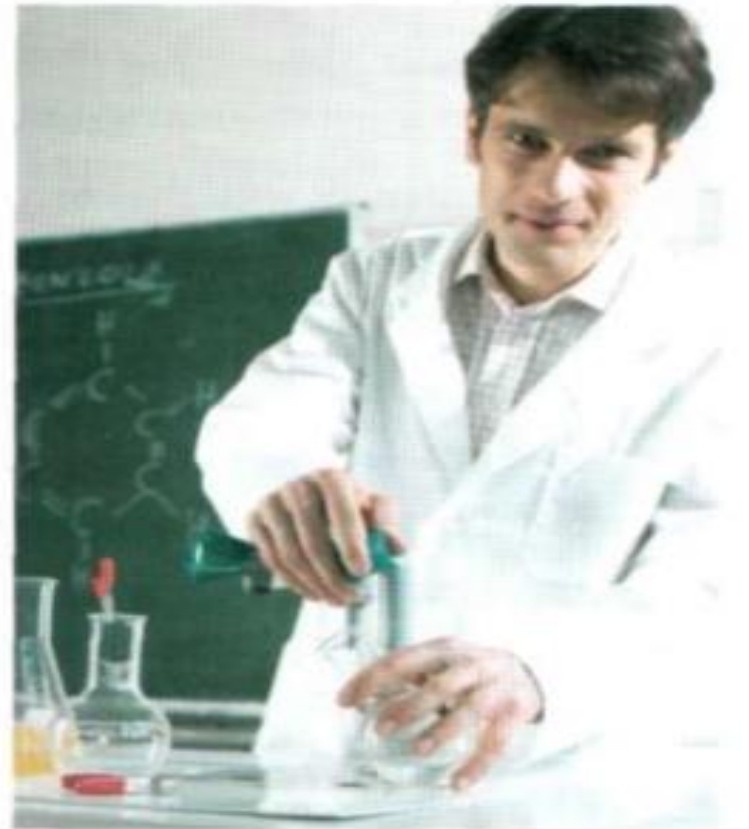
∴ science not valued much

→ Poor start pay / distrust (e.g. cures claimed but don't happen)



Scientists on the decline

As science becomes increasingly important in our daily lives, so the shortage of scientists gets greater. The number of students going to university to study pure and applied sciences is decreasing by about five per cent each year. This, in turn, leads to a drop in the number of people able to be science teachers in schools. This shortage of science teachers, unsurprisingly, leads to fewer school children studying science, and even fewer going on to university. Prominent scientists believe that one of the reasons is that science is undervalued in society: people do not discuss the latest scientific breakthrough in the same way they would discuss the latest bestseller. It could also be because scientists starting their professional lives are often poorly paid. However, some scientists think that the reason is a distrust of scientists because of the claims for 'breakthroughs' and 'cures' for diseases which do not actually happen. Whatever the reason, young people must be encouraged to study science. The world needs scientists.



- 5 **Read Study Skill** Write sentences in your own words using your notes. Do not look back at the text *Scientists on the decline*.

There is an annual fall of around five per cent in the number of people studying science in higher education.

STUDY SKILL Paraphrasing and summarizing

You often need to use other sources, for example other people's work, in your own essays and reports.

This can be done by:

- paraphrasing information, that is, rewriting information in your own words. Use synonyms wherever possible (see Study Skill Unit 4 p26).
- summarizing the information, that is, linking the main points in your own words.

NOTE You may quote directly from the piece of work, but it is essential to give the source of the quote and its author, e.g.

... *Dr G. Bennett, the author of the study, concluded (2006, p191) 'Poor eating habits in early childhood can lead to health problems in later life.'*

The use of other people's work 'word for word' without saying you have done so (plagiarizing) is strictly not allowed.

Writing a summary

- 6 Use your sentences to write a paragraph (50–75 words) summarizing the text.

⇒5

Possible answers:-

There is an annual fall of around five per cent in the number of people studying science in higher education.

There are fewer science teachers in schools.

There are fewer children learning science in schools.

There are fewer students going to university to study science.

Science is not valued much.

Scientists are poorly paid at the start. Scientists are distrusted. They announce “cures” but these do not happen.

⇒6

Possible answers:-

There is an annual fall of around five per cent of people studying science in higher education. This has led to a drop the number of science teachers in schools. As a result, the number of children studying science in schools and students studying science at universities has also rope. The reason for this is that science is undervalued. Scientist are not paid much when they start work. Also, Scientists are distrusted because they announce “cures” which do not actually occur.

VOCABULARY DEVELOPMENT

Words that go together

1 **Read Study Skill** Scan the texts in the unit to find the prepositions that go with the nouns.

- | | |
|----------------------|--------------------|
| 1 a source <u>of</u> | 5 a link _____ |
| 2 the problem _____ | 6 a level _____ |
| 3 an increase _____ | 7 a shortage _____ |
| 4 a connection _____ | 8 a distrust _____ |

2 Complete the sentences with the correct preposition. Scan the texts or use a dictionary to help.

- 1 Increased pollution may lead _____ more illness.
- 2 Forest fires can contribute _____ an increase in air pollution.
- 3 Some cyclists wear face masks to protect themselves _____ pollution.
- 4 The number of maths students has decreased _____ six per cent.
- 5 Scientists are looking _____ ways to encourage more people to study science.

Using numbers

3 The numbers in the box are taken from the texts in the unit. Can you remember what they represent?

25,000 2.5 49% one in ten

STUDY SKILL Noun/Verb + preposition

To use a word correctly, it is necessary to know the words which are associated with it, e.g.

noun + preposition a connection *between*
verb + preposition to die *from*

When you look up a new word in the dictionary, remember to note the preposition(s) that go with it. The example sentences will help you choose the correct preposition.

⇒ 1

1. a source of
2. the problem of
3. an increase in
4. a connection between
5. a link between
6. a level of
7. a shortage of
8. a distrust of

⇒ 2

1. lead to
2. contribute to
3. protect themselves from / against
4. decreased by
5. looking at / for ways

⇒ 3



25,000	The number of residents studied [P35]
2.5	The size of the particles in microns [P35]
49%	The percentage of children who had eaten chips [P36]
One in ten	The percentage of children who had eaten fish [P36]

4 **Read Study Skill** Match numbers 1–10 to facts a–j.
Compare your answers with a partner.

- 1 **b** The average temperature of a human is ...
- 2 **i** The coldest recorded temperature on Earth is ...
- 3 **e** The population of China is ...
- 4 **a** The height of Mount Everest in metres is ...
- 5 **h** The amount of the Earth that is covered by sea is ...
- 6 **c** The average number of hairs on a person's head is ...
- 7 **g** The value of the mathematical symbol pi (π) is ...
- 8 **d** The approximate distance to the moon is ...
- 9 **j** The number of Arabic speakers in the world is ...
- 10 **f** The number of bytes in a gigabyte is ...

- a 8,850 metres
- b 37°C
- c 110,000
- d 382,500 km
- e 1,306,313,812
- f 1 billion
- g 3.14159265
- h 70%
- i -89.4°C
- j 174,950,000

STUDY SKILL Using numbers

Numbers are frequently used in academic and professional writing and speaking.

Cardinal numbers, e.g. 22, 407, 2,056, 1,345,644

Use a comma to separate millions and thousands.

Five billion/million/
thousand/hundred

five million (not millions)

407

four hundred and seven.

3,476

three thousand, four hundred
and seventy-six

Ordinal numbers

first/1st second/2nd third/3rd, etc.

Ratios, decimals, percentages, and temperatures

1:5

a ratio of one to five

62%

sixty-two per cent (not per cents)

0.7

nought /nɔ:t/ point seven

$\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{3}{4}$

a quarter, a third, a half, three quarters

6.05

six point oh five

-5°C

five degrees (Celsius/centigrade) below zero
minus five degrees (Celsius/centigrade)



REVIEW

1 Read the three texts. Highlight facts in blue and speculation in pink.



Old shoes

Scientists believe the first shoes were worn about 30,000 years ago. When shoes are worn, the toe bones get weaker. There is evidence that humans 30,000 years ago had toes which were weaker than those of their ancestors. This, the scientists claim, is because they started wearing shoes.

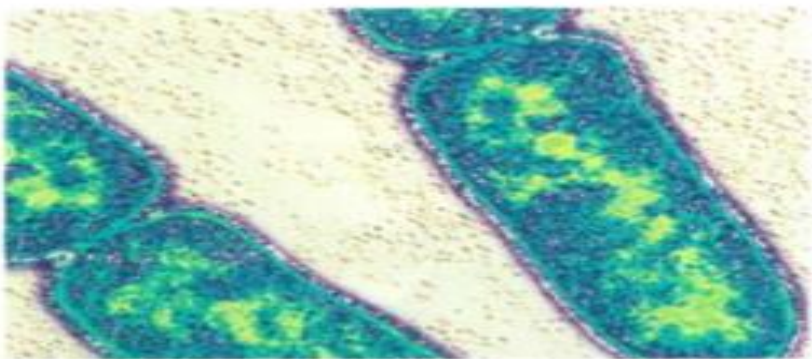
Bright veggies

Brightly-coloured fruit and vegetables, like carrots and oranges, could protect against diseases such as arthritis. These vegetables and fruit contain vitamin C and other elements which work against the disease. So, if you enjoy eating lots of oranges, you could also be helping your body to fight disease.



The ancient origins of tuberculosis

Scientists used to believe tuberculosis (TB) was just tens of thousands of years old, but studies of ancient skeletons suggest the disease existed in East Africa three million years ago. Scientists hope to use this new information in their fight against TB, as this disease kills three million people a year.



2 Use a dictionary to find prepositions that go with the verbs and nouns.

verbs

apply

concentrate

consist

depend

search

suffer

Verbs

Apply to / for

Concentrate on

Consist of

Depend on

Search for

Suffer from

nouns

reason

demand

cause

solution

rise

reaction

Nouns

Reason for

Demand for

Cause of

Solution to

Rise in / of

Reaction to

3 Correct the mistakes in the sentences.

- 1 Today is his forty birthday. Today is his fortieth birthday.
- 2 More than 6 millions people watched the final. More than 6 million people watched the final.
- 3 There was an increase of five point two nought six. There was an increase of five point two not six.
- 4 They received a pay rise of four per cents. They received a pay rise of four per cent.
- 5 Today's temperature is 7 degrees under zero. Today's temperature is 7 degrees below zero.

اللغة الانكليزية – المرحلة الثانية

المحاضرة السابعة – الوحدة السابعة (Unit 7)

د. نبيل عارف توفيق

READING Three famous writers

1 Think of two books you have read recently. Who wrote them? What were they about? Why did you read them? Discuss with a partner.

2 Look quickly at extracts a–g on page 41. Which ones are about ... ?

William Shakespeare

Agatha Christie

Ahmed Shawqi

http://mcart44.com/worksheets/761362001_01/WilliamShakespeare.html

a William Shakespeare (1564–1616), English **playwright** and poet, recognised in much of the world as the greatest of all dramatists ... For someone who lived almost 400 years ago, a surprising amount is known about Shakespeare's life. Indeed we know more about his life than about almost any other writer of his age ... Shakespeare wrote nearly all of his plays from 1590 to 1611. The great **tragedies** – including Hamlet, Othello, King Lear, and Macbeth – were written during the decade of the 1600s. Shakespeare died on April 23, 1616.



<http://homepage.mac.com/terrynickel/8ash/298/June%20-%2009/aw%2000.html>

b Ahmad Shawqi was born in Cairo in 1888 to a middle-class family which was related to the royal family. He was raised by his grandmother ...

http://www.online-literature.com/agatha_christie/

c Agatha Christie (1890–1976), British **author** of mystery novels and short stories, is especially famous as the creator of Hercule Poirot, the Belgian detective, and Miss Jane Marple.

Agatha Christie was born in Torquay, in the county of Devon. Her father died when she was a child. Christie was educated at home, where her mother encouraged her to write from a very early age. At sixteen she was sent to school in Paris where she studied singing and piano.

In 36 years Christie wrote 66 detective novels, among the best of which are The Murder of Roger Ackroyd, Murder On The Orient Express (1934), Death On The Nile (1937) ...

In 1967 Christie became president of the British Detection Club, and in 1971 she was made a Dame of the British Empire. Christie died on January 12, 1976. With over one hundred novels and 103 translations into foreign languages, Christie was by the time of her death the best-selling English novelist of all time.

http://en.wikipedia.org/wiki/Ahmed_Shawqi

d Ahmed Shawqi (1888–1932) (Arabic: _____); Egyptian **poet** and dramatist ... Shawqi produced distinctive poetry that is widely considered to be the most prominent of the 20th century Arabic literary movement.

... his family was well-connected with the court of the Khedive of Egypt. He attended law school, obtaining a degree in translation. Shawqi was then offered a job in the court of the Khedive Abbas II, which he immediately accepted. After a year working in the court of the Khedive, Shawqi was sent to continue his studies in law at the Universities of Montpellier and Paris for three years.

Plays
Shawqi was the first in Arabic literature to write poetic plays. He wrote five tragedies ... and two **comedies**.

Poetry
Ash-Shawqyyat, his selected works, in four volumes, including Nahj al-Burda, a tribute to the prophet Muhammad.

<http://www.answers.com/topic/ahmed-shawqi>

e Ahmed Shawqi is known as 'the poet of Arabism and Islam'. His collection of poetry, **Al Shawkiyat**, published initially in 1890, remains a classic of Islamic literature.

His family's connection to Khedive's palace led him to spend his early life in luxurious conditions. After completing his education in law in Paris in 1893 and spending an additional six months in France, he returned to Egypt. Celebrating the publishing of the second edition of Al Shawkiyat, in April 1921, Shawqi was named Poet Laureate of Egypt.

http://www.bbc.co.uk/history/bronze_age/shakespeare_william.shtml

f Shakespeare's reputation as dramatist, poet and actor is unique ... Sadly his life-story remains **ill-documented**. We do know that Shakespeare was born in Stratford-upon-Avon in Warwickshire, England, and that he was probably educated in the town's free grammar school. Then in 1582 he married Anne Hathaway.

The first collected edition of Shakespeare's works was published after his death in 1623 and is known as the First Folio. The plays fall into the categories of history, tragedy, comedy and tragicomedy.

http://mcart44.com/worksheets/761374076/Agatha_Christie.html

g Agatha Christie (1890–1976), English novelist, who was a prolific writer of mystery stories. She was born in Torquay. The **Mysterious Affair at Styles** (1920) began her career. Hercule Poirot is the hero of many of her works, including the classic **bestseller** The Murder of Roger Ackroyd (1926).

In 1930, while travelling in the Middle East, Christie met the noted English archaeologist Sir Max Mallowan. They were married that year, and from that time on Christie accompanied her husband on annual trips to Iraq and Syria.

In 1971 she was made a Dame Commander of the Order of the British Empire.



Ahmed Shawqi



Agatha Christie



William Shakespeare

3 Scan the extracts from websites and complete the notes in the chart.

Read Study Skill

STUDY SKILL Using original sources

Decide what information you need from a source. Scan the text to find the relevant part.

Original sources often have difficult language and unknown vocabulary, so don't worry about not understanding *everything*. You can:

- guess the meaning of unknown words from context (See Study Skill p17).
- use a dictionary.
- try a different source.



Ahmed Shawqi



Agatha Christie



William Shakespeare

	Shakespeare	Agatha Christie	Ahmed Shawqi
Country	England	England	Egypt
Born	1564 in Stratford-upon-Avon	1890 in Torquay	1868 in Cairo
Early life and family	Grammar school; in 1582 married Anne Hathaway	Father died when she was young; educated at home; at 16 went to Paris; studied singing & piano; in 1930 married Sir Max Mallowan	Raised by grandmother; related to royal family; law school-degree in translation; job in court of Khedive Abbas II, studied law at Montpellier and Paris 3 years
Profession	Playwright & poet	Novelist (author)	Poet & dramatist
Famous for	Plays (tragedies & Comedies)	Plays, mystery stories, Hercule Poirot, Miss Jane Marple	Poetic plays, Al Shawkiyat 1890
Death	1616	12/1/1976	1932

4 Match the dictionary definitions with a word in bold from the texts.

1 A _____ is someone who writes poetry.

2 If a subject is _____, there is very little written information about it.

3 A _____ is a book that is bought by a very large number of people.

4 If you have a book _____, you have it prepared and printed for sale.

5 A _____ is a play that has a sad ending.

6 An _____ is someone who writes books.

7 A _____ is someone who writes plays.

8 A _____ is a play or film that makes you laugh.



RESEARCH Information on the Net

1 Read the two extracts about Shakespeare. What do you notice?

Read Study Skill

- 1 For someone who lived almost 400 years ago, a surprising amount is known about Shakespeare's life. Indeed we know more about his life than about almost any other writer of his age.
- 2 Sadly, his life-story remains ill-documented.



STUDY SKILL Using the Internet

The Internet is a huge resource, so get to know different types of sites for finding information.

- **Search engines:** www.google.com, www.yahoo.com to find a fact, such as *the boiling point of mercury*.
Some sites, www.ask.uk.com, for example, are designed so that you type in a question, such as *What is the boiling point of mercury?*
- **Online encyclopaedias:** www.wikipedia.org, www.bartleby.com for more complete factual information, such as *the lifecycle of a mosquito*.
- **Subject directories:** www.bubl.ac.uk, www.rdn.ac.uk for specialist online and written resources linked to a specific subject (economics, history, etc.) such as *World History 500–1799 + country*.

Remember that information from websites is not always reliable, so check information on two or more sites.

2 **Read Study Skill** Look at the three questions. Use a search engine to find the answers.

- 1 What is Chopin famous for?
(Search: **Chopin**)
- 2 When did Jane Austen write *Persuasion*?
(Search first: **Jane Austen**, search second: *Persuasion*)
- 3 What is Angola's main export?
(Search phrase: **Angola's main export**)



STUDY SKILL Developing a search plan

To make an Internet search more efficient and reliable, develop a search plan.

Ask yourself questions:

- What is the general search topic?
- What information do I need to find out?
- What keywords and phrases will help me?

List the keywords and phrases in order of importance.

3 What type of Internet site would answers questions 1–6? Identify and underline the keywords, and then look up the information. Compare answers from at least two different sites. Is the information the same?

- 1 What is the average summer temperature in Amman?
- 2 How far is the Sun from the Earth?
- 3 When was the English author Charles Dickens born?
- 4 What percentage of the human body is water?
- 5 What is the average rainfall in the Amazon in May and December?
- 6 What are the main stages of the life cycle of a butterfly?

3(a):-

- 1- Amman, Summer temperature.
- 2- How far, Sun, Earth.
- 3- Dickens, born.
- 4- Percentage water, human body.
- 5- Amazon, average rainfall.
- 6- Butterfly, life cycle.

3(b):-

- 1- Search engine.
- 2- Online encyclopedia/whole question search engine.
- 3- Online encyclopedia/ search engine.
- 4- Whole question search engine.
- 5- Online encyclopedia/ search engine.
- 6- Online encyclopedia/ search engine.

- 4 Read the notes about the two famous people. Three facts about each person are incorrect. Can you guess which ones?
- 5 Use the Internet to find and correct the mistakes. Underline key words or phrases to search for.



Marie Curie – born in ~~France~~ – 1867.

- the first woman to win two Nobel Prizes.
- famous for ~~discovery~~, with husband Pierre, of radium – couple got the Nobel Prize for ~~Peace~~ in 1903.
- after husband's death continued working – ~~1921~~, won the Nobel Prize for Chemistry.



Zinédine Zidane – born – ~~1975~~ – ~~Paris~~, France.

- one of the best footballers of all time – played for France many times.
- scored two goals in 1998 World Cup Final v. ~~Argentina~~ (France won 3–0), and one goal in 2006 World Cup Final.

WRITING Biographies

1 Read the biography of Roger Federer. Answer the questions.

- 1 When and where was he born?
- 2 When did he win his first 'Grand Slam' title?
- 3 Which three competitions did he win in 2004?
- 4 Who has also won four Wimbledon finals in a row?
- 5 What is the name of Federer's special project?



Roger Federer is probably the best and most famous tennis player in the world today. He was born in Basle, in Switzerland in 1981. His parents, ¹ _____, encouraged him to start playing tennis when he was eight years old. He won his first Wimbledon title, the Wimbledon Junior, at the age of sixteen. Over the next few years he played all over the world, including in Australia, ² _____.

However, it was in the year 2003 that he really began to show just how good he was. He started the year by winning two tournaments in a row, in Dubai and Marseilles. He also won his first Grand Slam title at the Wimbledon Championships. In 2004 he won three out of four Grand Slam titles, in the Australian Open, Wimbledon, and the US Open. In 2006 he equalled Pete Sampras's record of winning Wimbledon four times in a row. However, he is still one championship behind Björn Borg, ³ _____. When he is not playing tennis, Federer is busy with his special project, the Roger Federer Foundation, ⁴ _____. He is also a Goodwill Ambassador to Unicef, which also helps poor children around the world.



2 Here is some extra information about the tennis player. Write it in the correct place in the text. **Read Study Skill**

- who won five consecutive finals at Wimbledon
- where he represented Switzerland in the 2000 Olympics Games
- which helps disadvantaged children
- who met when Roger's father was in South Africa on business



STUDY SKILL Adding extra information

One way of adding extra information is to use a non-defining relative clause.

- *Roger Federer is a very famous tennis player. He was born in Basle.*
- *Roger Federer, who was born in Basle, is a very famous tennis player.*
- *Roger Federer, who is a very famous tennis player, was born in Basle.*

Use commas and relative pronouns *who* (for people), *which* (for things and animals), and *where* (for places, but omit 'there').

Basle is a city in Switzerland. Roger Federer was born there.

Basle, where Roger Federer was born, is a city in Switzerland.

Roger Federer is Probably the best and the most famous tennis player in the world today. He was born in Basle, in Switzerland in 1981. His parents, (1) who met when Roger's father was in South Africa on business, encouraged him to start playing tennis when he was eight years old. He won his first Wimbledon title, the Wimbledon Junior, at the age of sixteen. Over the next few years he played all over the world, including in Australia, (2) Where he represented Switzerland in the 2000 Olympic Games. However, it was in the year 2003 that he really began to tournaments in a row, in Dubai and Marseilles. He also won his first Grand Slam title at the Wimbledon Championships. In 2004 he won three out of four Grand Slam titles, in the Australian Open, Wimbledon, and the US Open. In 2006 he equaled Pete Sampras's record of winning Wimbledon four times in a row. However, he is still one championship behind Bjorn Borg. (3) who won five consecutive finals at Wimbledon. When he is not playing tennis, Roger Federer is busy with his special project, the Roger Federer Foundation, (4) which helps disadvantaged children He is also a Goodwill Ambassador to Unicef, which also helps poor children around the world.

3 Join the two sentences using a relative clause with *who*, *which*, or *where*.

1 Arthur Conan Doyle was a Scottish doctor. He wrote the Sherlock Holmes stories.



2 The film *Amadeus* is about the life of Mozart. It won eight Oscars.

3 Stratford-upon-Avon is a beautiful little town. Shakespeare was born there.

- 4 **Read Study Skill** Put the biographical information about Nelson Mandela into chronological order.

STUDY SKILL Organizing ideas (2)

Always consider carefully the most appropriate way to organize the information in your writing.

When writing, a biography, for example, it is usual to follow a chronological order, that is, time order.



Nelson Mandela – most famous politician in the world

- actively involved in the African National Congress and the fight against apartheid – the separation of black and white people
- became first democratically elected president of South Africa in 1994
- Mandela – born in South Africa in 1918 – became the most famous statesman in the world
- retired from politics in 2004, moved back to Qunu – he was born there
- was released from prison after 27 years in 1990, won the Nobel Peace Prize – shared with President de Klerk



Nelson Mandela

born in South Africa in 1918 - became the most famous statesman in the world.

actively involved in the African National Congress and the fight against apartheid – the separation of black and white people.

was released from prison after 27 years in 1990, won the Nobel Peace Prize – shared with President de Klerk.

became first democratically elected president of South Africa in 1994.

retired from politics in 2004, moved back to Qunu – he was born there.

- 5 Use the information from exercise 4 to write a short biography of Mandela (approximately 100 words). Use relative pronouns.

Writing from research

- 6 Write a biography of a famous person from your academic field or from your country (150 words). Research five central facts: birth, early life, career, what he/she is most famous for, what he/she is doing today, and add extra information.



5:-

Nelson Mandela, who became the most famous statesman in the world, was born in South Africa in 1918. He was actively involved in the African National Congress, and the fight against apartheid, which is the separation of black and white people. He was imprisoned for 27 years. He was released from prison in 1990 and won the Nobel Peace Prize, which he shared with President de Klerk. Nelson Mandela became first democratically elected president of South Africa in 1994. In 2004 he retired from politics and moved back to Qunu, where he was born there.

6:-

بالامكان اختيار شخصية من محيط الجامعة او الكلية او القسم والكتابة عن سيرته الشخصية او سيرته الذاتية
... وبالامكان اعتماد السيرة الذاتية لنيلسون مانديلا كنموذج عام

REVIEW Organizing vocabulary (2)

1 Use words and phrases from the website extracts on page 41 to complete the sentences.

- 1 The life of the philosopher Socrates is _____, so there are very few facts about him.
- 2 Molière is a famous French _____. One of his most famous plays is *The Miser*.
- 3 *Hamlet* is an example of a _____. It has an unhappy ending.
- 4 This book is _____ by Oxford University Press.
- 5 Vikram Seth is a famous Indian _____. He has written many books.
- 6 Airport bookshops often only sell _____, the most popular and widely-read books.
- 7 John Keats is a famous British _____. His most famous poem is *To Autumn*.
- 8 I prefer to see _____ at the theatre because they make me laugh.



2 Copy the diagram *The Arts*. Write the topic vocabulary in the box under the correct heading in your diagram. **Read Study Skill**

STUDY SKILL Topic vocabulary

Keep a vocabulary notebook or computer file and give each page a topic title, e.g. the arts, technology, etc. Record all new words of the same topic together on one page.

- a composer
- a conductor
- a director
- a landscape
- a movie
- a novel
- a portrait
- a role
- a sculpture
- a short story
- a songwriter
- a star
- an abstract
- an actor
- an art gallery
- an author
- jazz
- opera
- poetry
- prose



- 2:-
- Art:- a landscape, a portrait, a sculpture, an abstract, an art gallery
- Music:- a composer, a conductor, a songwriter, jazz, opera
- Literature:- a novel, an author, a short story, poetry, prose
- Cinema:- a director, a movie, a role, a star, an actor

3 Complete sentences 1–8 with the verbs in the box.

composed conducted designed directed
painted played starred wrote



- 1 Lord Norman Foster _____ the Millau Viaduct, the highest bridge in the world.
- 2 Charles Dickens _____ many novels.
- 3 Alfred Hitchcock _____ thrillers.
- 4 Verdi _____ many famous operas.
- 5 Harrison Ford _____ in adventure films.
- 6 Van Gogh _____ *The Sunflowers* and many other famous pictures.
- 7 Scott Joplin _____ the piano.
- 8 Sir Georg Solti _____ the London Philharmonic Orchestra.

4 What are the comments about? Use the vocabulary in exercise 2.

- 1 It's about ten metres tall, made of a black metal, and stands in City Square.
- 2 It's just lots of circles of different colours. A child could have done it.
- 3 The lead actor was great and the special effects were brilliant.
- 4 I couldn't stop until the last page. It was so exciting.
- 5 It was all in Italian, so I didn't understand the words, but the music was beautiful.

اللغة الانكليزية – المرحلة الثانية

المحاضرة الثامنة – الوحدة الثامنة (Unit 8)

د. نبيل عارف توفيق

8 The world of IT

IT= Information Technology

- READING SKILLS** Rephrasing and explaining • Avoiding repetition (2)
- WRITING SKILLS** Linking ideas (3) • Coherent writing • Writing from notes
- VOCABULARY** Abbreviations (1) and (2)
- RESEARCH** Acknowledgements



READING Computers

1 Discuss with a partner how often you use a computer to:

- download music/games/films
- send an email
- write an essay
- do research
- shop on line

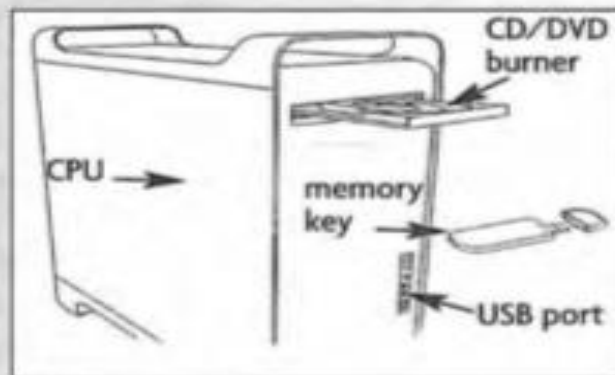
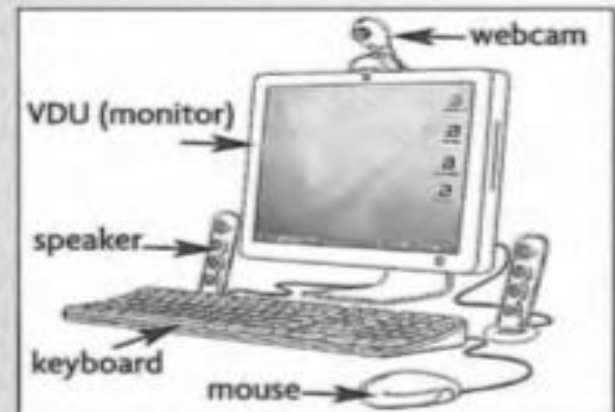
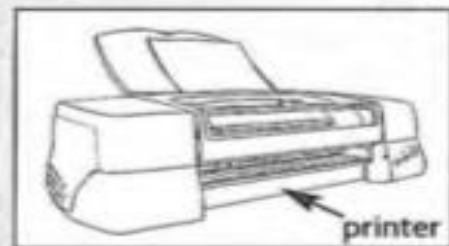
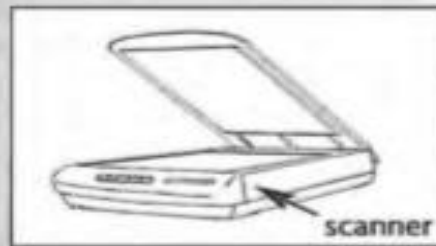
2 Read the description of a computer. Label the diagrams using the words in the box.

CPU CD/DVD burner USB port VDU (monitor)
 mouse keyboard scanner printer webcam
 memory key speakers



A computer is made up of several main parts. Obviously, the most important is the CPU, or central processing unit. This is the part that houses the computer memory and processing chips, in other words, the computer's brain. Most CPUs now have a CD and/or DVD burner, that is, a device for recording onto a CD or DVD, already built into the unit. They also have USB ports, that is to say, sockets where you plug in other devices, e.g. your scanner or memory key. Most CPUs have software, i.e. computer programs, already loaded when you buy the computer, but many people like to add other programs to personalize their computer. Other necessary parts of any computer system are the monitor or screen, the mouse, and the keyboard.

▶▶ 2



- 3 **Read Study Skill** Underline seven ways of rephrasing, explaining, and giving examples in the description in exercise 2.

STUDY SKILL Rephrasing and explaining

In technological or scientific texts, some words are often rephrased or explained:

... a CD burner,	that is, i.e.	a device for recording onto CD.
... hardware,	in other words, or	the machinery of a computer.

Sometimes an example is given instead. Look out for:

... software	e.g. for example for instance	anti-virus programs, ...
--------------	----------------------------------------------------------	--------------------------

A computer is made up of several main parts. Obviously, the most important is the CPU, **or** central processing unit. This is the part that houses the computer memory and processing chips, **in other words**, the computer's brain. Most CPUs now have a CD and/or DVD burner, **that is**, a device for recording onto a CD or DVD, already built into the unit. They also have USB ports, **that is to say**, sockets where you plug in other devices, **e.g.** your scanner or memory key. Most CPUs have software, **i.e.** computer programs, already loaded when you buy the computer, but many people like to add other programs to personalize their computer. Other necessary parts of a good computer system are the monitor, **or** screen, the mouse, and the keyboard.

Computers under attack

Every time you turn on your computer and connect to the Internet, there is a possibility of attack! **It** could come via an email from a friend, a software program or music you download, or even from a CD-ROM you are using.

The most common source of danger is a 'virus', that is, a program that hides itself in documents or software, and then attacks your computer. Sometimes, **these** are not too serious. They can even be funny, but sometimes they are so serious that they crash the computer, in other words, they stop the computer working. Consequently, some companies and even government departments have had to close while **they** try to find and destroy a virus. **This** can cost millions of dollars.

One type of virus, known as a 'Trojan Horse', is designed to get your credit card details or bank passwords. Once **it** has this information, **it** is sent to organizations that steal your money from your bank or use your credit card to buy things.

Another danger is 'spyware'. Like the Trojan Horse, it hides inside your computer so that you don't know **it** is there. It might not do any damage, but it collects information about you, for example, what you buy online or what music you download. It then sends this to commercial companies.

A more common, but less dangerous, problem is 'spam', or unwanted advertising. When **it** first appeared, nobody worried about it, but now it is out of control: more than 50% of all email messages in the world are junk mail, or spam. Unfortunately, some people are now using spam to trick people and to get money from them. **This** is called 'phishing'. The simplest phishing trick is to send an email promising that you will get rich. However, to get this money, you must first send your bank details. Of course, they take the money from your bank and you certainly don't get rich!

Therefore, next time you're online, make sure your anti-virus program is up-to-date and never give anyone your bank details!

5

10

15

20

4 Read the article *Computers Under Attack*. Match terms 1–5 with definitions a–e.

- | | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------|
| 1 <input type="checkbox"/> phishing | a a hidden program that can destroy data |
| 2 <input type="checkbox"/> spam | b a program that can be designed to steal personal information from your computer |
| 3 <input type="checkbox"/> spyware | c advertising emails |
| 4 <input type="checkbox"/> Trojan horse | d a program that steals money by tricking people into giving away personal information |
| 5 <input type="checkbox"/> virus | e a program that is hidden and can be used to get information about users' online buying habits |



5 What do the pronouns refer to? Look back at the article. Complete the table. **Read Study Skill**

pronoun	refers to
it (line 1)	possibility of an attack
these (line 5)	_____
they (line 8)	_____
This (line 8)	_____
it (line 10)	_____
it (line 10)	_____
it (line 13)	_____
it (line 15)	_____
This (line 18)	_____

STUDY SKILL Avoiding repetition (2)

Pronouns are used instead of repeating the same words. Understanding what pronouns refer to helps you understand a text.

- *it* replaces a singular noun or noun phrase, e.g.
I bought a new computer. ~~The new computer~~ It was expensive.
- *they* replaces a plural noun or noun phrase, e.g.
I bought some new computer games. ~~The new computer games~~ They are great fun.
- *this* summarizes previous information and adds new information, e.g.
You should install an anti-virus program. ~~Installing an antivirus program~~ This will protect your computer.

Using pronouns also makes a text more cohesive, or connected.

WRITING IT – benefits and drawbacks

- 1 Read the paragraph *The Benefits of Wireless Technology* slowly and carefully. Use the information to complete the notes.

The benefits of wireless technology

A breakthrough in computer design could lead to computer technology being available in the poorest parts of the world. An IT company has developed a laptop computer that will only cost \$100. It has all the functions of an ordinary computer including WiFi and 1GB of storage. Since the price will be low, the designers hope that the laptop will be available to children in poorer parts of the world. The computer is powered by turning a handle and, as a result, it does not need an electricity supply or batteries. This should make it even more attractive to schools in the developing world.

Wind-up _____

IT company → _____ \$100

Low price ∴ good for children in _____ countries

All functions e.g. WiFi / 1GB storage

Powered _____ ∴ no electricity _____ required



2 Write simple sentences using the completed notes from exercise 1. Do not look back at the paragraph.

An IT company has produced a laptop for just \$100.

3 **Read Study Skill** Link the sentences using the words and phrases in brackets.

- 1 Many people do not back up their computer files.
They lose a lot of data. (so)
- 2 Many users don't empty their mailboxes.
They may have problems downloading their mail. (As a result)
- 3 There is a serious threat from viruses.
Many people install an anti-virus program. (because)
- 4 Many employees do not know how to use basic programs effectively.
Many companies offer IT training. (Consequently)
- 5 People use copies of programs.
Manufacturers put in secret codes to detect copies. (since)



4 Link your sentences from exercise 2 using words and phrases from the Study Skill box.

STUDY SKILL Linking ideas (3)

To connect ideas that show the cause and result, use linking words and phrases.

- For **cause**, use *because, as, since*:
*People in some parts of the world cannot afford computers **since/as/because** they are too expensive.*
- For **result**, use *as a result, consequently, therefore, so*:
*He didn't have an antivirus program, and **as a result**, a virus attacked his computer.*
*Computer scientists have tried hard to stop spam. **Consequently**, the senders of spam have become more sophisticated.*
*TV in the UK will be digital in 2012. **Therefore**, everyone will have to buy a digital receiver.*
*Batteries are too expensive, **so** the computer is powered by solar energy.*

2:- Students own answer but possible answer is:-

- 1- An IT company has produced a laptop computer for just \$100.
- 2- The low price is good for children in poor countries.
- 3- It has all functions, for example, WiFi and 1GB of storage.
- 4- No electricity or batteries are required.

4:- Students own answer but model answer is:-

An IT company has produced a laptop computer for just \$100. **Consequently**, it is hoped that children from poorer countries will be able to afford it. It has all the functions, **for example**, WiFi and 1GB of storage. **Since** it is powered by turning a handle, no electricity or batteries are required.

3:-

- 1- Many people do not backup their computer files, **so** they lose a lot of data.
- 2- Many users don't empty their mailboxes. **As a result**, they may have problems downloading their email.
- 3- **Because** there is a serious threat from viruses, many people install an anti-virus program. Many people install an anti-virus program **because** there is a serious threat from viruses.
- 4- Many employees do not know how to use basic programs effectively. **Consequently**, many companies offer IT training.
- 5- **Since** people use copies of programs, manufacturers put in secret codes to detect copies. Manufacturers put in secret codes to detect copies **since** people use copies of programs.

Writing from notes

5 **Read Study Skill** Use the notes to write a paragraph about computer crime.

The number of computers and computer networks has grown enormously over the past few years. Consequently, . . .

Computer Crime

- 1 Number computer networks ↑ ∴ opportunity for crime ↑
- 2 Number people buying online ↑ = ↑ criminals steal (e.g credit cards)
- 3 IT experts make networks secure ∴ criminal gangs hire own experts
- 4 ∴ need ↑ online security + better systems to protect users



STUDY SKILL

Coherent writing

To write up your notes in a natural and coherent style:

- make good notes (see Study Skill page 34)
- write simple sentences, and join them using linking words and phrases (see Study Skill pages 13, 24, and 48)
- use synonyms and pronouns to avoid repetition (see Study Skill pages 26, and 47)

5:- Possible answer:-

The number of computers and computer networks has grown enormously over the past few years. Consequently, there has been an increased opportunity for computer crime. For example, more people are using their computers to buy things online, so criminals have more chances to steal things such as credit card numbers. One result of the increase in cyber crime is that organizations such as banks employ IT experts to make their networks secure. However, this has led to criminals hiring experts to break these systems. The need for greater online security is growing rapidly and, as a result, computer manufacturer are having to develop better systems to protect users.

VOCABULARY DEVELOPMENT *e.g.* *etc.*

1 **Read Study Skill** Match abbreviations 1–8 with their meanings a–h. Check your answers in a dictionary.

- | | |
|---------------------------------------------|--------------------------------------------------------------------|
| 1 <input type="checkbox"/> <i>e.g.</i> | a and more of the same |
| 2 <input type="checkbox"/> <i>c. or ca.</i> | b for example |
| 3 <input type="checkbox"/> <i>cf.</i> | c page or pages |
| 4 <input type="checkbox"/> <i>i.e.</i> | d make a note/remember |
| 5 <input type="checkbox"/> <i>ibid.</i> | e that is |
| 6 <input type="checkbox"/> <i>N.B.</i> | f about/approximately |
| 7 <input type="checkbox"/> <i>p. or pp.</i> | g compare this with ... |
| 8 <input type="checkbox"/> <i>etc.</i> | h a reference to a source (book or website) referred to previously |



2 Complete the sentences using abbreviations from exercise 1.

- 1 People now listen to music in a wide variety of ways, such as on a personal stereo, iPod, podcasts, _____.
- 2 The world population today is _____ six billion people.
- 3 There are several other problems involved in computer programming (see _____ 173).
- 4 There are several career options for graduates in biochemistry, _____ working in the pharmaceutical industry.
- 5 _____ The library closes at 23.00.

STUDY SKILL Abbreviations (1)

There are many common abbreviations that are used in academic and technical texts. Understanding their meaning will help you to understand the text itself better.

e.g.

c. or ca.

cf.

i.e.

ibid

N.B.

p. or pp.

etc.

3 Use a dictionary or the Internet to find out what the computer abbreviations stand for. Write how to say each abbreviation. **Read Study Skill**

1 CPU	<i>central processing unit</i>	<i>/si:pi:'ju:/'</i>
2 CD	.....	.....
3 CD-ROM	.....	.....
4 RAM	.....	.....
5 WiFi	.....	.....
6 GB	.....	.....
7 www	.....	.....
8 R/W	.....	.....
9 USB	.....	.....
10 user ID	.....	.....
11 IP	.....	.....
12 VDU	.....	.....

STUDY SKILL Abbreviations (2)

Some abbreviations are said as individual letters, e.g. BBC.

Some are acronyms, that is, said as words, e.g. OPEC /'əʊpek/.

Check in your dictionary how to say the abbreviations.



4:-

ROM

RAM

WiFi

4 Which abbreviations in exercises 1 and 3 are acronyms?

RESEARCH Crediting sources

- 1** **Read Study Skill** Look carefully at the book references. Are the statements true (T) or false (F)?

Curnick, I. (2005). *Biology Made Easy*. Crawford Press.
 Marsden, P. (2004). *Life in Rural Egypt*. Axminster University Press.

- 1 There is a comma after the author's family name.
- 2 The author's first name is written in full.
- 3 There is a full stop after the author's initial.
- 4 The year of publication is in brackets.
- 5 There is a comma after the year of publication.
- 6 The title of the book can be underlined or written in italics.
- 7 There is a full stop after the title of the book.
- 8 There is a comma at the end of the reference.



STUDY SKILL Acknowledgements

Writing an essay often involves using information taken from other sources, e.g. books or websites. It is important to acknowledge these sources in a bibliography at the end of your essay.

Styles vary in different departments. Check your department's style and use the same.

For books:

- list the sources by author's surname in alphabetical order.
- give the author's name, the title, the publisher, the year of publication.
- use the same order and punctuation for each reference.

For websites:

- give the author's name if known.
- give the title of an article in inverted commas and underline or italicize the source of the work.
- give the full address.
- give the date you accessed the web page in brackets.

- 2** Write out the references as entries in a bibliography.

<i>The Greatest Inventions of All Time</i>	John Reading	Axminster Uni. Press	2001
<i>I is for Information</i>	Helen Campbell	Uni. of Ashford Press	2005
<i>A History of the Periodic Table</i>	Fern Daniell	Crawford Press	2004
<i>A Student's Guide to Study Skills</i>	Christine Dix	Edinburgh Book Press	2001
<i>What is Information Technology?</i>	Simon Naylor	Rogers and Sons	2005

Campbell, H. (2005). *I is for Information*. University of Ashford Press.
 Daniell, F. (2004). *A History of the periodic Table*. Crawford Press.
 Dix, C. (2001). *A Student's Guide to Study Skills*. Edinburgh Book Press.
 Naylor, S. (2005). *What Is Information Technology?* Rogers and Sons.
 Reading, J. (2001). *The Greatest Inventions of all Time*. Axminster University Press.

3 Look carefully at the website acknowledgement. Notice the style.

“Avicenna” Wikipedia, The Free Encyclopedia
http://en.wikipedia.org/wiki/Ibn_Sina (15 June 2006).

Find and correct one style mistake in each of the web references 1–3.

1

“History Trail: Archaeology” BBC
http://www.bbc.co.uk/history/lj/archaeologylj/preview/shtml (1 May 2006)

2

“Periodic Table” Webelements
http://www.webelements.com/ (6 November 2006)

3

“United Arab Emirates” WorldAtlas.com
http://worldatlas.com/webimage/countries/asia/ae.htm 22 October 2006

1 **underlining of the source BBC is missing**

“History Trail: Archaeology” BBC
http://www.bbc.co.uk/history/lj/archaeologylj/preview/shtml
(1 May 2006)

2 **address was underlined incorrectly**

“Periodic Table” Webelements http://www.webelements.com/
(6 November 2006)

3 **brackets around date are missing**

“United Arab Emirates” WorldAtlas.com
http://worldatlas.com/webimage/countries/asia/ae.htm
(22 October 2006)

REVIEW

1 Read the three paragraphs. Draw arrows from the pronouns in bold to the noun or noun phrase they refer to.

A Digital television UK

Although the UK government only plans to have switched completely to digital television by 2012, **it** recommends that people switch to **it** now, if they can. The best way to get digital TV is to buy a stand-alone receiver. **This** connects to most modern televisions via an aerial on the roof.



B Laser dentistry

Very few people enjoy going to the dentist. However, the latest laser drills are extremely accurate. **They** are also nearly painless. Dentists find **them** very easy and efficient to use, and **they** say that patients are much more relaxed during treatment.

C Dancing phones

Motorola have devised a mobile phone that 'dances' when **it** receives a call. The device sits on four feet. **They** vibrate in different directions and intensity when the phone rings. **This** makes the phone 'dance'. In theory, the phone could dance in one direction for an incoming call and in another direction when **it** receives a new text message!



A Digital television UK

it the UK
 government
it digital
 television
this a stand-alone
 receiver

B Laser dentistry

they the latest generation of laser
 drills
them the latest generation of laser
 drills
they dentists

C Dancing phones

it a mobile phone
they four feet
this vibrate in different directions and
 intensity
it the phone

2 Link the pairs of sentences using a cause or result word or phrase.

1 Children are learning to use computers at school.

Many young people are better at computers than their parents.

2 Many people have a password to open programs on their computers.

They don't want other people to see their data.

3 Receiving spam can cause problems.

People install anti-spam programs.

4 Most businesses want their employees to be able to use computers.

There has been an increase in the number of computer courses available.

5 Computer chips are smaller and more powerful than ever before.

Computers can be smaller but faster.



1- children are learning to use computers at school. Consequently, many young people are better at computers than their parents.

2- Many people have a password to open programs on their computers because they don't want other people to see their data.

3- Since receiving spam can cause problems, people install anti-spam programs.

4- Most businesses want their employees to be able to use computers. As a result, there has been an increase in the number of computer courses available.

5- Because computer chips are smaller and more powerful than ever before, computers can be smaller but faster.

3 Match note-making symbols 1–12 with meanings a–l.

- | | | | |
|----|--------------------------|---------------|-------------------------------------|
| 1 | <input type="checkbox"/> | \therefore | a and |
| 2 | <input type="checkbox"/> | \therefore | b greater than |
| 3 | <input type="checkbox"/> | $=$ | c falling/decreasing/dropping |
| 4 | <input type="checkbox"/> | \neq | d therefore/so |
| 5 | <input type="checkbox"/> | \rightarrow | e about/circa/c. |
| 6 | <input type="checkbox"/> | $>$ | f uncertain/not sure |
| 7 | <input type="checkbox"/> | $<$ | g does not equal/is not the same as |
| 8 | <input type="checkbox"/> | \equiv | h equals/same as |
| 9 | <input type="checkbox"/> | \uparrow | i less than |
| 10 | <input type="checkbox"/> | \downarrow | j leads to/implies |
| 11 | <input type="checkbox"/> | $\&$ | k because/as/since |
| 12 | <input type="checkbox"/> | $?$ | l rising/increasing/growing |
- 