



كلية العلوم

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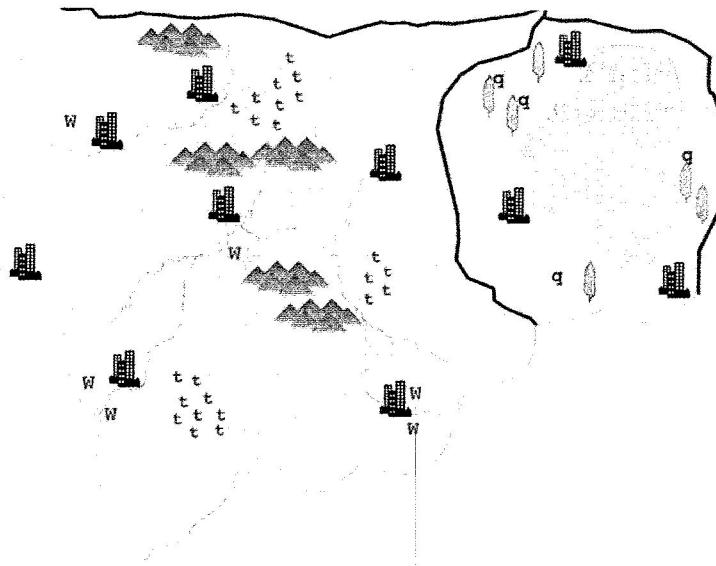
{{{ A to Z مكتبة }}}}

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In this theme you are going to read two articles that compare countries.

Lesson 1: Vocabulary

You are going to learn some of the vocabulary you will need to understand the articles.

A Answer these questions, which use some of the red words.

- 1 Which region is your country in?
- 2 Is it north or south of the Equator?
- 3 What is the exact location of the capital city?
- 4 What are the main types of landscape in your country?

B How can you compare two countries? Choose a green word or phrase for each space. Make any necessary changes to the words.

- 1 You can describe the location of each country and mention its _____ – the countries that _____ it.
- 2 You can look at the _____ – the number of people who live in each country.
- 3 You can consider the _____ – the size of each country, usually in square kilometres.
- 4 You can think about the _____ – the normal or average weather in summer and winter.
- 5 You can describe the _____ – the mountains, deserts, lakes and rivers in each country.
- 6 You can look at the main _____ in each country – what do they make or grow?

C In what ways is your country the same or different from **one** of its neighbours? Choose the neighbour and then use green words, *both* and comparatives – *bigger, smaller*.

Examples:

My country is smaller than Saudi Arabia.

It has a smaller area and a smaller population.

compass (n)

landscape (n)

latitude (n)

location (n)

longitude (n)

region (n)

the Equator (n)

the Middle East (n)

area (n)

border (v)

climate (n)

industry (n)

natural feature (n)

neighbour (n)

population (n)

Lesson 2: Reading

(A) What is your ideal holiday location? Make a list of things that the place must have, or that you must be able to do there.

Examples:

It must have a good beach.

You must be able to go skiing.

(B) Imagine you are trying to choose a place to go on holiday. What information will you find in a guidebook?

(C) You are going to recommend a holiday destination to your friend. You have to choose between the two countries on the right. Look at the maps.

1 Can you identify each country?

2 Which region is each country located in?

3 What do you think is good about each country for a person on holiday?

(D) You are going to read an article that compares the two countries. Look at the topic sentences. Check your answers to B1 and 2 above.

(E) Read the information about your friend in the blue box.

1 Write a question for each point.

Example:

What language do they speak in each country?

2 In which paragraph of the article might you find the answer to each question?

(F) Read the article on page 12 of the Reading Resources book.

1 Find answers to your questions in D1.

2 Choose one of the two countries for your friend's holiday.

(G) Which word or phrase in the article means:

1 a place to go?

2 the natural things to see?

3 very high?

4 planes, trains, boats?

5 you can live there?

6 occupied?

7 send things to another country?

8 bring things from another country?

9 the average weather?

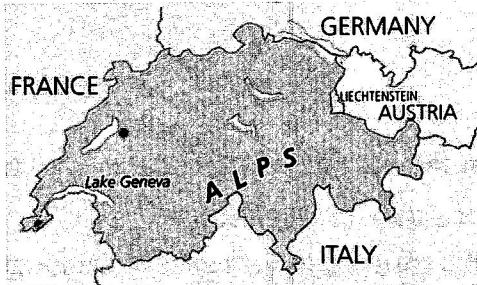
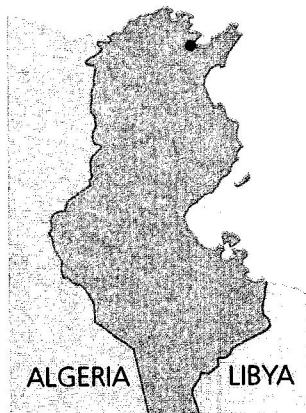
10 climbing mountains?

11 the broken walls of old buildings?

12 it's your choice?

(H) Which country would you prefer to go to on holiday? Why?

Mediterranean Sea



What do you want from a holiday destination?

Tunisia is located in North Africa.

Switzerland is located in Western Europe ...

Tunisia has a long Mediterranean coastline.

Both Tunisia and Switzerland are small in terms of population.

Both countries are agricultural.

So why do people go to each country on holiday?

You decide.

My friend:

- speaks French.
- likes water-skiing.
- likes mountain climbing.
- doesn't like very hot weather.
- loves fruit and chocolate.

In this theme you are going to read two magazine articles about traditional events.

Lesson 1: Vocabulary

You are going to learn some of the vocabulary you will need to understand the articles.

Ⓐ Describe a traditional event in your country.

Answer these questions.

- 1 What is the event called?
- 2 When does it take place?
- 3 What does it celebrate?
- 4 How do you prepare for it?
- 5 What happens during the event?



Ⓑ Read the text. Then match each green word to its dictionary definition.

What is the difference between *wedding* and *marriage*? The two words are very similar in meaning, but there are important differences.

A **wedding** is an event. It is the time when a man, called the **groom** and a woman, called the **bride** come together to get **married**. It is the special **ceremony** perhaps in a religious place, when the man and woman become **husband** and **wife**.

Friends and **relatives** – mothers, fathers, brothers, sisters, etc. – come to the wedding and, in many countries, go to a big **reception** afterwards with special food.

What about **marriage**? A marriage is not an event. It is the connection between the bride and the groom after the wedding ceremony.

1	bride	a man who is getting married
2	ceremony	a man who is married
3	groom	a woman who is getting married
4	husband	a woman who is married
5	marriage	the adjective form of <i>marry</i>
6	married	a meal and party after a wedding
7	reception	someone from your family
8	relative	a special event, often in a religious place
9	wedding	the joining of a man and a woman at a special ceremony
10	wife	the relationship between a husband and wife

Ⓒ Discuss these questions in pairs.

- 1 When did you last go to a wedding?
- 2 Who was the bride? Who was the groom?
- 3 Where did the ceremony take place?
- 4 Was there a big reception afterwards?

celebrate (v)
event (n)
groom (n)
husband (n)
marriage (n)
relative (n)
reception (n)
special (adj)
tradition (n)
traditional (adj)
bride (n)
ceremony (n)
groom (n)
husband (n)
marriage (n)
married (adj)
reception (n)
relative (n)
wedding (n)
wife (n)

Lesson 3: Learning new skills

Ⓐ What do the pronouns (in italics) mean in each of these sentences / phrases? Try to remember, then check with the text on page 14 of the Reading Resources book.

- 1 Even a relatively simple *one* can cost more than €80,000.
- 2 a sum paid by *her* father
- 3 But is *it* really a solution?
- 4 What can a government do about *it*?
- 5 *They* can be huge affairs, but all the couples share the cost.
- 6 However, *it* is only worn once and then put away.

Ⓑ We have seen before (Theme 2) that we must distinguish fact from opinion.

- 1 What **facts** from the article do the numbers in the yellow box relate to?
- 2 Scan the text on page 14 of the Reading Resources book and check.
- 3 What **opinions** about weddings do these people and organisations have? Some are in the article; for others you must make an inference.
 - a Huda
 - b Huda's sister
 - c Nabilah
 - d Some governments
 - e Ali Salem
- 4 What opinions does the writer give in the article? Tick one or more opinions from the green box.
 - a Find evidence in the article.
 - b Read the Skills Check and check.

- Weddings are too expensive.
- Men should only marry nationals.
- It is a good idea for governments to help couples to get married.
- Brides should hire their dresses.

5 What is your opinion about the statements in the green box?



80,000	44,000	three	hundreds
80	650	16,000	thousands

Skills Check

Recognising the writer's point of view

A writer usually has a point of view about a subject. A reader must recognise the writer's point of view. Why? Because it helps to evaluate the information the writer gives. If, for example, the writer thinks something is good, he or she may only give positive evidence. You need to look for information on the 'other side'.

From the article on page 14 of the Reading Resources book, we can infer a number of the writer's opinions.

The writer says

Even a relatively simple one can cost more than €80,000.

Possible opinion

Weddings are too expensive.

Is this really a solution? It may create a bigger problem ...

Men should only marry nationals.

These schemes seem to be very successful.

It is a good idea for governments to help couples to get married.

It makes sense, therefore, to hire a dress for one or two days ...

Brides should rent their dresses.

Lesson 4: Applying new skills

Ⓐ Match each adjective to a word / words to make phrases from the article in Lesson 2.

1 expensive	a affair
2 huge	b bride
3 wedding	c dress
4 traditional	d expenses
5 foreign	e reception
6 local	f wedding
7 bridal	g women

Ⓑ You are going to read another newspaper article about marriage. Look at the headline, picture and topic sentences. What do you think the main point of the article will be?

Ⓒ In the pink box, you can read the next sentence from each paragraph. Match the topic sentence and the next sentence.

Example:

Nisha Sharma is an ordinary young Indian woman.
She is a third-year student of software engineering at Indraprastha University in Delhi.

Ⓓ Read the article on page 15 of the Reading Resources book. Check your answers to Exercises B and C above.

Ⓔ Guess the meaning of these words and phrases from context.

1 extraordinary	6 stacked
2 arrested	7 brand new
3 union	8 attacked
4 matches	9 walked out on
5 illegal	10 refused

Ⓕ What conclusion do you expect to find in the final paragraph?

- 1 Discuss in pairs.
- 2 Read the final paragraph.

Ⓖ Read the article again.

- 1 What is the writer's opinion of Nisha's actions?
- 2 What is the writer's opinion of the Dalal family's actions?
- 3 What evidence can you find for your answers?

Paying the Price of Asking Too Much



Ⓐ Nisha Sharma is an ordinary young Indian woman.
Ⓑ However, on May 11th, 2003, this 21-year-old woman did something extraordinary.
Ⓒ The union between Nisha and Munish was an arranged marriage.
Ⓓ Nisha's family were prepared to pay money to Munish's family.
Ⓔ Nisha's father agreed to pay 15,000 rupees to Munish's father.
Ⓕ 'Thank God the marriage did not take place,' said Nisha's mother.
Ⓖ Nisha's actions made the front page of newspapers across India.
Ⓗ Bride price is a big problem in India.

'What if they had hurt her or killed her?'
Arranged marriages are normal in India.
However, the actions of one brave woman may make a small difference.
In addition, there were 'gifts' from the Sharmas to the Dalals.
On that day, Nisha Sharma was getting married to Munish Dalal.
She is a third-year student of software engineering at Indraprastha University in Delhi.
This money is called a <i>dowry</i> by some people.
They led to congratulations from Indian government ministers.

In this theme you are going to read two texts about inventors.

Lesson 1: Vocabulary

You are going to learn some vocabulary you will need to understand the texts.

A How much do you know about space? Do the quiz and find out.

- 1 What is the name of the planet that we live on?
- 2 What is at the centre of our Solar System?
- 3 How many planets are there in our Solar System?
- 4 Which is the biggest planet?
- 5 Which is the smallest planet?
- 6 What is the name of the satellite that goes round our planet?
- 7 What kind of object is the sun?
- 8 What was the first animal in space?
- 9 Who was the first man in space?
- 10 Who was the first woman in space?

B Read the text, which contains the green words. Then find a green word for each dictionary definition below.

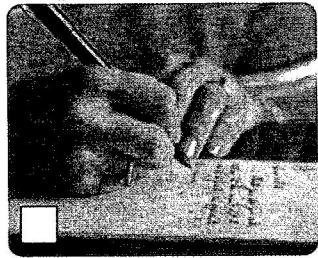
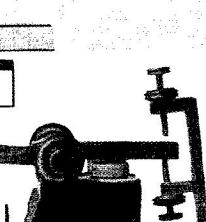
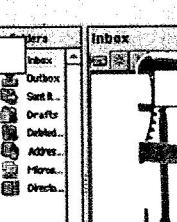
An **inventor** often works in a **laboratory**. He or she has an idea and builds a **device** to see if the idea will work. In many cases, the device doesn't work the first time. The inventor has to **experiment** with different ways of making the device, or with different **materials**.

Samuel Morse was an **inventor**. In 1840, he **invented** a way of sending messages thousands of miles by electricity. He called it the **telegraph** because, in Greek, *tele* means 'a long way' and *graph* means 'writing'. He registered his **invention** with the government and got a **patent** on it. This meant other people could not make money out of the invention.

The telegraph was the start of fast communication between different places. However, the invention of the telephone in 1876 led to the death of the telegraph.

	something made for a special purpose
	test something to check an idea
	think of or create something for the first time
	something thought of or created for the first time
	a person who thinks of or creates something for the first time
	a room for doing experiments
	thing needed for a particular activity
	a document that says only the named person can make or sell an invention
	a device for sending and receiving electrical signals

C Look at these important inventions in the field of communications. Guess the order in which they were invented.



planet (n)

satellite (n)

Solar System (n)

space (n)

star (n)

the Earth (n)

the moon (n)

the sun (n)

device (n)

experiment (v)

invent (v)

invention (n)

inventor (n)

laboratory (n)

material (n)

patent (n)

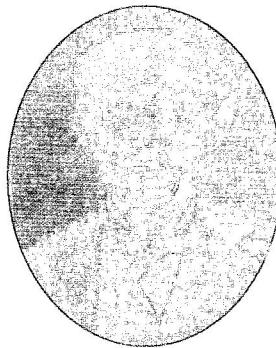
telegraph (n)

Lesson 3: Learning new skills

Ⓐ Do you understand these important words from the article in the previous lesson? If not, look them up.

disability genius inspiration overalls patent perspiration

Ⓐ *Genius is one per cent inspiration and ninety-nine per cent perspiration.*



Ⓑ *Most people miss opportunity because it wears overalls and looks like work.*

Ⓔ *I prefer the quiet of deafness to the noise of conversation.*

Ⓔ *Only invent things that people want to buy.*

Ⓑ Look at the quotes from Edison above.

- 1 Find each quote in the article on page 16 of the Reading Resources book.
- 2 Choose one quote and explain it in your own words.

Ⓒ You must always react to a text.

- 1 Read the Skills Check.
- 2 Which of Edison's opinions above do you agree with?
- 3 Look at the *Lessons for life* in the green box. Find an example of each one in Edison's life.

Lessons for life

If at first you don't succeed, try again.
One good turn deserves another.
God helps those who help themselves.
Concentrate on what you can do, not on what you can't do.

Ⓓ The article mentions three of Edison's most important inventions.

- 1 What are they?
- 2 What difference did these inventions make to the world?

Ⓓ *I haven't failed. I have just discovered 10,000 ways that don't work.*

Ⓓ *The present system (of education) ... does not encourage original thought or reasoning.*

Skills Check

Reacting to a text

A text gives you facts and, often, opinions – the opinions of the people in the text and the opinions of the writer. You must be able to distinguish fact from opinion (see Theme 2).

But after reading a text, you must also react to it.

Ask yourself some questions:

- Do I agree with the opinions in the text?
- Which ones? Why (not)?
- What lessons for life (if any) does the text contain?

Examples:

Opinion in the text

Schools teach children to memorize facts. (Edison)

My opinion

I agree, but that is not true at college or university in my country.

Fact in the text

Fire destroyed Edison's laboratory when he was 67, but he rebuilt the laboratory and went back to work.

Lesson for life

You should not give up when you have a problem – at any age!

Lesson 4: Applying new skills

A Match the two halves of these phrases from the article about Edison.

1 work	a a fresh start
2 follow	b a good lesson
3 miss	c facts
4 make	d long hours
5 memorize	e an opportunity
6 invent	f original thought
7 feel	g advice
8 learn	h strongly about something
9 encourage	i things
10 spend	j time (doing something)

B You are going to read another article about an inventor.

- 1 Prepare to read the article. Look at the title and the pictures. Can you guess the connection between the actress, the torpedo and the bar-code scanner?
- 2 Read the first paragraph and the topic sentences. Check your ideas from Exercise B1.
- 3 Do you think this article is about one person or two people? Explain your answer.
- 4 Do you know anything about the First World War or the Second World War?

C Read the article on page 17 of the Reading Resources book.

- 1 Check your answers to Exercise B above.
- 2 Why were these people important in Hedwig's life?
 - Fritz Mandl
 - Louis B. Meyer
 - George Antheil

D These statements about Hedwig are probably true. Find evidence in the article.

- 1 She was very intelligent.
- 2 She had many abilities.
- 3 She didn't like Hitler.
- 4 She lived to see her invention in use.
- 5 She realised how important her invention was.

E What lessons for life can you learn from the story of Hedwig's life?

The Actress, the Torpedo and the Bar-code Scanner



A Hedwig Kiesler was born in Austria in November 1913. One year later, the First World War started. Perhaps her experience of growing up during a war had a strong influence on her later life.

B In 1930, Hedwig became an actress.

C Meanwhile, the world was heading towards the Second World War.

D In London, Hedwig met a big Hollywood producer.

E Submarines have special weapons called torpedoes.

F The US Navy never used the invention.

G Hedy Lamarr went on to make many more films.

H Finally, scientists began to recognise Hedy Lamarr's role in radio technology.

I Hedwig Kiesler died in Florida on 18th January, 2000.

In this theme you are going to read about two of Shakespeare's plays.

Lesson 1: Vocabulary

You are going to learn some vocabulary to help you understand the texts.

A Work in pairs. Ask questions to get the missing information for your text.

Student A

Read Text A.

A

William Shakespeare was born on April 23rd, _____. He was born in Stratford, a town in the centre of England. He is probably the most important person in English literature. However, we know very little about his childhood or early life. We do know that he did not go to university. He got married at ____ to Anne Hathaway. Their first child, _____, was born one year later, in May 1583. His twins were born in _____. He wrote his first play in 1589. It was called _____. In 1594, he moved to London. He became an _____, but he continued to work as a playwright. He wrote ____ plays altogether. People know his characters, including Hamlet, Romeo and Juliet, and Macbeth, all around the world. He wrote three kinds of plays – comedies, histories and tragedies. He died on his birthday in _____.

Student B

Read Text B.

B

William Shakespeare was born on April 23rd, 1564. He was born in _____ a town in the centre of England. He is probably the most important person in English literature. However, we know very little about his childhood or early life. We do know that he did not go to university. He got married at 18 to _____. Their first child, Susanna, was born one year later, in _____. His twins were born in February 1585. He wrote his first play in _____. It was called *Henry VI*. In _____, he moved to London. He became an actor, but he continued to work as a _____. He wrote 35 plays altogether. People know his characters, including Hamlet, Romeo and Juliet, and Macbeth, all around the world. He wrote three kinds of plays – _____. _____ He died on his birthday in 1616.



character (n)

comedy (n)

die (v)

history (n)

literature (n)

play (n)

playwright (n)

tragedy (n)

event (n)

origin (n)

plot (n)

source (n)

theme (n)

B Find and underline the red words in your text. Give a definition of each word.

C The green words are in the texts in this theme.

1 Match each word to a pair of dictionary definitions.

2 Tick (✓) the definition that will be used in this theme. Explain your choice.

_____ the main tune in a piece of music OR the topic of a play or novel, etc.

_____ the place where a river starts OR a person or document that provides information

_____ an item in a sports programme OR a thing that happens

_____ a small piece of land OR the main story in a play or novel

_____ the starting point OR parents and grandparents, etc.

Lesson 3: Learning new skills

A All these words appear in the text from Lesson 2 (page 20 of the Reading Resources book).

- 1 Match the words that refer to the same thing.
- 2 Find in the text any words and phrases that you are not sure of. Check your ideas.

a location	1 aim
b date	2 bloodshed
c sport	3 game
d started	4 moved
e ancient times	5 originated
f documents	6 papers
g objective	7 move a ball with the foot
h passed	8 regulations
i team	9 side
j kick	10 the old days
k rules	11 when
l violence	12 where

B The text could have sections with headings.

- 1 Divide the text into sections.
- 2 Give each section a suitable heading.

C The writer asks: *Are all these sports forerunners of football?*

Skim the text. Which game might be the forerunner of each sport in the box?

ice hockey rugby basketball wrestling

D What do the following questions have in common?

- 1 What was the name of the ancient ball game in Egypt?
- 2 When did aqsaqtuk start in Canada?
- 3 What sort of playing field did the ancient Chinese play *tsu chu* on?

E Read the Skills Check. Check your answers to Exercise D.

F Read the text again. Make notes of the questions you still have to answer.

G Do some research on the Internet. Try to answer three of your sticky note questions.

Skills Check

Identifying missing information

When you do research, one book or one article never gives you all the answers. After reading a paragraph, make a note of the questions that you still need to answer. Use sticky notes in the margin of the text.

Examples:

Paragraph	Questions
Some historians believe that there were ancient ball games in Egypt in about 1800 BCE. They were part of religious ceremonies. However, there is no clear evidence that anyone actually kicked the ball.	name? equipment? playing field? ball? date? name? playing field?
In the South Pacific in the old days, there were many ball games. In some games they kicked coconuts or oranges, while in other games they used their hands to pass the ball from one player to another. We do not know when any of these games originated.	

In this theme you are going to read an article about energy and do some research.

Lesson 1: Vocabulary

You are going to learn some vocabulary that you will need to understand the article and the research information.

Ⓐ Look at the red words.

1 Which of these foods do you:

- a eat all the time?
- b eat occasionally?
- c never eat?

2 Which of these foods are:

- a healthy?
- b unhealthy?
- c not healthy or unhealthy?

Ⓑ Read the text. Choose one of the red or green words in each case.

In many parts of the modern world, we eat a lot of fast food. The most popular fast food is burger and crisps / chips. We also eat a lot of things between meals, like pasta / biscuits and bars of chocolate / cake. Children nowadays also eat a lot of sweets / cereal. These foods are not very good for us if we eat too much.

There are three main problems with fast food, snacks and sweets. Firstly, many fast foods contain a large amount of fat / carbohydrate. We need some fat, especially vegetable fat, but there is a lot of animal fat in a burger, for example. Chips are potatoes fried in fat / vitamins, so they are a problem, too. Secondly, many fast foods contain a lot of sodium chloride (NaCl), or salt. We need some salt in our food, but too much can cause problems. Finally, biscuits, cake, sweets and chocolate / pasta contain a lot of sugar. Once again, sugar is not bad in small quantities, but too much sugar can make you fat / fats.

The human body needs energy / protein every day. It makes the muscles / fat work, and that helps us to live and move. We get the energy from protein and carbohydrate / minerals in food. Protein comes, for example, from fish and meat, while fibre / carbohydrate comes from foods like bread, rice and pasta / burgers. We also need some fibre / energy in our food. We get it from fruit and vegetables and from cereals / chocolate. We need it, but we can't use it for energy. It passes through the body but, on the way, it helps the body to work properly. Finally, we need a small amount of vitamins and minerals / protein to keep us healthy. The main vitamin is C, from fruit like oranges.

Ⓒ Look at the nutrition information from a product.

- 1 What do you get from this product?
- 2 Which of these things are useful?
- 3 Which of these things are unhealthy if you have too much?
- 4 What do you think the product is?

NUTRITION INFORMATION

Typical composition	100ml glass provides
Energy	198.0kJ / 47.0kcal
Protein	0.5g
Carbohydrates	10.5g
of which sugars	10.5g
Fat	trace
of which saturates	0.0g
Fibre	trace
Sodium	trace
VITAMINS / MINERALS	
Vitamin C	25.0mg (42% RDA)
RDA = Recommended Daily Allowance	

biscuit (n)

burger (n)

cake (n)

cereal (n)

chip (n)

chocolate (n)

crisp (n)

pasta (n)

potato(es) (n)

sweet (n)

carbohydrate (n)

energy (n)

fat (adj)

fat/s (n)

fibre (n)

mineral (n)

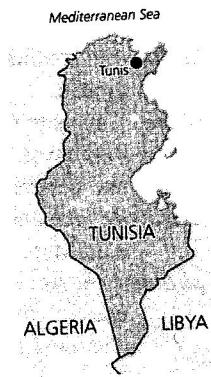
muscles (n)

protein (n)

vitamin (n)

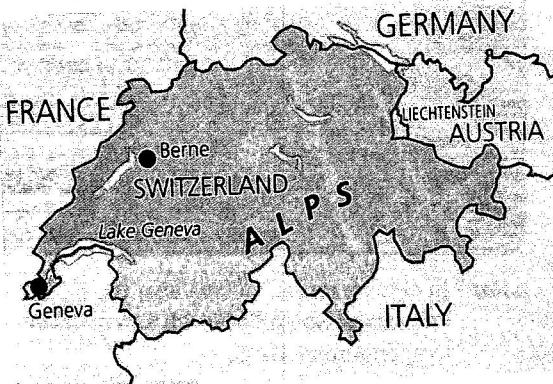
Choosing a Holiday Destination

WHAT DO YOU WANT FROM A holiday destination? Sun, sea and sand? Or landscapes – mountains, lakes and rivers? This week, we are looking at two very different holiday destinations – Tunisia, with its golden beaches, and Switzerland, with its towering mountains.



Tunisia is located in North Africa. It has borders with Algeria to the west and Libya to the southeast.

10 There are daily flights to the capital, Tunis, from Europe and the Middle East. It is an Arabic-speaking country, but you can get by in French.



Switzerland is located in Western Europe and is bordered by Italy, France, Germany and Austria.

15 The country has three languages – German, French and Italian. Switzerland also has excellent transport links to the capital, Berne, or any of the other major cities.

Tunisia has a long Mediterranean coastline. This provides lots of opportunity for water sports. 20 Switzerland, on the other hand, is completely land-locked. It has no coastline at all. However, there are still plenty of opportunities for water sports on the many lakes.

Both Tunisia and Switzerland are small in 25 terms of population. Switzerland has 6.8 million people, while Tunisia has 9.8 million. Tunisia is much bigger than Switzerland in area (163,000 square kilometres versus 41,000), but both countries are similar in the percentage of habitable land. There 30 are no people in large parts of Tunisia because most of the south of the country is desert. In Switzerland, on the other hand, much of the land area is occupied by mountains and lakes.

Both countries are agricultural. Forty per cent 35 of the land in Switzerland is used for crops or cattle, while in Tunisia 31% of the land is farmed. Both countries export some foodstuffs. In fact, Tunisia is famous for its dates. Switzerland is famous for chocolate, of course, but the cocoa beans are imported from South America. 40 Switzerland's biggest industry has nothing to do with agriculture – it's banking.

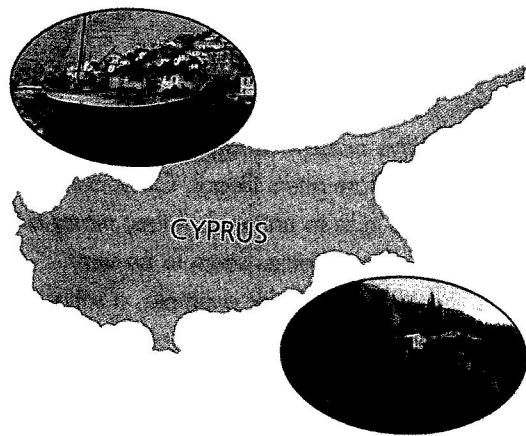
So why do people go to each country on 45 holiday? The climate and the landscape give the answer in each case. Switzerland is wonderful for winter sports – the temperature is around -2°C in January – whereas Tunisia is marvellous for the traditional beach holiday in early summer – the temperature is around 30°C in May. For the more adventurous, Switzerland provides many opportunities for mountaineering, from gentle slopes to the highest peak (Pointe Dufour 4,634m), while Tunisia offers desert safaris to the Grand Erg (the Great Eastern Sand Sea). No mountaineering though 50 – the highest peak is only 1,544m (Jebel Ash Shanabi). If you are interested in the past, Switzerland has many beautiful buildings from its long history. Switzerland is, in fact, the oldest democracy in the world. Democratic government was established 55 nearly 700 years ago. Tunisia takes you even further back in time. It contains the ruins of the ancient city of Carthage, which is nearly 3,000 years old.

You decide. Skiing or sunbathing? Climbing 60 mountains or sand dunes? The heat of the midsummer sun, or the snow glare of the winter mountains? Why not visit both?

Islands in the Sun

TWO MORE HOLIDAY DESTINATIONS for you to consider this week. I decided to look at islands this time – and I chose two very different ones.

5 The first one is in the Eastern Mediterranean. Its capital city, Nicosia, has the unhappy distinction of being the only divided capital in the world, now that Berlin and other more famous places have been united. It is the island 10 of **Cyprus**.



15 The other island is off the southeastern coast of India. It is the famous island of Serendib, which appears in *The Arabian Nights* and in the writings of Ibn Battuta, amongst others. It is now called **Sri Lanka**.

20 Neither country is an obvious choice for a holiday. Both islands have had problems recently. In 1974, the island of Cyprus was divided after Turkish troops took over the northern part. Sri Lanka, meanwhile, has had a civil war for the last 20 years. However, there are hopes now of a peaceful solution in both countries, and both islands have a lot to offer the holidaymaker.

25 Sri Lanka (the name means Beautiful Land) has white sandy beaches, ancient cities and nature reserves. Cyprus (it is the origin of the name of the element copper) has a mainly rocky coastline, but there are some yellow sandy beaches on the coast and beautiful 30 villages in the mountains.

35 Sri Lanka is much bigger than Cyprus, both in terms of size and population. Cyprus has an area of just over 9,000 square kilometres, whereas Sri Lanka is more than 65,000 square kilometres. Around 800,000 people live on Cyprus, while Sri Lanka's population exceeds nineteen and a half million.

40 The climates are different, too. Cyprus has a Mediterranean climate (hot and dry summers, cool and wet winters, so avoid November to March), while Sri Lanka has a tropical climate. Average temperatures in the capital, Colombo, range from a pleasant 24 to 31°C, but the problem is the monsoon. There can be heavy rainfall at most times of the year. The best time 45 to travel for a beach holiday is March or April. The rainfall supplies many rivers, including the Mahaweli Ganga. In Cyprus, on the other hand, there are no permanent lakes or rivers, and in fact the shortage of natural water is a constant 50 problem.

55 Both countries are agricultural. Fifteen per cent of the land in Cyprus is farmed, while 36% of the land in Sri Lanka is used for growing crops and raising cattle. Agriculture is the main industry of both islands. Cyprus is famous around the world for its lemons and oranges, while Sri Lanka exports coconuts.

60 So which one are you going to visit? There are excellent transport links to both islands, so you have no excuse. Make either Cyprus or Sri Lanka your holiday destination this year.





Making Marriage More Affordable

Do you want to get married in the near future? Or perhaps the question should be: can you afford to get married in the near future?

5 In many countries in the world, weddings are becoming extremely expensive affairs. Even a relatively simple one can cost more than €80,000. The money goes on the bride's wardrobe – her dress, shoes and other clothes – 10 on her jewellery, on a sum paid by her father (called a dowry); and on a huge reception for all the friends and relatives – perhaps 1,000 guests altogether. Many grooms and their families cannot actually afford this amount, and 15 they have to go into debt to pay for the wedding. As many as 80 per cent of all personal loans in some countries are used to cover wedding expenses.

Young people in these countries know all 20 about the cost of a wedding. 'When my sister got married, it was very grand,' says Huda, who is studying graphic design at college. 'It was a

traditional wedding and lasted three days. It was beautiful and made us very happy, but for me it was a waste of money. Today, when I ask my sister about it, she says, "I wish I'd saved the money to spend on my child and my house."'

25 Nabilah, a media studies student, nods in agreement. 'I have a cousin who got married 11 years ago and he is still paying off the debts!'

30 In some countries, men solve the problem by marrying foreign brides. The dowry is often much lower. But is it really a solution? It may create a bigger problem, particularly in countries with small populations. If men marry out of their religion 35 and culture, there may not be enough nationals for the local women to marry in the future.

What can a government do about it? Some 40 countries have made marriages between nationals and foreigners illegal. Other countries offer loans or gifts to nationals if they marry a local girl. These schemes seem to be very successful. In the UAE, for example, a scheme of this sort has helped 44,000 couples to get married in the last 10 years.

45 Another possible solution is the mass-wedding – ceremonies with hundreds of brides and grooms at the same time. They can be huge affairs, but all the couples share the cost. When Ali Salem got married, he was one of 650 grooms. 'If I had got married by myself,' he says, 'I would have needed over €50,000. But with this kind of wedding, I only spent around €16,000.'

50 Couples can save a lot by hiring their wedding clothes, particularly the bridal dress. In many countries, this dress has hundreds of beads and can cost thousands of pounds. However, it is only worn once and then put away. It makes sense, therefore, to hire the dress for one or two days at a fraction of the cost.

55 60 A wedding can be an expensive business, but with help from the government and economies from the bride and groom, it is possible to make it affordable.

One Per Cent Inspiration

THOMAS ALVA EDISON was born in Ohio, USA, on February 11, 1847. He moved with his family to Michigan when he was seven. Even then, there was an indication of his future life.

5 'He spent most of his time in the cellar,' his father told reporters later. 'He had a laboratory down there.'

Around 1855, Edison went to school for a short time. His teachers thought that he was not 10 very clever. He stopped going, and his mother spent some time teaching him at home. Once he could read, however, he did most of the teaching 15 himself. Edison felt strongly about education. Most schools at that time, he believed, taught 20 children to memorize facts. It was better, he thought, for children to observe nature and to 25 make things with their hands. 'The present system,' he said, 'does not encourage original thought or reasoning.'

20 At about the age of 12, Edison became almost completely deaf. He thought it was from an accident, but it was probably an hereditary disease. His father, and later his son, had the 25 same hearing loss. He did not let his disability get in the way of his life, however. Indeed, he once told a group of deaf people: 'I prefer the quiet of deafness to the noise of conversation.'

30 In 1862, the teenage Edison saved a little boy from being hit by a train. The boy's father, a stationmaster, thanked him by teaching him how to use the telegraph. Edison learnt well and got a 35 job as a telegraph operator. He travelled thousands of miles, doing the job in railway stations all over America. In 1867, Edison moved to Massachusetts to work as a telegrapher. But his first love was inventing things. He registered his first patent the following year. It was for an 40 electrical vote recorder. However, nobody wanted to buy it. Edison said later: 'I learnt a good lesson then. Only invent things that people want to buy.'

He followed his own advice. He made a device for the New York Stock Exchange and

45 sold it to them in 1870. He wanted \$4,000 for the device. Finally, the manager of the exchange asked him, 'How much do you want?' Edison said, 'Pay me what it's worth.' The manager paid him \$40,000. Edison was now able to work full 50 time as an inventor. He was well-known for working very long hours and making constant improvements to his inventions. He once said, 'Most people miss opportunity because it wears overalls and looks like work.'

55 Edison's favourite invention appeared in 1877. He wrapped a piece of tin foil around a cylinder. He connected a microphone and a speaker to the cylinder. He said, 'Mary had a little lamb' into the receiver. The speaker played his words back. He called the device a phonograph. The name comes from two Greek 60 words and literally means 'sound writing'. Today we call it a tape recorder. It is the basis of the whole recorded music industry.

65 Edison went on to work on many more inventions. Perhaps his most famous is the electric light system. He didn't actually invent the light bulb, but in 1879 he discovered the best material to make it from. He experimented with hundreds of materials before he found the one 70 that really worked. He once said, 'I haven't failed. I have just discovered 10,000 ways that don't work.' In 1888, Edison told reporters, 'I am experimenting with a device which does for the eye what the phonograph does for the ear, which is the recording and reproduction of things in motion.' Edison's kinetograph, or 'movement writing', appeared in 1891. It was the start of the motion picture industry, or the movies.

75 On December 9, 1914, fire destroyed 80 Edison's laboratories. However, he said, 'I am 67, but I'm not too old to make a fresh start.' Edison rebuilt the laboratories and went back to work.

85 Edison died on October 18, 1931. *Time* magazine called him a genius, but during his lifetime he said, 'Genius is one per cent inspiration and ninety-nine per cent perspiration.'

The Actress, the Torpedo and the Bar-code Scanner



5 **HEDWIG KIESLER** was born in Austria in November 1913. One year later, the First World War started. Perhaps her experience of growing up during a war had a strong influence on her later life.

10 In 1930, Hedwig became an actress. She made her first full-length movie in 1931. It was called *Storm in a Glass*. Over the next few years, she made several more movies. It seems that they did not require much acting. She just had to look beautiful. She said later: 'Any girl can be beautiful. All she has to do is stand still and look stupid.'

15 Meanwhile, the world was heading towards the Second World War. In 1933, Hitler came to power in Germany. In the same year, Hedwig married Fritz Mandl. He was an industrialist. He made guns for Hitler. She went to all his business meetings and learnt a lot about weapons. In 1937, she divorced Mandl and escaped from Austria to

20 London. One year later, Hitler took over Austria.

25 In London, Hedwig met a big Hollywood producer. His name was Louis B. Meyer. He offered her a movie contract in Hollywood. He also gave her a new name, Hedy Lamarr. In America, she continued her movie career. She made her first movie for Meyer in 1938. It was called *Algiers*. The world moved closer to war, and Hedy Lamarr still knew a lot about weapons, especially the weapons on submarines.

30 Submarines have special weapons called torpedoes. After firing a torpedo, the sailors control it with radio signals. However, enemy sailors can also send radio signals and stop the

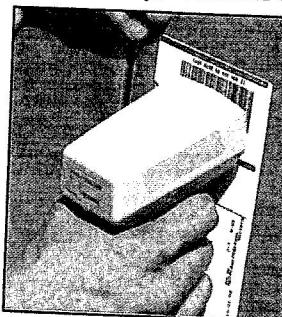
35 correct messages getting through. In 1941, in the middle of the Second World War, Hedy Lamarr had an idea. 'Is it possible,' she thought, 'to change the control signal constantly, so that the enemy cannot interfere with the signal?' She worked with an American composer, George Antheil, on the idea, and invented a device that they called a Secret Communication System. They patented it in 1942.

40 The US Navy never used the invention. The problem was it was years ahead of its time. Only now has the invention become important. It is the basis of all wireless communication because it keeps the communication secret. It is used in mobile phones, in wireless Internet systems, even in your local supermarket in the bar-code scanner and reader.

45 50 55 60 65 70 75 80 85 90 95 100
Hedy Lamarr went on to make many more films. Her last starring role was in 1957. In her later life, she also wrote songs and, in 1966, she published her autobiography, *My Life as a Woman*. Neither she nor George Antheil ever got any money for their invention. The patent finished before any commercial use was found for the device.

Finally, scientists began to recognise Hedy Lamarr's role in radio technology. She won an Electronic Frontier Foundation award in 1997. Some people called it the Oscar of inventing.

Hedwig Kiesler died in Florida on 18th January, 2000.



The Noblest Roman of Them All

Origins of the story

William Shakespeare probably wrote *Julius Caesar* in 1599. It was the first of his Roman history plays, but it is always included in his Tragedies rather than his Histories. Shakespeare's main source was the Roman historian, Plutarch. His book, entitled *Lives of Caesar, Brutus and Mark Antony*, contains the main plot of the Shakespeare play.

5

The real Caesar

Gaius Julius Caesar was born in Rome around 100 BCE. He was a very successful military 10 leader. He won battles in northwest Europe, and even crossed the English Channel twice to fight in Britain. He wanted political power as well 15 as military success, and returned to Rome. He became the most powerful man in the country – too powerful for some people. They assassinated him on the 20 15th March, 44 BCE.

The play

The events in Shakespeare's play follow the historical facts very closely. Julius Caesar, the 25 general, returns to Rome in triumph, but important people in the capital envy him. A man called Cassius persuades Brutus, a friend of Caesar's, to join a 30 conspiracy to kill Caesar. 'It is for the good of Rome,' he says. The conspirators decide not to kill Mark Antony, another important Roman. This 35 decision turns out to be a fatal mistake. Brutus, Cassius and the others plan to kill Caesar on the 15th March. The night before,

Caesar's wife, Calpurnia, has a 40 dream about Caesar dying at the Senate. She tries to stop Caesar going to the government building. Her attempt fails, he goes, and the conspirators kill 45 him. Brutus strikes the last blow to kill Caesar. Mark Antony cleverly persuades the conspirators to let him speak at Caesar's funeral. In his speech, 50 he reminds the crowd of all Caesar's good qualities and actions. Cassius and Brutus have to leave the city as the citizens become angry with 55 them. A civil war starts between the people who are backing Brutus and Cassius and the supporters of Mark Antony.

At first, Brutus and Cassius 60 appear to be winning. However, Mark Antony finally wins, and Cassius and Brutus commit suicide. When Mark Antony sees the body of Brutus, he is 65 very sad. 'He was the noblest Roman of them all,' he says. 'The other conspirators killed Caesar because they envied him. Brutus killed him for the good 70 of Rome.'

The themes

Firstly, *Julius Caesar* is a play about persuasion. People persuade other people to do things which they do not want to do. Cassius 75 persuades Brutus to kill Caesar. People persuade Caesar to go to the Senate. Brutus persuades the other conspirators not to kill Mark Antony, then they 80 persuade him to allow Mark Antony to speak at Caesar's funeral. Mark Antony in turn persuades the mob that the death of Caesar was a crime. 85

Secondly, *Julius Caesar* is also a play about power, or, more accurately, it is about the abuse of power. The play shows that leaders must always be careful 90 about using power. It shows that there will always be someone who wants to take power away, through conspiracy and even 95 murder. Critics say this timeless theme makes *Julius Caesar* a very important play.

Finally, Shakespeare leaves us with a strange thought. Brutus, says Mark Antony, was 100 'the noblest Roman of them all.' Not Caesar, the great soldier and politician, but Brutus, a conspirator and a murderer.

From Food to Farming, from Fighting to Flat Racing

The long, slow road to a short, fast race

ONE OF THE MOST popular sports in the world is horse racing. Horses race each other naturally in the wild, but men and horses lived side by side for thousands of years before anyone managed to get up on the back of a horse and ride it. Where and when did horse racing actually begin?

Before you can ride a horse, you have to catch it and tame it. Nobody knows exactly when people started to tame wild horses. It probably happened some time around 3700 BCE. At first, the tribesmen probably just kept the tamed (or domesticated) horses and used them as food. At some point, however, the tribesmen settled down in one place and began to farm the land. They attached ploughs to the domesticated animals and used them to help with farming.

So men lived with horses for many years before someone had a good idea. Someone got onto the back of his horse and tried to ride it. We don't know where that happened, but the first record of horse riding comes from Persia in around

3000 BCE. By 1580 BCE, 40 people in Egypt were riding horses and, 200 years later, the Greeks were riding too. The first book about training horses is dated to 1360 BCE. 45 Once people knew how to ride horses, they started to ride them into battle.

At the 23rd Olympic Games of ancient times, a new 50 competition appeared. For the first time at these games, there was a race between horses with riders. The Greeks taught the Romans 55 horse racing, and this new sport became popular in Ancient Rome, but most people still preferred chariot racing.

60 Some Romans grew to love the new sport. The Roman Emperor Severus was one. He arrived in Britain in 208 AD at the head of an army. When 65 the Romans left Britain they left something behind – a love of horse racing. The sport remains popular in the country to this day.

70 What about the Arab World? We have seen that people were riding horses in Egypt by 1580 BCE. The popularity of horse riding continued. 75 The second Caliph, who ruled

from 634 AD to 644 AD, is quoted as saying: 'Teach your sons the arts of swimming, shooting and horseback riding.' When the 80 Arabs conquered Spain, they rode their fast horses. People in Western Europe started talking about the Arabian horses.

We know that by 1600 AD, 85 people were bringing Arabian horses to England to improve the native English horses.

The cross between the light 90 Arabian horses and the strong English horses produced a world-beating racehorse. It was called the thoroughbred. The horse breeders used the same methods that the Prophet Mohammed (PBUH) 95 recommended 1,000 years before. In fact, legend says that all Arabian horses, and therefore all thoroughbreds, come originally from one of five female horses belonging to the Prophet.

Nowadays, millions of 105 people watch horse racing every day, at the track or on television. There is flat racing, jump racing and, in the UAE and other 110 countries, endurance racing, where the horses run for up to 200 kilometres. ■

Is Your Body Energy in Balance?

If it is, your weight will not change. If your body energy is not in balance, your weight will rise or go down. But what is body energy? How can we make it balance? And what will happen if it isn't balanced?

First, let's look at body energy. Every day your body gets energy from food, and every day it uses energy to breathe, move, or do work of any kind. We measure the energy from food in kcals, and we measure the energy that we use in the same way.

For the time, we want body energy to be in balance. The energy *in* is the same as the energy *out*, and the body energy will balance. In other words, the amount and type of food we eat must be right for the amount and type of activity we do. It is easy to check the amount of food – just don't eat too much. It is quite easy nowadays to check the type of food, too. Look at the information on the side of most food packages. In this way, it is easy to check the amount of exercise you do, but some types of exercise use more calories than others. Look up the information on the Internet.

In some situations, body energy is not in balance. If body energy is not in balance, your weight will change. If the energy *in* is greater than the energy *out*, you will have a positive energy balance. In this case, you will put on weight because your body stores the extra energy as fat. If the energy *out* is greater than the energy *in*, you will have a negative energy balance. In this case, you will lose weight because your body uses the stored energy.

Most people are happy with balanced energy, but some people want to have a negative balance. This is because they want to lose weight. You can achieve a negative balance in a bad way or in a good way.

The bad way is to go on a diet. You may be surprised that this is a bad way to lose a few kilos,

but diets by themselves don't work, for a simple reason. Diets *do* put your body into a negative energy balance. The average man needs about 2,700 kcal per day (average woman = 2,500), so if he eats food with the value of 2,500 kcal, he will be in negative balance. (There is no single figure for the daily energy requirement of every person. It depends on many factors. You must calculate your own requirement.) If you go on a diet, at first you will lose weight quite quickly, because your body will use up the extra water. Then it will use the extra energy stored in muscle. This is not a good thing in itself, and it doesn't help you lose the stored fat. Finally, your body will start to use the energy stored in body fat.

At this point, your body will go into starvation mode. This is a natural response because, for thousands of years, most people lived close to starvation and the human body developed a system for dealing with it. In other words, your body engine slows down. This means that you need fewer calories to do the same amount of work.

This is not a big problem while you are dieting, but you cannot diet for ever. Most diets are not a balanced way to eat. Some tell you to eat very little carbohydrate, others say that you should eat a lot and not eat any protein. Some say all fats are bad and others say only unsaturated fats are bad. At the end of the diet, you must go back to normal eating, but now your body will need fewer calories to function, so you will put on more weight for the same amount of food.

What about the good way? This involves increasing the amount of energy that your body needs. You can do that by taking exercise. If you increase your physical activity, you will use more calories. If you use enough extra calories and don't increase the amount of food you eat, you will put yourself into a negative energy balance and lose weight.

This is a good way, but it is not the best way to lose weight. The very best way is to reduce your food intake *and* increase your exercise level. Don't go mad. Just a small reduction in one and a small increase in the other will produce a negative balance.

Writing

You are going to read a text about two countries. It compares the countries, using facts from the table below.

Complete the text with the correct fact in each space.

Work in pairs. Cover the text and look at part of the table.

Student A: Look at the information about the UK.

Student B: Look at the information about the USA.

- 1 Write five sentences from the information. Make mistakes of fact in two of your sentences.

Examples:

The UK is located in Western Europe. (True)

The area of the UK is just over 345,000 square kilometres.

(False – it's just under 245,000.)

- 2 Show your sentences to your partner. Can he / she identify the false sentences and correct them?

Look at the text again. Find and underline the words in the yellow box.

Cover the text. Write five sentences comparing the two countries.

Use words from the box.

bigger hotter colder
both whereas while

Example: *The USA is bigger than the UK in area.*

The two main countries in the English-speaking world are the United Kingdom and the United States of America. The UK is located in _____, whereas the USA is part of the _____ continent. The UK has one short land border, with _____, while the USA has two very long land borders – one in the _____ with Canada and one in the _____ with Mexico.

In both the UK and the USA, of course, English is the main language. However, in the USA a large number of people speak _____.

The USA is much larger than the UK, at just under _____ million square kilometres, whereas the UK is just over _____ thousand square kilometres. The USA is also much bigger in population. There are just over _____ million people in the USA, compared with just under _____ million in the UK.

The capital of the USA, Washington, DC, is hotter in summer than London. The temperature is _____ °C compared with 22°C. However, it is colder in winter: -3°C compared with _____ °C.

Both countries have a lot of agricultural land – _____ % in the UK against _____ % in the USA, but in neither country is agriculture the main industry. In the UK, the main industries are services – retailing and _____, whereas in the USA the main industries are oil and _____.

Country	UK	USA
Region	Western Europe	North America
Borders	The Republic of Ireland	Canada (north), Mexico (south)
Area	244,800 km ²	9.6 m km ²
Population (million)	59.8	281
Language(s)	English	English (Spanish = large number)
Climate	London summer: 22°C; winter: 2°C	Washington, DC, summer: 31°C; winter: -3°C
Agricultural land	71%	45%
Industry	services = retailing, banking	oil, steel





Lesson 3: Learning new skills

Ⓐ Cover the opposite page. Write the missing vowels in these words used in writing comparisons.

1 b_th	4 wh_r_s
2 m_ch	5 h_w_v_r
3 wh_l	6 c_mp_r

Skills Check 1

Comparing two things (1)

There are special words in English when two things are **the same**, e.g., *both*.

Both	X	and	Y	are / have ...
Both	countries			are / have ...
Both	of them			are / have ...

When two things are **different**, use **whereas** or **while**. This tells the reader the next piece of information is about the other thing.

Examples:

The UK is located in Western Europe, whereas the USA is part of the North American continent. The UK has one short land border, while the USA has two long land borders.

Ⓑ How can you compare two things in English? There is a mistake in each of these sentences. Can you find it and correct it?

- 1 In both the UK also the USA, English is the main language.
- 2 Both of countries have a lot of agricultural land.
- 3 The USA is more larger then the UK.
- 4 The temperature is 22°C compared 31°C.
- 5 The UK has 60 million people where the USA has 280 million.

Ⓒ Read Skills Check 1 and check your answers to Exercise B above.

Ⓓ You can also compare two things with comparative adjectives.

- 1 Correct the spelling of the adjectives in the yellow box.
- 2 Can you remember or work out the spelling rules?
- 3 Read Skills Check 2 and check.

hoter colder largeer warmmer
smaler biger cooler weter dryer

Skills Check 2

Comparing two things (2)

We use **comparative adjectives** to compare two things.

Examples:

*Washington is **hotter** in summer **than** London. It is **colder** in winter.*

We make the comparative with adj + er, but if the adjective ends in:

- 1 e = add r, e.g., *larger*
- 2 CVC = double C, e.g., *hotter*
- 3 y – change to i, e.g., *drier*

Lesson 2: Writing

A Look at the topic sentences opposite. Answer the questions.

- 1 Who is the text about?
- 2 When was he born?
- 3 What nationality was he?
- 4 What did he invent?
- 5 When did he invent it?
- 6 Where did he develop his invention?



B Topic sentences do not answer all the reader's questions. Look at the underlined words / phrases. Think of questions to find out extra information in each case.

Example:

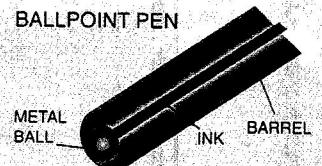
Biro had to use a fountain pen in his work as a proof-reader.

What's a fountain pen? What does a proof-reader do?

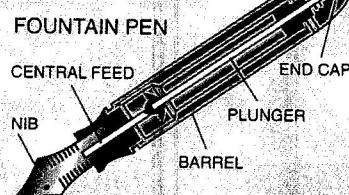
C Uncover the other sentences. Find the sentences that continue each paragraph. Find answers to your questions in Exercise B.

D Cover the topic sentences. Write a good topic sentence for each paragraph.

BALLPOINT PEN



FOUNTAIN PEN



Lesson 3: Learning new skills

A Explain the meaning of these words. They are all connected with pens.

ballpoint cartridge ink fountain pen nib inkwell smudge

B Complete this summary of the invention of the ballpoint pen. Use a preposition or an adverb in each space.

Ladislo Biro was born ____ 1900 ____ Hungary. Biro had ____ use a fountain pen ____ his work ____ a proof-reader. However, there were problems ____ the fountain pen ____ Ladislo's work. Ladislo decided to make a better pen. He thought ____ several solutions. Biro could not develop his invention ____ Hungary. ____ 1940, Ladislo and Georg moved ____ Argentina. The new pens were an immediate success.

C Look again at the text in Exercise B.

- 1 What is interesting about all of the sentences?
- 2 Read the Skills Check and check.

D The writer has done more research – see under the text opposite. Decide where to put each extra sentence.

Example:

Topic sentence	<i>Ladislo Biro was born in 1900 in Hungary.</i>
Paragraph	<i>He had a number of jobs as a young man – journalist, painter, sculptor.</i>
	<i>He even worked as a hypnotist for a short time.</i>
	<i>He had a brother called Georg, who was a chemist.</i>

Skills Check

Summarising
with topic
sentences

Every paragraph
should begin with a
topic sentence. This
prepares the reader
for the content of the
paragraph.

The **topic sentences**
together should make
a **summary** of the
text.

Always write your
topic sentences first.
Try to give the main
point of the story.
Then continue each
paragraph to give
more information.



In this theme you are going to tell a story from world literature.

Lesson 1: Vocabulary

You are going to learn some vocabulary to help you write the text.

A Discuss these questions. They use some of the red words.

- 1 What kind of a play is *Hamlet*?
- 2 Who is the writer of the play?
- 3 Who are the main characters in the play?
- 4 Who does Hamlet kill?
- 5 What is the plot of the play, in one sentence?

B Read the text. Write a red or green word in each space. Make any necessary changes. Use a dictionary to check your ideas.

Shakespeare did not invent the _____ of most of his plays. He used the stories and plays of other _____. For his Histories, he also used historical _____. For his _____, like *Hamlet*, *Prince of Denmark*, he used ancient stories.

The original _____ of the *Hamlet* story is a book in Latin by Saxo Grammaticus called *Historia Danica*, or *The History of the Danes*. This book appeared around 1200. The main _____ in this story is called Amlethus.

A French _____ of the Saxo story appeared in 1576. It is possible that Shakespeare read this _____, but there was also an old play in English with the same _____. There are no copies of the play today, but people think that it was very similar. It had the same _____ of *Hamlet*. It had the same _____ of Denmark. People think that it had the same _____ of a mother who marries her husband's murderer. They also think that it had the same _____, with everybody dead. It certainly had the same _____ of revenge. Hamlet wants revenge on his uncle for his father's death.

C The text tells us that Shakespeare took his titles, settings, plots, endings and themes from other writers. How do you feel about this?

character (n)

kill (v)

play (n)

plot (n)

tragedy (n)

writer (n)

ending (n)

setting (n)

source (n)

theme (n)

title (n)

translation (n)

Lesson 2: Writing

You are going to write about a famous play by Shakespeare.

A Look at the research notes in Table 1 opposite. Which question does each section answer? Write the heading in the space.

1 Who are the main characters? Characters
2 When did he write it? _____
3 How does it end? _____
4 Where does it take place? _____
5 Where did he get the story from? _____

6 What happens? _____
7 What is it about? _____
8 When does it take place? _____
9 What is it called? _____
10 What kind of play is it? _____

B Organise the headings into paragraphs.

1 How many paragraphs do you need?
2 What heading can you give to each paragraph?
3 What will be the main tense in each paragraph? Explain your choices.

C Write your paragraphs.

Lesson 3: Learning new skills

A There is one word missing from each of these sentences. What is the word? Where does it go? Rewrite each sentence in your exercise book.

1 William Shakespeare wrote *Othello* 1601 and 1604.
2 It is tragedy.
3 The play takes place Venice and Cyprus.
4 The time is late 16th century.
5 Shakespeare probably got the story from a play by Cinthio, *The Moor of Venice*.
6 However, there no English translation at the time of Shakespeare.
7 Is possible that Shakespeare read a French version from 1584.
8 The play is about Othello, a Venetian general, and wife Desdemona.
9 Othello kills his wife and then that she is innocent.
10 Everyone says Iago is honest he is dishonest.

Skills Check 1

Writing a plot

In English we usually write the plot of a play, novel or film in the present simple.

Example: *Othello kills his wife.*

Skills Check 2

Using pronouns

You know about using pronouns the second, third, etc., time that a person or thing appears.

However, we must use a noun if there is any chance of the reader being confused.

Example: *Iago* is a soldier. *He* expects to become Othello's lieutenant, but Othello promotes another man instead. *Iago* is angry with Othello ...

B You are going to tell the story of the plot in more detail.

1 Read Skills Check 1.
2 Complete the story of the plot opposite. Use a verb from the box in each space. Put it in the correct form.

C The plot opposite does not contain any pronouns or possessive adjectives.

1 Read Skills Check 2.
2 Find good places for pronouns and possessive adjectives.
3 Rewrite the plot with pronouns, different nouns and possessive adjectives.

D Exchange plots with a partner. Can you understand who each word refers to?

Table 1: Research notes on Shakespeare play

Title	<i>Othello</i>
Date	Between 1601 and 1604
Setting	In Venice and Cyprus
Time	In the late 16 th C, during the wars between Venice and Turkey
Type	Tragedy
Characters	Othello, a Venetian general; Desdemona, his wife; Iago, a Venetian soldier
Plot	I. tells O.'D. = loves another man'
Ending	O. kills D. then finds out D = innocent
Sources	Perhaps <i>The Moor of Venice</i> by Cinthio (1565) = short play = all the main characters and events of Sh. play. BUT no Eng. trans. at time of Sh. Did Sh. read Fr. version (1584)?
Themes	<p>1. <i>What is truth?</i> Everyone says I. = honest but = dishonest O. thinks D. guilty but = innocent</p> <p>2. <i>Pride</i> O. = proud of himself, achievements, new wife O. = 'D. loves another man' so = v. angry</p> <p>3. <i>Good versus evil:</i> D. = good I. = evil Sh. says 'Good person → evil person' Who wins? Don't know because everybody = dead</p>

The plot

be bring commit condemn decide expect find follow get go kill love make murder promote run tell try

Othello _____ a general in the Venetian army. Desdemona _____ the daughter of a Venetian senator. Othello and Desdemona _____ married. Othello and Desdemona _____ to build a life together. It is not easy for Othello and Desdemona because there _____ big differences in Othello's and Desdemona's ages and experience of the world.

Iago _____ a soldier in the Venetian army. Iago _____ to become Othello's lieutenant, but Othello _____ a man called Cassio instead. Iago _____ angry with Othello and _____ to destroy Othello's marriage. Iago _____ Othello believe that Desdemona _____ Cassio. Othello _____ Desdemona. Emilia _____ Iago's wife and Desdemona's servant. Emilia _____ Desdemona's body and _____ Iago about Othello's crime. Then Iago _____ Emilia about Iago's actions. Emilia _____ and tells Othello. Iago _____ Emilia then _____ away, but soldiers _____ Iago and _____ Iago back. Othello _____ Iago to death then _____ suicide.

In this theme you are going to write about the Olympic Games.

Lesson 1: Vocabulary

You are going to learn some vocabulary that you will need to write about the Games.

A Look at the red words for 30 seconds. Then cover the words and add the vowels.

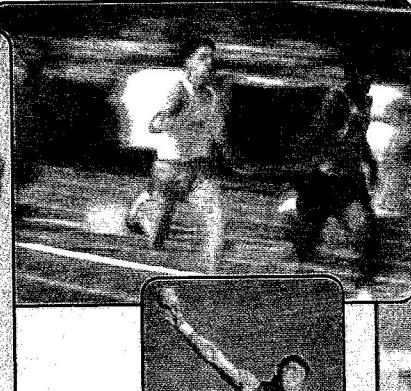
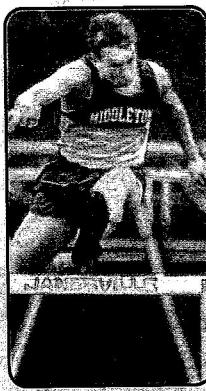
1 ch____se	4 pl____r
2 eq____pm____nt	5 r____l
3 g____m____	6 t____m

B Choose a sport. Then answer these questions, which use the red words.

- 1 What equipment do you need to play the game?
- 2 How many players are there in each team?
- 3 What are some of the rules?
- 4 What do the players try to do in the game?

C In Lesson 2 you are going to read about a sport at the Olympic Games. Here is an introduction to the text. Choose a green word or phrase for each space. Make any necessary changes.

The decathlon is probably the hardest _____ at the Olympic Games. It involves ten different sports. _____ in the decathlon must run fast, jump high and long, and throw things a long way. The athletes don't really _____ against each other. They get _____ for their results in each event. For example, a world _____ time for the 100 metres _____ over 1,000 points. Who _____? The athlete with the highest number of points at the end of the 10 sports. You don't have to win every sport, but the _____ of the event is usually the best in most of them. However, in 2000 Erki Nool didn't win a single sport but he won the



D Study the green words. Which words ...

- 1 have a doubled letter?
- 2 end in e?
- 3 have three consonants together?
- 4 have two vowels together?
- 5 have the same vowel twice (but not together)?

choose (v)

equipment (n)

game (n)

player (n)

rule (n)

team (n)

try (v)

athlete (n)

compete (v)

event (n)

gold medal (n)

point (n)

record (n)

score (v)

win (v)

winner (n)

Lesson 2: Writing

Skills Check 1

A Read the topic sentences below. Together they make a summary of a text about an Olympic event. Complete the text with the correct form of a suitable verb in each space.

- 1 The decathlon _____ its name from an ancient Greek word meaning 'ten athletic sports'.
- 2 The modern Olympic Games _____ in 1896 in Athens, Greece.
- 3 The decathlon _____ not an event at the first modern Olympics.
- 4 A native American, Jim Thorpe, _____ the first Olympic decathlon.
- 5 The king of Sweden _____ Thorpe his gold medal.
- 6 The current Olympic champion _____ Erki Nool of Estonia.
- 7 The final scores in 2000 _____ very close.
- 8 Erki Nool's winning score in 2000 _____ very high.

B What sort of information do you expect to find in the other sentences of each paragraph above?

- 1 Match each topic sentence to a paragraph from the text opposite.
- 2 Write the correct topic sentence for each paragraph. Number the paragraphs in order.

C Read the whole text – topic sentences and the rest of each paragraph – in order. Complete the research notes under the text.

D Cover the text. Write five sentences from the information in your research notes.

Lesson 3: Learning new skills

A Write three sentences using some of the words from the yellow box.

B How can you compare more than two things in English? There is a mistake in each of these sentences.

- 1 Find the mistake.
- 2 Read Skills Check 2 and check your answers.
- 3 Check with the text opposite.
 - a The king said to Thorpe, 'You are the greater athlete in the world.'
 - b However, Nool's victory was not closest in history.
 - c The winning margin of 999 points is the biggest in Olympic history.
 - d However, it was not the highest in the history.
 - e He was 35, the oldest decathlon medal winner in history.

C Find and underline 10 pronouns in the text on the opposite page. Work out what each pronoun refers to.

Revision

Remember: Topic sentences should make a summary of a text (Theme 7). Write the topic sentences first, then write the rest of each paragraph.

athlete beat champion place win event
score victory title record

Skills Check 2

Comparing more than two things

We use **superlative adjectives** to compare more than two things.

Examples:

The winning margin is **the biggest** in history.

You are **the greatest** athlete in the world.

We make the superlative with **the + adj + est**, but if the adj ends in:

1 e = add **st**, e.g., **largest**

2 CVC = double C = e.g., **biggest**

3 y = change to **i**, e.g., **heaviest**

In this theme you are going to write about nutrition and studying.

Lesson 1: Vocabulary

You are going to learn some vocabulary that you will need to write about nutrition and studying.

(A) Look at the red words for one minute.

1 Cover the words and try to remember a word with:

a ch.	e ea.
b double n.	f ie.
c double o.	g a twice – but not together.
d ou.	h o twice – but not together.

2 Uncover the red words. Check your answers.

(B) Find pairs of red words. Explain the connection.

Example: dinner – lunch = *two meals*

(C) Write a green word or phrase next to each definition. Check with your dictionary.

	1 sweets, crisps, etc., with low nutritional value; 2 fast food like burgers, fried chicken
	main nutrient in foods like potatoes, bread, rice
	1 natural substance in animals; 2 part of meat, usually on the outside
	main nutrient in eggs, fish, etc.
	unit of measurement for energy value of food
	1 all the food that you eat; 2 special set of foods, usually to help you to lose weight

bowl (n)
cook (v)
dinner (n)
fried (adj)
lunch (n)
potato(es) (n)
salad (n)
soup (n)
steak (n)
breakfast cereal (n)
calorie/s (n)
carbohydrate (n)
diet (n)
fat (n)
junk food (n)
protein (n)

(D) Write one of the green words or phrases in each space.

The normal _____ of people in the Western World is very different now from 50 years ago. In those days, people got most of their _____ from _____ in bread and potatoes. They got _____ from eggs and fish. Many people nowadays get most of their carbohydrate and protein from _____. This food has a lot of _____, but it also has a lot of _____.

(E) This is your next assignment.

- 1 Read the assignment.
- 2 Do you believe that some foods or drinks help you to concentrate or improve your marks? If you do, which ones? If you don't, why not?
- 3 How can you do research for this assignment ...
 - a in the library?
 - b on the Internet?
- 4 What sections should you have in your report?

Greenhill College

Food Science Faculty

ASSIGNMENT 3: Nutrition and Studying

Consider these questions:

- Is there any connection between food and drinks and studying?
- Do some foods or drinks help you to concentrate or improve your marks?

Do some research in the library or on the Internet.

Write a report.

Be careful! Some sources are reliable, some are not.

Lesson 2: Writing review (1)

Ⓐ You will need many different sentence patterns for your assignment. In this course you have studied the patterns below. There is one mistake in each pattern – extra word, missing word, wrong word or wrong word order. Find the mistakes and correct them.

- 1 Both Kuwait or Qatar are small countries.
- 2 I not believe that parents should make fun of idealism.
- 3 If teenagers admire bad role models, they may to copy their behaviour.
- 4 The UK is in Western Europe, where the USA is part of the North American continent.
- 5 I think that parents follow their own advice.
- 6 The women sing during the ceremony songs.
- 7 There are too many similarities between Muslim weddings in India and in Arabia.
- 8 There also are some differences.
- 9 Washington, DC, is hotter in summer then London.
- 10 We considered several ways of spend the money.
- 11 The Olympic decathlete is greatest athlete in the world.
- 12 In the future I work harder.

Ⓑ Complete these sentences. They are all about nutrition and health. They use some of the patterns from Exercise A.

1 Both coffee and ...	5 I think that college canteens ...
2 I don't believe that people ...	6 There are many similarities ...
3 If people eat junk food, ...	7 ... best food in the world.
4 Salads are good for you, whereas ...	8 Water is better ...

Ⓒ Choose four of the patterns in Exercise C above. Write one more sentence about nutrition and health.

Ⓓ Scan the research information on the opposite page.

- 1 Where do you think each piece of information comes from?
- 2 Why is this important?
- 3 What are you looking for in this information?

Ⓔ Read the information in numbers 1 to 7 opposite. Make notes in the table below under Source 1. What does it say about these foods and drinks?

Ⓕ Read the information in numbers 8 to 14 opposite. Make notes in the table below under Source 2.

Ⓖ Which sources do you think are more reliable? Why?

Food / Drink	Source 1	Source 2
fish		
green vegetables		
breakfast		
junk food		
coffee		
water		
soft drinks		

Lesson 3: Writing review (2)

(A) The words on the right make phrases and expressions from the research information (Lesson 2).

- 1 Match the words and write each phrase.
- 2 Decide if you need a hyphen (-) between the words.
- 3 Make a good sentence with five of the expressions.

(B) In this course you have learnt to write topic sentences. Complete these topic sentences with a suitable verb in each space.

a brain	1 acid
b breakfast	2 carbohydrate
c fatty	3 cells
d green	4 cereal
e healthy	5 diet
f high	6 effect
g important	7 food
h junk	8 meal
i low	9 sugar
j side	10 vegetables

Topic sentences	Notes for the rest of the paragraph
1 Some people _____ that fish _____ good for the brain.	
2 Some scientists _____ that green vegetables _____ useful.	
3 Most researchers _____ that students should _____ the day with a good breakfast.	
4 I _____ several pieces of research about junk food.	
5 I also _____ some extra ideas about coffee and other products.	
6 All researchers _____ drinking lots of water.	

(C) In this course you have learnt that topic sentences should make a summary of the text. The topic sentences in Exercise D make a good summary of the assignment. What extra information are you going to put in each paragraph?

(D) In this course you have learnt to compare two things. Look back at the table of notes at the end of Lesson 2. Write one sentence each, comparing the information in each source.

Example: Some people say that fish like tuna helps you to concentrate, while other people say the fatty acids only help the brain cells of babies to develop.

Lesson 4: Writing review (3)

(A) Write the **Findings** of your assignment. Use the topic sentences from Lesson 3 Exercise C. Write the rest of the paragraph using your notes from Exercise D.

(B) Write the **Introduction** to your assignment. Answer these questions:

- 1 What is this report about?
- 2 How do you do your research?

(C) Write the **Conclusion** to your assignment. It must be logical from the information in the **Findings** section.

(D) Follow the usual procedure with the first draft and second draft.



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