



كلية العلوم

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كلية العلوم ، كلية الصيدلة ، الهندسة التقنية

11

يمكنكم طلب المحاضرات برسالة نصية (SMS) أو عبر (What's app-Telegram) على الرقم 0931497960

In this theme you are going to read two articles about learning.

Lesson 1: Vocabulary

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

Complete each sentence with one of the red words. Make any necessary changes to the form of the word.

- Are you considering getting a job this summer?
- Did you do last week's English assignment?
- Go to your student advisor if you have a problem with your hostel.
- I respect my grandfather very much. He is a very good man who always helps people when they are in trouble.
- My teachers at college are called instructors.
- There are many different kinds of intelligence. For example, some people are good at Maths, some at languages.
- Who do you usually go to when you want advice about your studies?
- You must work hard at college, but you must relax too; take a break and enjoy yourself for a while.
- You should always be polite, even if you are angry with someone.

Write a green word in each space to complete the dictionary entries.

1 memory 1 the part of the brain where information is kept / I have a good ~ 2 a particular piece of information / I have no ~ of my childhood before the age of 5.

2 Remember keep in the memory; not forget / I can't remember where I put my keys.

3 Forget lose from the memory / not remember; Don't ~ to call me later.

4 term 1 period of time / In the short ~ you can remember a telephone number easily, but in the long ~ you will forget it. 2 one part of a school or college year / The next ~ starts in September.

5 brain the organ of the body that stores information and controls activity / There is nothing wrong with his ~ He just doesn't work hard enough.

6 Revise look again at information you have studied before / Are you going to ~ for the test this weekend?

Discuss these questions in pairs.

- Do you have a good memory -- for names, faces, numbers, facts?
- Can you remember anything that happened to you before the age of 5?
- How do you revise for an exam?

advice (n)  
tips

advisor (n)

assignment (n)

consider (v)

respect

instructor (n)  
teacher at college

intelligence (n)  
clever

polite (adj)

nice

relax (v)

respect (v)

brain (n)

encephal

forget (v)

memory (n)

remember

lose from the memory

revise (v)

term (n)

one part of

term

shoot or coll

or a period of

### Lesson 3: Checking skills

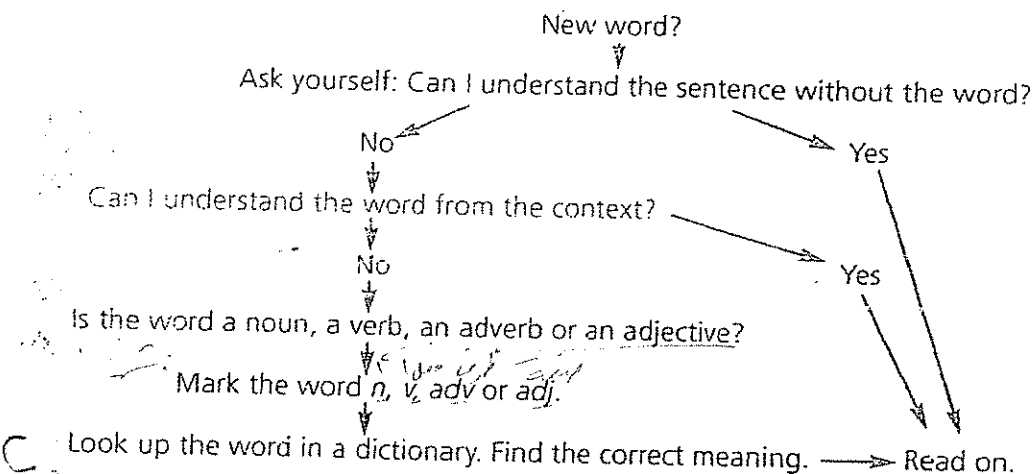
What should you look at before you start to read a text? Number these points in order.

- 1 Look at any illustration(s).
- 6 Look at the introduction / first paragraph.
- 4 Look at the title / heading.
- 7 Highlight the topic sentences of the other paragraphs.
- 2 Try to predict the content from the illustration(s), e.g., pictures, diagrams and graphs.
- 5 Try to predict the content from the title / heading.
- 8 Try to predict the content of each paragraph.
- 3 Try to predict the information and order of information in the text.

Study the flow chart. Decide if the statements are true or false. Correct the false statements.

- 1 When you meet a new word in a text, you should immediately look it up in a dictionary. **False**
- 2 You should never look up a new word while you are reading. **True**
- 3 Context means the other parts of the text, including pictures, headings and graphs. **False**
- 4 You should decide the part of speech before looking up a word in a dictionary. **True**

Figure 1: Dealing with new words



What should you do after you have read a text? Complete each idea with words from the box.

highlight notes illustration reaction summary vocabulary

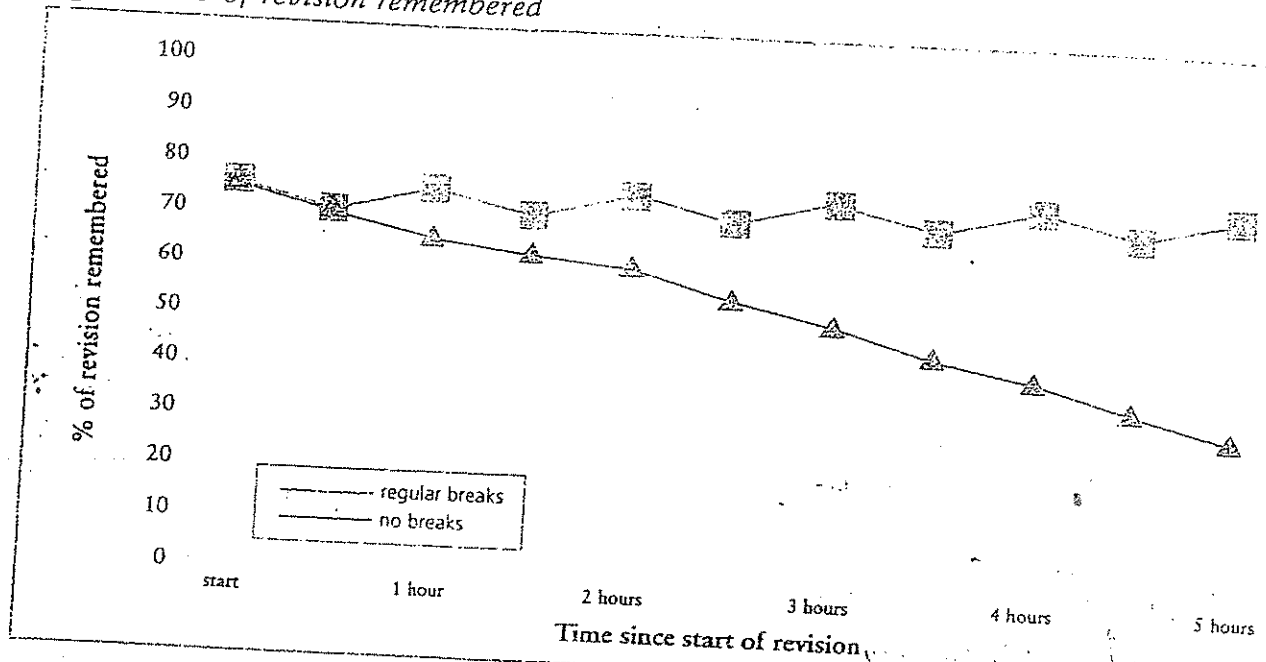
- 1 Write a **summary** of the information in one or two sentences.
- 2 Draw an **illustration** or a graph of the information.
- 3 **Highlight** important points in the text.
- 4 Make **notes** of the information.
- 5 Add new words to your **vocabulary** lists.
- 6 Think about your personal **reaction** to the information:
  - a Do you think it is true, in general, or for you in particular?
  - b Will the information change your behaviour in any way?

Read the text on page 4 of the Reading Resources book again. Then close your books and draw a quick graph of the information in the text.

Will you do anything differently in your studies because of the information in this text? Discuss in groups.

# How Can You Remember Things for a Test?

Figure 1: % of revision remembered



Source: Education Research Council

What happens in our brains during a period of revision? Do we understand things better at the beginning of the revision period, or at the end? What about memory? When we take a test on the information, do we remember things better from the beginning of the revision period, or from the end?

Imagine you have to revise for a test. You decide to work from 10 a.m. until 2 p.m. You probably do not notice any difference in your level of

understanding during the revision period. However, in the test, you will probably remember better the things that you revised at 10.30 or 11.00 than the things you revised at 1.00 or 1.30.

Why do you remember some things better than others? The reason is that there is a difference between understanding and memory. Your level of understanding probably does not change much during the revision period. However, the percentage of information that you will remember falls steeply (see the red line in Figure 1).

What can we do about this? The answer is simple. Take short regular breaks during a revision period. In the example above, take a ten-minute break every hour. Then you will have five short sessions instead of one long one. As the green line shows, you will remember about 75% of the information from the beginning of each session. Overall, your memory will be much better.



# Are You a Parent, an Adult or a Child?

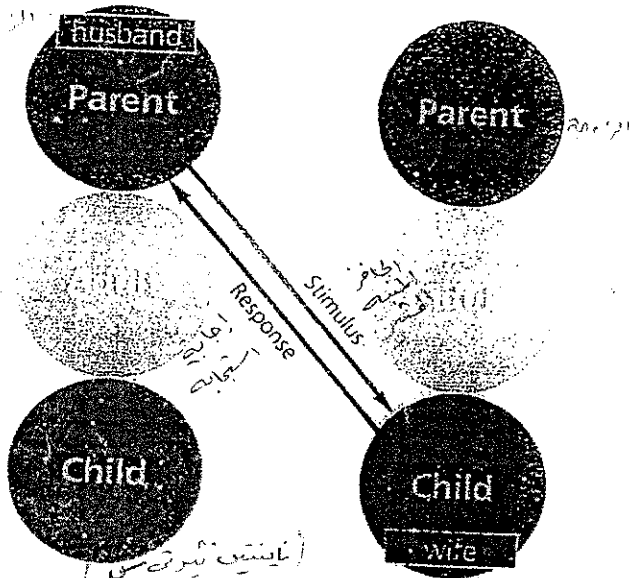


Figure 1: An example P-C transaction

friends, family and workmates. They try to feel better by making the other person feel worse.

Berne developed a simple model of the behaviour between people. He said that people always behave in one of three ways. They act as a Parent (P), as an Adult (A) or as a Child (C). He explained that a Parent can try to look after another person, or try to control him, while a Child can obey and do what he is told, or rebel.

We can see an example of a P-C transaction in Figure 1. In this case, the husband is clearly the Parent and the wife is clearly the Child. However, the same husband and wife could change roles in a different transaction. People can play roles in this way, switching between Parent and Child, for years without any problems.

However, problems often arise in transactions. For example, difficulties appear if both people in a transaction want to be the Parent or both people want to be the Child. Problems also arise if one person wants to behave like an Adult and the other person responds as a Parent or a Child, as in Figure 2.

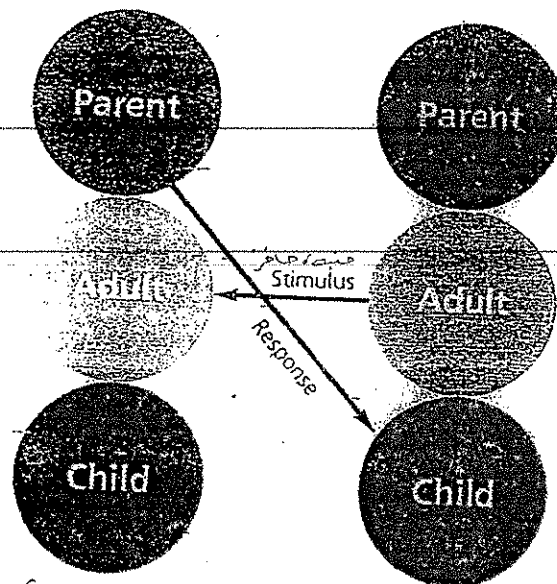


Figure 2: A mixed transaction

**E**ric Berne was born in 1910 in Montreal, Canada. He moved to New York to train as a psychiatrist in the 1930s. He practised psychiatry in that city before joining the Army Medical Corps in 1943. There was a strong demand for psychiatrists during the Second World War. After the war, he moved to San Francisco. There, he developed a new idea about psychiatric problems. He founded a school (or type) of psychiatry called Transactional Analysis. He died in California in 1970.

Berne's new idea was that people have problems in their life because of their relationships with other people. Until then, most psychiatrists believed that problems came from inside the person's head - in his or her own brain. However, Berne believed that problems arise because of the transactions - or conversations - between people. He pointed out that people often play games with their

## THEME 2



In this theme you are going to read two articles about relationships.

## Lesson 1: Vocabulary

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

Cover the red words and try to complete the words in the sentences below. Make any necessary changes to the words. Check your answers with the red words.

- 1 Do you belong to any social club?
- 2 What sort of music do you like?
- 3 Do you live on the campus or do you live at home?
- 4 Can you play chess or any other board games?
- 5 Do you prefer to play sports or to watch?
- 6 Is there a good restaurant near the college?
- 7 Have you seen any good film recently?
- 8 Are you plan to do anything special this weekend?

Ask and answer the questions in Exercise A in pairs.

Read the text.

- 1 Complete the text with a green word in each space. Make any necessary changes to the words. You can use the same word more than once.
- 2 Complete the captions under the sentences with words from the text.

Relationships with other people are never simple. Parents often have problems with their children. Husbands often say, 'My wife doesn't understand me.' Adults have problems with each other at work.

We can often understand the relation between two people by analysing the way they talk to each other. A lot of conversations have the form of stimulus-response. In other words, one person says something - the stimulus - and the other person answers - the response. Sometimes, the response is expected, sometimes it is unexpected. An unexpected response sometimes shows that there is a problem with the relationship.

Where are my black shoes? They're just outside the front door.

stimulus → expected response

Where are my black shoes? Why don't you ever put things away in the right place?

stimulus → refuse response

Which relationship in your life is the most difficult?

campus (n)

chess (n)

club (n)

film (n)

music (n)

plan (v)

restaurant (n)

sports (n)

adult (n)

children (n)

husband (n)

parent (n)

relationship (n)

response (n)

wife (n)

# YOU

## ME

	OK	Not OK
OK	Relationship Type 1	Relationship Type 2
Not OK	Relationship Type 3	Relationship Type 4

Figure 1: The four possible relationships

## I'm OK, You're OK

Thomas Harris was born in Texas, USA, in the 1920s. He went to the University of Arkansas to study medicine and then, in 1942, he began his training in psychiatry in Washington, DC. He joined the Navy, where he practised psychiatry for several years. Then he

left to take up a teaching post at his old university. He later moved to California, where he continues to practise psychiatry. He took over from Eric Berne as the director of the Transactional Analysis Society.

He developed an idea of Eric Berne's that is sometimes called the I'm OK, You're OK model. Berne believed that everyone is born OK. They feel good about themselves and about other people. Other people are OK, too. These relationships are Type 1 - see Figure 1.

However, Harris thought that people may change as they grow up. They may move to any of the other three boxes that we can see in the

figure. He pointed out that nobody has exactly the same relationship with everybody all of the time, but most of their relationships will reflect their attitude to themselves and other people.

For Harris, only Relationship 1 is a healthy one. In this relationship, we will be happy to work with other people. We will respect their contribution but also be confident in our own contribution.

We will have problems in the other three cases. In Relationship 2, we will not respect other people or their contribution to work. In Relationship 3, we will feel stupid and inferior to other people, while in Relationship 4, we will not see the point of doing anything.

The good news is that positions are not fixed. If you recognise that you do not value other people - you think they are not OK - you can try to find things to value in them and try to move to Relationship 1. If you recognise that you do not value yourself, make a list of good things about yourself and try to accept that you are OK.



# THEME 3

## How to Make Decisions

In this theme you are going to read two articles about making decisions.

### Lesson 1: Vocabulary

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

1. Cover the red words.

- Write five words beginning *emp...* Use three of the words in sentences.
- What are the *requirements* to be a university teacher in your country? Think about *qualifications* and *experience*.
- What *benefits* do government employees get in your country?
- Have you chosen your *career*? What are you going to do?

2. Find a green word for each dictionary definition. Check with your own dictionary.

1. Evaluate choose an action after thinking about it; The manager has to ~ who to employ for the new job.

2. Experience work out the good and bad things about an idea, person, etc.; I have to ~ all the employees.

3. Select a formal word for choose; Which employee did you ~ for the management job?

4. Imagine 1. think something is true; I ~ you are angry about losing your job. 2. think of something as an example; I ~ that you have got a new job.

5. Solution the answer to a problem; I can't find a good ~ to this problem.

6. Process number of stages in a particular activity; Choosing a new employee is a long ~ beginning with the advertisement and ending with the successful applicant being offered the job.

7. Acronym a number of letters that represent an organisation, e.g. WHO = World Health Organisation; you can usually say an ~ as a word.

8. Generate 1. make: We use this machine to ~ electricity. 2. think of: You have to ~ several ideas before deciding which is the best one.

9. What is the process for getting into your college or university? What do you have to decide during the process?

1. benefit (n)

2. career (n)

3. employ (v)

4. employable (adj)

5. employee (n)

6. employer (n)

7. employment (n)

8. experience (n)

9. qualification (n)

10. requirement (n)

11. acronym (n)

12. decide (v)

13. evaluate (v)

14. generate (v)

15. imagine (v)

16. process (n)

17. select (v)

18. solution (n)



8

- [Handwritten scribbles]*

1. <sup>200</sup>Introduction

2. <sup>200</sup>Introduction of

<sup>200</sup>DICEST

3. <sup>200</sup>The process of good decision making

4. <sup>200</sup>An example of good decision making

5. <sup>200</sup>Conclusion

X

# Decisions

Digest problems to make good decisions

D	define the problem
I	imagine a successful solution
G	generate alternative possibilities
E	evaluate the possibilities
S	select the best one
T	tell people your decision

A Firstly, define the problem.

B How do you make decisions?

C Let's look at an example of the process in action.

D We can summarise the process of good decision-making in the acronym DIGEST.

E You will not make perfect decisions every time, even with this decision-making process.

- 1 ☒ Using *instinct* means not really thinking about something.
- 2 ☒ Good decision-making only really matters in business.
- 3 ☒ DIGEST is the acronym for a decision-making process.
- 4 ☒ The writer has chosen the acronym because *(digest)* means to break down food in the stomach.
- 5 ☒ Generate alternative solutions means think of different answers to the problem.
- 6 ☒ You should evaluate each solution as you think of it.
- 7 ☒ The last stage of the process is selecting the best solution.
- 8 ☒ The writer thinks it is better not to make a decision than to make a bad one.

10. READING SKILLS LEVEL 2 - THEME 3: Work and Business, How to Make Decisions (16)

# Decisions, Decisions, Decisions

'Digest' problems  
to make good decisions

Table 1: The DIGEST process

D	efine the problem
I	magine a successful solution
G	enerate alternative possibilities
E	valuate the possibilities
S	elect the best one
T	ell people your decision

HOW DO YOU MAKE DECISIONS? A lot of the time people make decisions without really thinking about it. They use their instinct, and they just hope that they have done the right thing. However, this kind of decision-making is no good in business, and it's probably not the best way to decide big things in our everyday lives either. Good managers recognise that decision-making is not a moment in time but a process. If you follow the process carefully, the decision will usually be a good one.

We can summarise the process of good decision-making in the acronym DIGEST. What does DIGEST mean? In general English it has a number of meanings, including 'to break down food in the stomach', but in this case, the word just helps us remember the six parts of the process.

Firstly, define the problem. Say what you are really trying to do. Secondly, imagine a successful solution. This is usually easy. (If it isn't, go back to the first stage again and define the problem again.) Thirdly, generate alternative possibilities. There is very rarely only one possible solution to a problem. Think of several solutions and you are more likely to find a good one in the end. Fourthly, evaluate the possibilities - look at each one carefully and consider the good and the bad points about it. Fifthly, select the best one. (Again, an obvious stage.) Finally, tell people your decision. You should certainly do this if the decision affects other people. Even if it doesn't, you should tell other people. Why? Because it might be difficult not to change

your decision later, even if it is the right thing to do. The more people you tell about your decision, the harder it is to change your mind later.

Let's look at an example of the process in action. First, the problem. Let's say that you keep arriving late for morning lectures. You imagine a successful solution to the problem. That is easy in this case. You need to arrive 10 minutes before the first lecture. However, perhaps you live a long way from the college and the first lecture begins at 8.00. You need to generate some alternative possibilities. You could take a bus, but you don't like public transport ... Stop! You must not start evaluating the possibilities until you have finished generating them.

Why? Because there are two sides to the human brain - a creative side and a logical side. It is impossible to get both sides working well at the same time. In this case, you need the creative side first, to generate the alternatives, then the logical side, to evaluate each one. So, make a list of possibilities - taxi, father's car, hire a driver, take the bus, stay overnight with a friend, etc., and then go through them one by one, thinking of any difficulties. You could give each possibility a number of crosses, one for each difficulty. Finally, when you have evaluated all the possibilities, you need to select one. And that's it. Well, not quite. Tell people about it, remember.

You will not make perfect decisions every time, even with this decision-making process. However, there is an old saying in business: 'There is only one thing worse than a bad decision, and that is no decision at all.'

# Are You an Autocrat or a Democrat? It's all a matter of style

## WHAT IS YOUR MANAGEMENT STYLE?

Don't say, 'I have no idea. I'm not a manager.' In the first place, we are all managers of our daily lives. In the second place, we all have a normal management style, whether or not we have a management job. Your management style is the way you deal with people, particularly when you have to make decisions that involve other people. It is very important to know your normal management style. Why? Mainly because you may be using the wrong management style at times to achieve your objectives.

How can you identify your normal management style? It is easy if you follow the DIGEST approach to decision-making (see *Decisions, Decisions* in this publication). Here's what you do. Make a table with three columns and seven rows. In the first column, write the heading *Stages*. Put the letters of the acronym DIGEST under *Stages*, one letter on each row, i.e., D in the first row, I in the second row, and so on. Write the heading *Me* for the second column and *Them* for the third one.

Imagine that you have to make a decision that involves other people. For example, let's say that your tutor has asked you to organise a social event for the students in your group. How would you make the decision? Would you ask the other students to help you at any stage? If so, which stage? Put a tick under the person or people who will do each stage. Check with your friends. Have you been honest about your management style? Or do your friends have a different view of how you behave? The views of other people are very important in a case like this. You may think, for example, that you involve people in generating alternative possibilities. But your friends may know that, in reality, you will only accept your own

Table 1: An autocratic management style

Stages	Me	Them
D Define the problem		
I Imagine a successful solution		
G Generate alternative possibilities		
E Evaluate the possibilities		
S Select the best one		
T Tell people your decisions		

Table 2: A participatory management style

Stages	Me	Them
D	✓	
I	✓	
G	✓	✓
E	✓	✓
S	✓	
T	✓	

Table 3: A democratic management style

Stages	Me	Them
D	✓	✓
I	✓	✓
G	✓	✓
E	✓	✓
S	✓	✓
T	✓	✓

possibilities and make fun of any other suggestion. The old style of management in business was autocratic. In an autocratic style, the manager does not involve the workers at any stage in the process (see Table 1). Nowadays, many managers have a participatory management style. In this style, the manager involves the workers in some stages but retains control of the decision-making process (see Table 2). In a democratic management style (see Table 3) - the manager involves the workers at all stages except D and T, but this is still unusual in business.

So what are you - autocratic, participatory or democratic? Once you know your management style, you can make another decision. Is this the best style in a particular situation? For example, an autocratic manager may realise that this is the best way to 'manage' a husband, a wife, a teenager, or friends and colleagues.

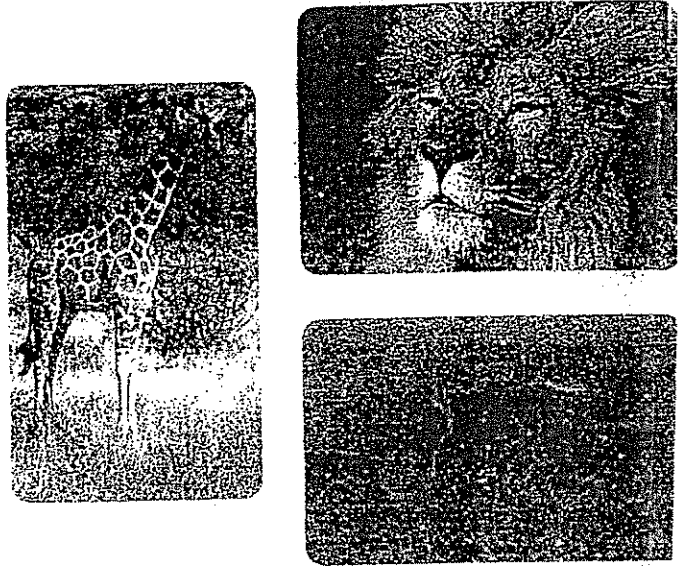
### Lesson 3: Learning new skills

Click Cover the encyclopedia entries in Lesson 2. Complete these sentences with a word from the box in each space. Then read the entries again and check.

- 1 Ecology is the study of the relationship between living things and their environment.
- 2 The land, water and air where people, animals and plants live.
- 3 A food chain is the way that energy is transferred from one living thing to another.
- 4 We learn from ecology that living things depend on each other to survive.
- 5 At the top of every food chain there is a consumer.
- 6 This consumer eats another consumer.
- 7 At the bottom of every food chain there is a producer.
- 8 If we remove one part of a food chain, there will be a reaction in another part of the chain.

consumer depend energy living plants  
producer reaction remove eats

Figure 1: An example food chain



Look at Figure 1.

- 1 Draw arrows to show the energy transfer.
- 2 Label the *consumers* and the *producers*.
- 3 If we remove the giraffe from this food chain, what will the result(s) be?

You want to look up these entries from your research in Lesson 2.

carnivore herbivore energy  
consumer producer

What order will the entries be in?

- 1 Read Skills Check 1.
- 2 Number the entries in alphabetical order.
- 3 Look up each entry on page 11 of the Reading Resources book.

### Skills Check 1

#### Alphabetical order

The entries in many reference books are in **alphabetical order**. You know the English alphabet already. But you must become an expert in the alphabet so that you can look things up quickly. Learn the rhyme from English schools:

A B C D E F G  
H I J K L M N O P  
Q R S T U V W X Y and Z

**Remember:** If two words have the same first letter you look at the second letter, then the third, etc.

### Skills Check

Check the encyclopedia entries and use your own understanding to decide if these sentences are **true or false**.

- 1 A cow is a herbivore.
- 2 A falcon is a carnivore.
- 3 Man is a tertiary consumer.
- 4 Energy passes from a producer to a primary consumer.

Read Skills Check 2. What are your research questions for next week?

Always do reading research for a purpose. Write some research questions before you read:

**Examples:**

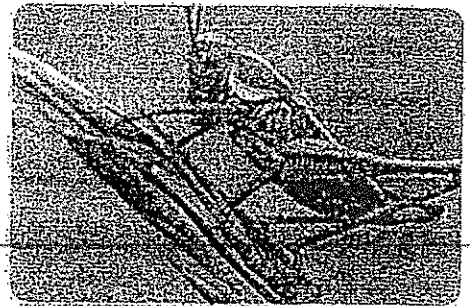
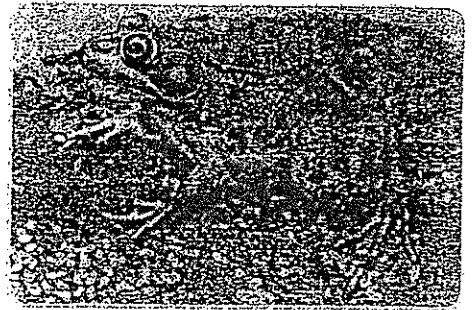
What is ecology?

What is a food chain?

Then go and do research to find the answers to those questions. Follow any links, e.g., **carnivore**, to extra information that will help to answer the research questions. Don't read anything you don't have to read.

## Lesson 4: Applying new skills

- A** Draw a food chain with animals and plants from your area.
- B** Look back at the list of lectures in Environmental Management for this semester (Lesson 2). Imagine that it is now Week 1.
- 1 What must you research this week?
  - 2 Write your research questions.
- C** Find answers to your research questions. The entries begin on page 10 of the Reading Resources book. Follow any links to information that will help to answer the research questions.



At the top of this particular food pyramid, there is an eagle. This eagle must eat two snakes a day to survive. Those two snakes must eat ten frogs. The frogs must eat 27 grasshoppers. The grasshoppers get energy from eating huge amounts of grass.

- D** True or false?
- 1 ☒ A food web is a connection between two or more food pyramids.
  - 2 ☒ There are sometimes 30 living things in a food web.
  - 3 ☒ A food pyramid shows energy transfer from the bottom to the top of a food chain.
  - 4 ☒ There are more living things at the top of a food pyramid than at the bottom.
  - 5 ☒ An ecosystem is an area with a particular group of animals.
  - 6 ☒ Only a change in climate can destroy an ecosystem.
  - 7 ☒ Climate is a combination of temperature and rainfall.
  - 8 ☒ Surinam, in South America, lies between latitudes 3° north and 6° north, so it has a tropical climate.
  - 9 ☒ South Orkney Island, near the South Pole, has a polar climate, which means the maximum temperature is 5°C.
  - 10 ☒ Photosynthesis happens in all plants.

- E** Look again at Figure 3 on page 10 of the Reading Resources book.

- 1 What eats what in this food web?
- 2 What are the producers in this food web?
- 3 What are the primary consumers?
- 4 What are the secondary consumers?
- 5 Find several food chains inside this food web.
- 6 What may happen to the living things in this food web if the giraffe eat all the trees?
- 7 What may happen to the living things in this food web if harmful chemicals got on to the grass, e.g., blown from farms by the wind?
- 8 Look at your food chains from Exercise A. Can you combine any into a food web?

- F** Look again at Figure 2 on page 10 of the Reading Resources book. Then read this text and draw a food pyramid from the information. Write the number of living things at each level.

# An Encyclopedia of SCIENCE

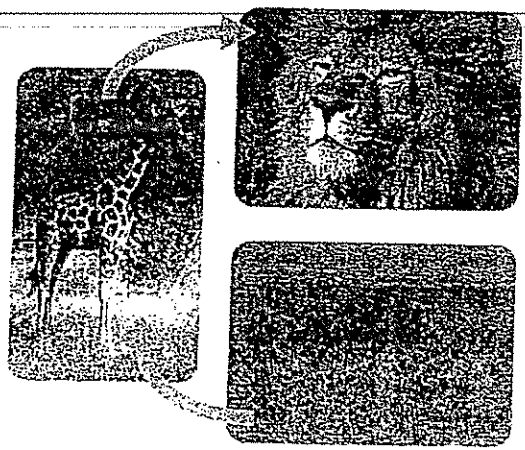
**ecology** *دراسة العلاقة بين الكائنات الحية وبيئتها* The study of the relationship between living things and their environment. We learn from ecology that living things depend on each other to survive. This is because all living things are involved in food chains, food webs and food pyramids.

**ecosystem** *نظام بيئي* An area with a particular climate. A particular ecosystem supports a particular group of animals and plants. Climate change may destroy an ecosystem, e.g. the advance of a desert may destroy a grassland. People can change or destroy an ecosystem, as well, e.g. by building towns in green areas.

**environment** *البيئة* The land, water, and air where people, animals and plants live. There are a number of different environments on Earth.

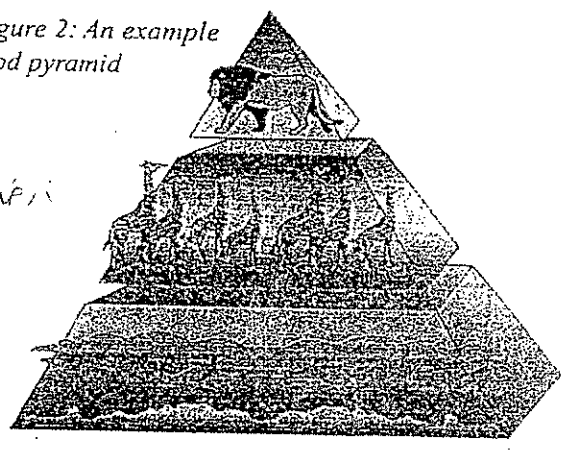
**food chain** *السلسلة الغذائية* This is the way that energy is transferred from one living thing to another. At the top of every food chain there is a consumer. This consumer is often a carnivore. This consumer eats another consumer. This is often a herbivore. At the bottom of every food chain there is a producer. If we remove one part of a food chain, there will be a reaction in another part of the chain.

Figure 1: An example food chain



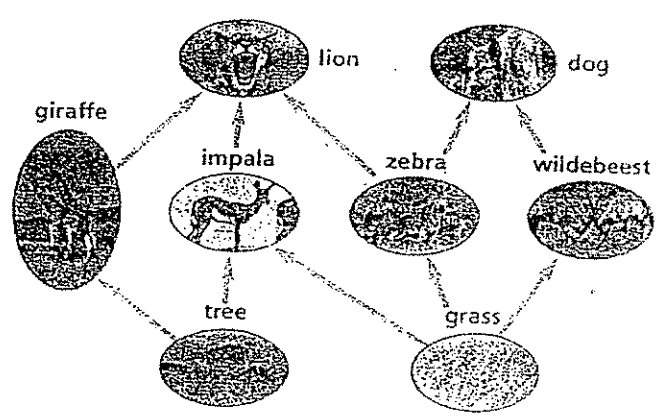
**food pyramid** *هرم الطاقة* A food pyramid is a diagram that shows how much energy is needed to keep a particular animal alive. At each level of a food pyramid there are fewer consumers.

Figure 2: An example food pyramid



**food web** *شبكة غذائية* This is a connection of two or more food chains. It shows relationships between the animals and plants in a certain ecosystem. Most consumers and producers are part of a food web that involves 10, 20 or 30 other living things. This means it is very difficult in real life to predict the effect of a change in one part of the web.

Figure 3: An example food web





**adaptation** Animals and plants show adaptation to their **habitat**, e.g., fish in deep water have eyes that see better in blue light because there is only blue light deep in the oceans.

**biomass** This is the name given to stored solar energy that can be converted to electricity or fuel.

**biome** A major **environment** that covers a large area of the Earth, e.g., **desert**.

**carnivore** An animal that only eats other animals, e.g., a lion.

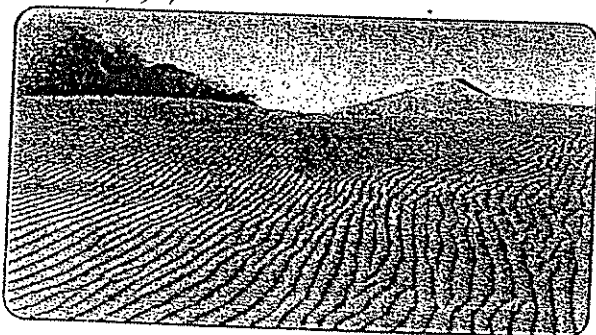


**climate** The normal weather in a particular area.

Climate is mainly a combination of location, temperature and rainfall. There are eight main types of climate, including **desert**, **polar** and **tropical**. The climate in a particular area supports particular kinds of animals and plants.

**consumer** A consumer can be a primary consumer, a secondary consumer or a tertiary consumer. A primary consumer is normally a **herbivore**. Primary consumers are animals that eat **producer** plants. A secondary consumer is a **carnivore**. It eats primary consumers. A tertiary consumer is also a carnivore. It eats secondary consumers.

**desert** In climate terms, an area with less than 25cm of rain a year. Desert climates have hot days and cold nights.



**energy** The power to do work. All energy originates from the sun. Some plants change the sun's energy into chemical energy. They are the first link in every **food chain**.

**Gaia** This is an idea put forward by James Lovelock. It suggests that all living things are part of one mass that can change its environment to ensure its survival. This is not necessarily good news for human beings. Gaia might change the Earth in a way that makes it unfit for humans.

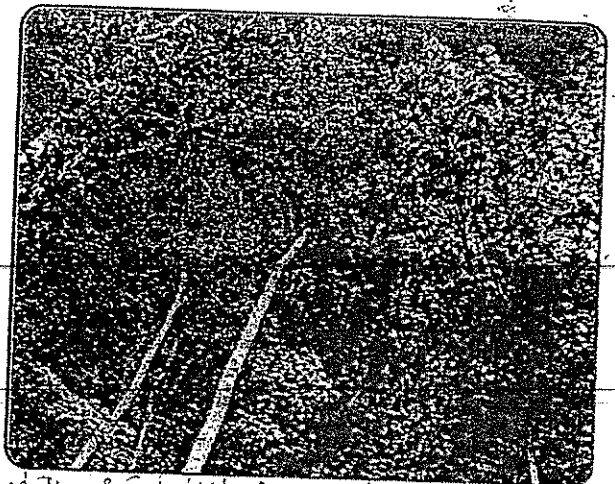
**habitat** The place where a particular animal or plant can survive.

**herbivore** An animal that only eats plants, e.g., a giraffe.

**niche** This is the position of a living thing in an **ecosystem**. It includes the habitat, food and behaviour of the animal or plant.

**omnivore** An animal that eats plants and animals, e.g., Man.

**photosynthesis** The process that a green plant uses to convert the sun's energy into chemical energy.



**polar** In climate terms, an area near the North Pole or the South Pole with a maximum temperature of 10°C.

**producer** A green plant, e.g., grass, which uses **photosynthesis** to produce food in the form of chemical energy.

**tropical** In climate terms, an area between latitude 10° north of the Equator and 10° south of the Equator. Tropical climates have an average temperature of around 25°C and at least 150cm of rain a year.



In this theme you are going to write a progress report.

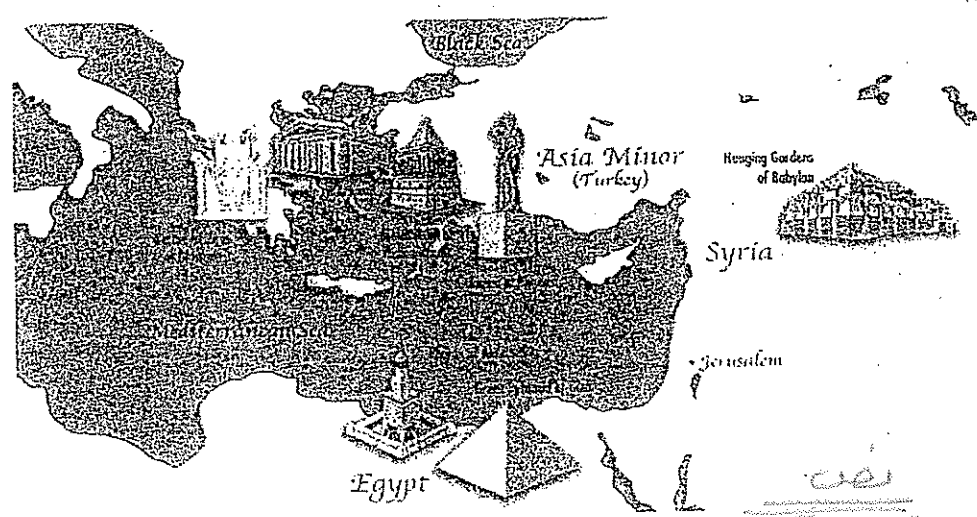
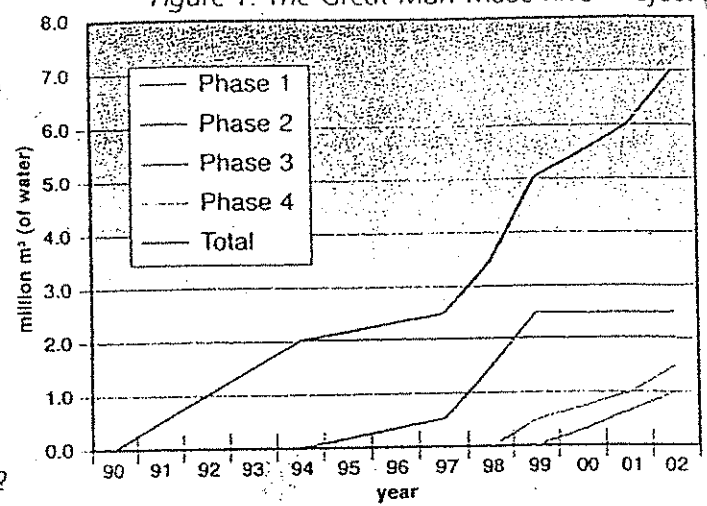
# Lesson 1 Vocabulary

You are going to learn some vocabulary that you need to write the progress report.

Ⓐ Look at the graph of a project.

- 1 What is the name of the project?
- 2 What is the unit of measurement?
- 3 How many phases are there?
- 4 When did Phase 2 start?
- 5 What was the total of all three phases in 2002?
- 6 When was there a big increase in the total?
- 7 When was there a steady increase in Phase 3?
- 8 When was there a decrease in any of the phases?

Figure 1: The Great Man-Made River Project



متوسط (adj)  
average (adj)

تناقص (n)  
decrease (n)

رسم بياني (n)  
graph (n)

زيادة (n)  
increase (n)

ثابت و مستقر (adj)  
steady (adj)

وحدة قياس (n)  
unit of measurement (n)

Ⓑ Read the text. Look at the illustration.

The Ancient Greeks made a list of the Seven Wonders of the World. They chose structures that were difficult to build. Only one exists today – the pyramids at Giza, near Cairo in Egypt.

Now, the government of Libya claims it is building the Eighth Wonder. It is the Great Man-Made River Project in the Sahara desert. The project aims to bring fresh water from the desert to the coast. It involves laying 3,500 kilometres of water pipes. The project has several phases, but the latest progress report shows that it is achieving its aim.

تحقق (v)  
achieve (v)

هدف (n)  
aim (n)

يُبنى (v)  
construct (v)

At present, seven million cubic metres of fresh water are flowing every day.

That's enough drinking water for all the people of Libya, with plenty left for agriculture.

حقائق وأرقام (n)  
facts and figures (n)

ماء عذب (adj)  
fresh (water) (adj)

مشروع (n)  
project (n)

تركيب (n)  
structure (n)

Ⓒ Read the facts and figures. Do you think the Great Man-Made River is a wonder of the world?

Ⓓ What are the wonders of your country – ancient and modern?

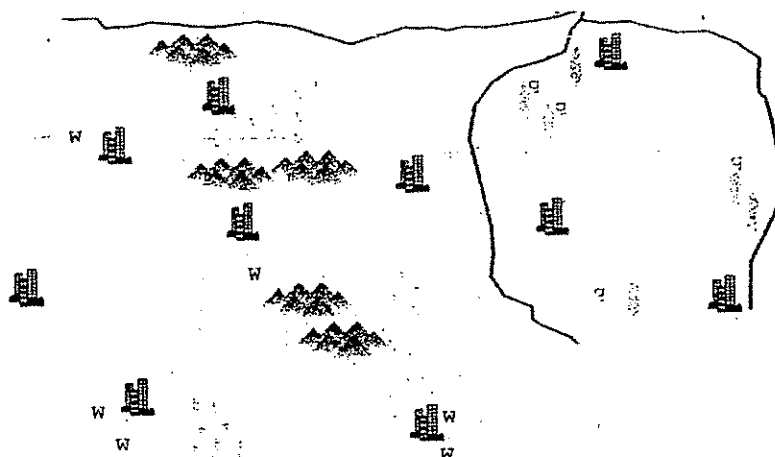
## Facts and figures

The project used:

- cement – you could build a road from Abu Dhabi to London with the cement.
- lorries – they travelled the distance to the sun and back.
- steel wire – it could go round the Earth 280 times.
- stones – you could build 20 Great Pyramids with the stones.

كتابة (writing)

# THEME 5 The Physical World Comparing Two Countries



أداة توجيه  
compass (n)

منظر طبيعي  
landscape (n)  
صورة لشيء طبيعي

خط العرض  
latitude (n)

موقع  
location (n)

خط الطول  
longitude (n)

منطقة  
region (n)

خط الاستواء  
the Equator (n)

شرق الأوسط  
the Middle East

مساحة/منطقة  
area (n)

حد  
border (v)

مناخ  
climate (n)

صناعة  
industry (n)

طبيعة  
natural feature

جار/جوار  
neighbour (n)

عدد السكان (أو السكان)  
population (n)

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.

④ 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?

⑤ 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 borders - the countries that neighbour it.
- 2 You can look at the population - the number of people who live in each country.
- 3 You can consider the area - the size of each country, usually in square kilometres.
- 4 You can think about the climate - the normal or average weather in summer and winter.
- 5 You can describe the natural features - the mountains, deserts, lakes and rivers in each country.
- 6 You can look at the main industry in each country - what do they make or grow?

⑥ 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.

## 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.

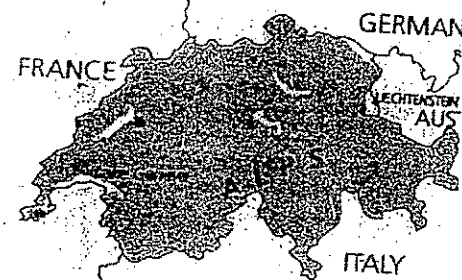
- 1 Find answers to your questions in D1.
- 2 Choose one of the two countries for your friend's holiday.

- G** Which word or phrase in the article means:

- 1 destination
- 2 landscapes
- 3 peak
- 4 transport
- 5 habitable
- 6 population
- 7 export
- 8 import
- 9 climate
- 10 mountaineering
- 11 ruins
- 12 decide

- 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?

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.

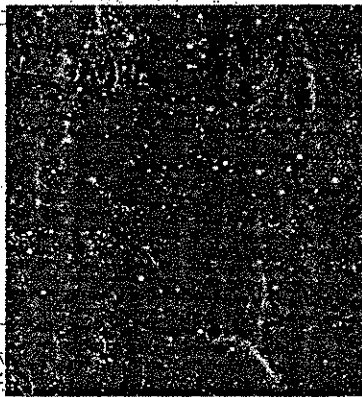
My friend:

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

- H** Which country would you prefer to go to on holiday? Why?

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



Switzerland is located in Western Europe and is bordered by Italy, France, Germany and Austria. 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. Switzerland, on the other hand, is completely landlocked. 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 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 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 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. Switzerland's biggest industry has nothing to do with agriculture - it's banking.

So why do people go to each country on 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 - 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 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 mountains or sand dunes? The heat of the midsummer sun, or the snow glare of the winter mountains? Why not visit both?

## 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 Western Europe, whereas the USA is part of the North America continent. The UK has one short land border, with the Republic of Ireland, while the USA has two very long land borders – one in the north with Canada and one in the south 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 Spanish.

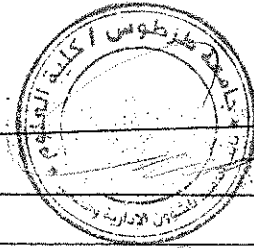
The USA is much larger than the UK, at just under ten million square kilometres, whereas the UK is just over 244 thousand square kilometres. The USA is also much bigger in population. There are just over 281 million people in the USA, compared with just under 60 million in the UK.

The capital of the USA, Washington DC, is hotter in summer than London. The temperature is 31 °C compared with 22 °C. However, it is colder in winter, -3 °C compared with 2 °C.

Both countries have a lot of agricultural land – 71 % in the UK against 45 % in the USA, but in neither country is agriculture the main industry. In the UK, the main industries are services – retailing and banking, whereas in the USA the main industries are oil and steel.

Country	UK	USA
Region	Western Europe	North America
Borders	The Republic of Ireland	Canada (north), Mexico (south)
Area	244,800 km <sup>2</sup>	9.6 m km <sup>2</sup>
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

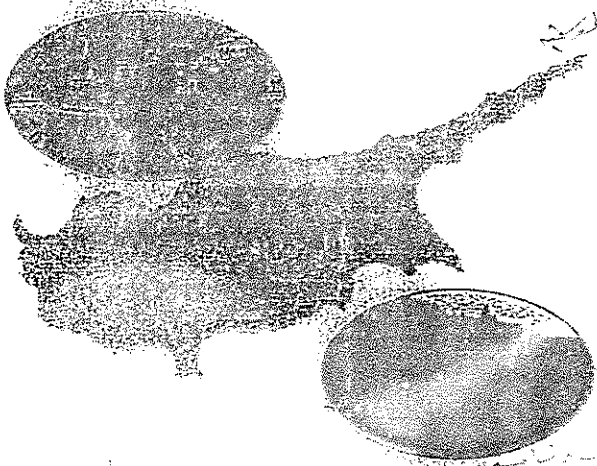
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## Islands in the Sun

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 of Cyprus.



The other island is on 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.

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.

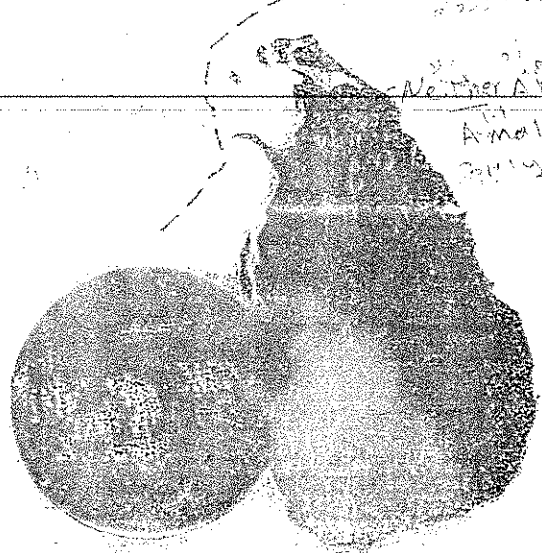
Sri Lanka (the name means Beautiful Land) has white sandy beaches, ancient cities and nature reserves. Cyprus (it is the origin of the name of the element copper) has a mainly rocky coastline, but there are some yellow sandy beaches on the coast and beautiful villages in the mountains.

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.

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 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 problem.

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.

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.







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