



كلية العلوم

القسم : الرياضيات + علم الحياة

السنة الأولى



A to Z مكتبة

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

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

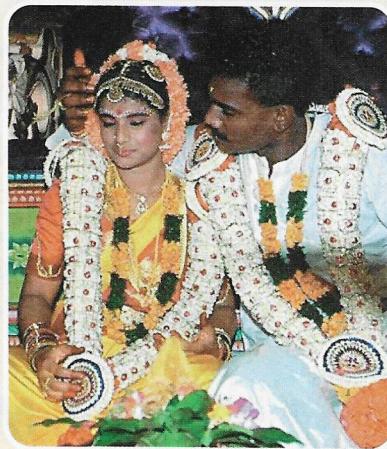
Lesson 1: Vocabulary

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

- A** 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?



- B** 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

- C** 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)

happen (v)

prepare (v)

special (adj)

take place (v)

traditional (adj)

bride (n)

ceremony (n)

groom (n)

husband (n)

marriage (n)

married (adj)

reception (n)

relative (n)

wedding (n)

wife (n)

Lesson 2: Reading

A Discuss these questions.

Yes

Are you married?

No

- 1 When did you get married?
- 2 Where did you get married?
- 3 Was it a big event? How many guests did you invite?
- 4 Did you get lots of presents?

- 1 When would you like to get married – soon, or after you finish your studies?
- 2 Why will you get married in the future?
OR
Why might you not get married in the future?

B You are going to read a newspaper article about marriage. Look at the headline, picture and topic sentences on the right. What will the main point of the article be? Tick (✓) one.

- Many people are not getting married because it is too expensive.
- Governments have the answer to expensive weddings.
- A history of marriage.
- Marriage is expensive, but there are ways to make it cheaper.
- The cost of marriage around the world.

C Read the topic sentences again.

- 1 What information do you expect to find in each paragraph? Think about this, then ...
- 2 Match each type of information in the blue box to the correct topic sentence.

D Read the article on page 14 of the Reading Resources book. Check your answers to Exercises B and C above.

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

- 1 Discuss in pairs.
- 2 Read the final paragraph in the Reading Resources book.

F Summarise the article.

- 1 What is the main problem?
- 2 What are the solutions?
- 3 Does the writer mention any problems with the solutions?

Making Marriage More Affordable



- A Do you want to get married in the near future?
- B In many countries in the world, weddings are becoming extremely expensive affairs.
- C Young people in these countries know all about the cost of a wedding.
- D In some countries, men solve the problem by marrying foreign brides.
- E What can a government do about the problem?
- F Another possible solution is the mass-wedding – ceremonies with hundreds of brides and grooms at the same time.
- G Couples can save a lot by hiring their wedding clothes, particularly the bridal dress.

- a government attempts to deal with the problem
- b information about mass-weddings
- c information about the cost of weddings in different countries
- d information about ways the bride and groom can save money
- e introduction to the article
- f quotes from young people about the cost of weddings
- g reasons for (and problems with?) marrying a foreign bride

Lesson 3: Learning new skills

A 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.

B 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	Possible opinion
<i>Even a relatively simple one can cost more than €80,000.</i>	Weddings are too expensive.
<i>Is this really a solution? It may create a bigger problem ...</i>	Men should only marry nationals.
<i>These schemes seem to be very successful.</i>	It is a good idea for governments to help couples to get married.
<i>It makes sense, therefore, to hire a dress for one or two days ...</i>	Brides should rent their dresses.

Lesson 4: Applying new skills

- A 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 |

- B 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?

- C 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.

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

- E 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 |

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

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

- G 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



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

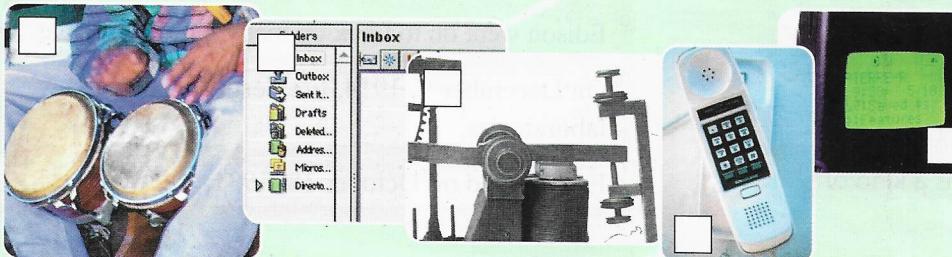
An **inventor** often works in a **laboratory**. He or she has an idea and builds a **device** to see if the idea will work. In many cases, the device doesn't work the first time. The inventor has to **experiment** with different ways of making the device, or with different **materials**.

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)

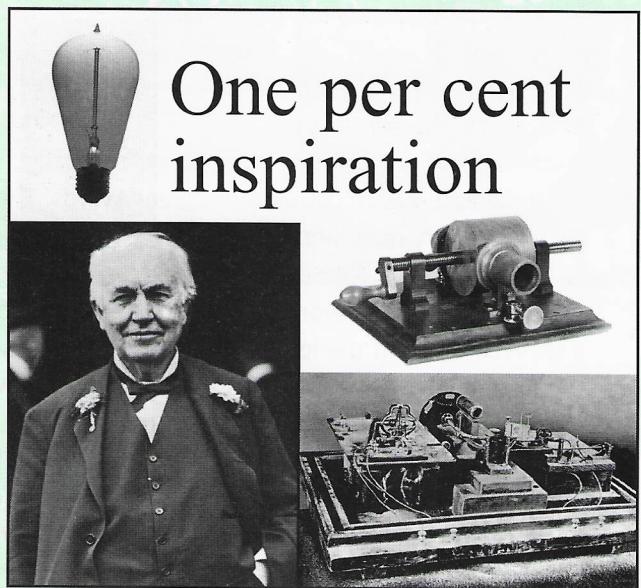
Lesson 2: Reading

- A** Read this part of a short poem by an English poet. Explain it in your own words.
- B** You are doing some research into the work of famous inventors in the field of communications. Make a list of research questions about an inventor and his inventions. (Remember the serving-men from Kipling's poem.)
- C** You are going to read an article about an inventor. Some people call him the greatest inventor of all time.
- 1 Look at the title. Check the meaning of *inspiration* in a dictionary. What do you think the other 99% is?
 - 2 Look at the pictures. Can you guess what any of the inventions are?
 - 3 Look at the first paragraph. Do you know what he invented?
 - 4 Look at the topic sentences. In which paragraph do you expect to find an answer to each of your research questions (Exercise B)? Explain your choice.
- D** Read the article on page 16 of the Reading Resources book.
- 1 Make notes of the answers to your research questions in Exercise B.
 - 2 Check your answers to the questions in Exercise C.
- E** These statements are probably true. Find evidence in the text.
- 1 Edison's mother taught him to read.
 - 2 *Hereditary* means something you get from your parents.
 - 3 The telegraph was used on the railway system.
 - 4 Edison knew people wanted the Stock Exchange device before he made it.
 - 5 Edison stopped working as a telegrapher in 1870.
 - 6 A tape recorder is a kind of phonograph.
 - 7 Before Edison, people made light bulbs with different materials.
 - 8 A digital movie camera is a kind of kinetograph.

*I keep six honest serving-men
(They taught me all I know).*

*Their names are What and Where and When
And Why and Who and How.*

Rudyard Kipling



One per cent inspiration

- A** 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. 'He spent most of his time in the cellar,' his father told reporters later. 'He had a laboratory down there.'
- B** Around 1855, Edison went to school for a short time.
- C** At about the age of 12, Edison became almost completely deaf.
- D** In 1862, the teenage Edison saved a little boy from being hit by a train.
- E** He followed his own advice.
- F** Edison's favourite invention appeared in 1877.
- G** Edison went on to work on many more inventions.
- H** On December 9, 1914, fire destroyed Edison's laboratories.
- I** Edison died on October 18, 1931.

Lesson 3: Learning new skills

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

disability genius inspiration overalls patent perspiration

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



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

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

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

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

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

- B Look at the quotes from Edison above.

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

- C You must always react to a text.

- Read the Skills Check.
- Which of Edison's opinions above do you agree with?
- 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.

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

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

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 2: Reading

A Imagine you are studying the plays of William Shakespeare. This week, you are researching the play *Julius Caesar*. Make a list of research questions. (Remember the serving-men from Kipling's poem.)

Example: When did he write the play?

B Look at the illustrations and the title. Do they answer any of your research questions?

C Look at the section headings.

- 1 In which section do you expect to find answers to your research questions?
- 2 Do you think this text will fail to answer any of your research questions?

D Scan the text on page 18 of the Reading Resources book.

- 1 Check your answers from Exercise C.
- 2 Answer your research questions.

E These sentences are true. Read *Origins of the story* and *The real Caesar* and find evidence.

- 1 Shakespeare wrote several plays about Roman history.
- 2 *Julius Caesar* is a tragedy.
- 3 Plutarch lived around the time of Julius Caesar.
- 4 The English Channel separates Britain from northwest Europe.
- 5 Julius Caesar died at the age of about 56.
- 6 Assassinated means killed.

F Read *The play*. Number the pictures above in order.

G Read *The themes*.

- 1 What are people persuaded to do in the play? Make a list.
- 2 Why is each one a thing 'which they do not want to do'?
- 3 Which people abused their power in the play? Which people used power well?
- 4 Was Brutus 'the noblest Roman'? What do you think?

The Noblest Roman of Them All

Origins of the story

The real Caesar

The play

The themes

Lesson 3: Learning new skills

A Match the characters in *Julius Caesar* and their actions.

- | | |
|----------------------|---|
| 1 Julius Caesar | a have to leave the city. |
| 2 Cassius | b persuades Brutus to join a conspiracy to kill Caesar. |
| 3 Calpurnia | c reminds the crowd of all Caesar's good qualities and actions. |
| 4 Brutus | d returns to Rome in triumph. |
| 5 Mark Antony | e strikes the last blow. |
| 6 Brutus and Cassius | f tries to stop Caesar from going to the Senate. |

B How do writers tell the story of a play or novel?

- 1 Read Skills Check 1.
- 2 Write one or two verbs for each picture (opposite).
- 3 Tell the story of *Julius Caesar* in six sentences.

C How can you follow a narrative?

- 1 Read Skills Check 2.
- 2 Find and underline the examples in the text.

D What do these pronouns refer to in the text on page 18 of the Reading Resources book?

- | | |
|------------------|-------|
| 1 him (line 19) | _____ |
| 2 She (line 41) | _____ |
| 3 him (line 48) | _____ |
| 4 them (line 54) | _____ |
| 5 he (line 65) | _____ |
| 6 He (line 65) | _____ |
| 7 him (line 81) | _____ |

E Find and underline each noun / noun phrase in the article about *Julius Caesar*. Match the words that refer to the same thing.

- | | |
|-------------------|---------------------------|
| 1 Rome | a mob |
| 2 the Senate | b the capital |
| 3 assassinated | c general |
| 4 military leader | d the government building |
| 5 crowd | e killed |

F How does the writer replace the verb with a noun in these cases?

- 1 The conspirators decide not to kill Mark Antony.
- 2 She tries to stop Caesar from going to the government building.
- 3 ... the people who are backing Brutus

Skills Check 1

Following a narrative (1)

Writers often tell the stories of plays and novels in the present simple.

Examples:

Julius Caesar, the general, returns to Rome in triumph, but important people in the capital envy his popularity.

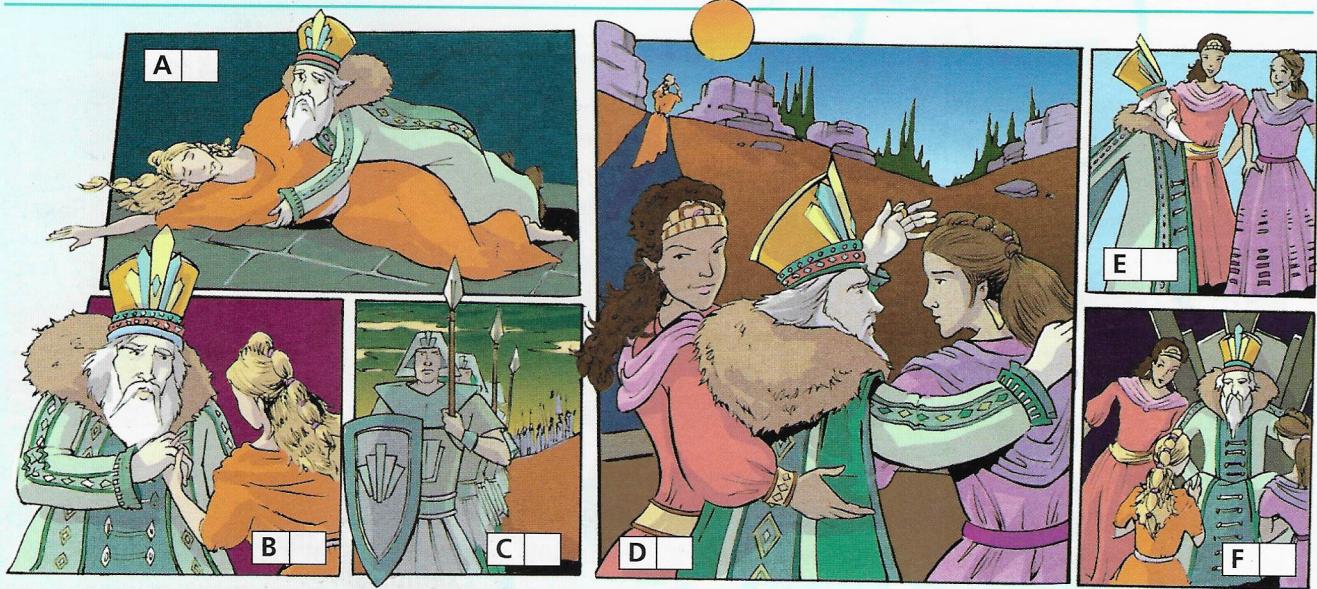
Skills Check 2

Following a narrative (2)

It is not good in English to repeat important words exactly. Therefore, writers often find a different way to say the same thing. There are several ways of doing this.

Use a pronoun*	Gaius Julius Caesar was born in Rome around 100 BCE. He was ...
Use a different noun*	<i>Julius Caesar returns to Rome in triumph, but important people in the capital ...</i>
Use a noun instead of a verb ...	<i>Mark Antony persuades the conspirators to let him speak at Caesar's funeral. In his speech ...</i>
... or a verb instead of a noun	<i>Julius Caesar is a play about persuasion. People persuade ...</i>

*See Level 1, Theme 8



Lesson 4: Applying new skills

- A** You are going to read about another Shakespeare play. Complete these research questions.

- 1 _____ is it called?
- 2 _____ did he write it?
- 3 _____ does it take place?
- 4 _____ kind of play is it?
- 5 _____ is it about?
- 6 _____ does it end?
- 7 _____ did he get the story from?
- 8 _____ are the main characters?
- 9 _____ are the main themes?
- 10 _____ do people think of the play?

- B** Scan the text on page 19 of the Reading Resources book. Find answers to your research questions.

- C** These sentences are true or probably true. Read *Origins of the story* and *The real Lear* and find evidence.

- 1 Nobody knows exactly when Shakespeare wrote *King Lear*.
- 2 Nobody knows who wrote *The True Chronicle History of King Leir and His Three Daughters*.
- 3 *King Lear* could be called a history play.
- 4 Shakespeare knew *The True Chronicle* very well.
- 5 Leir lived in or near modern-day Leicester.
- 6 Women could become rulers of ancient Britain.

- D** Read *The play*. Number the pictures above in order.

- E** Read *The play* again. Find each of the words below. Find another word later in the section that refers to the same person, thing or action.

- | | |
|-----------|-----------|
| 1 king | 6 happy |
| 2 change | 7 reject |
| 3 becomes | 8 sadness |
| 4 divide | 9 invades |
| 5 kingdom | 10 die |

- F** Read *The themes*.

- 1 Make a list of lessons we can learn from *King Lear*.

- 2 Which one do you think is the most important?

- G** Work in pairs. Find and underline 10 pronouns in the text. Ask your partner what each one refers to.

In this theme you are going to read about two sports.

Lesson 1: Vocabulary

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

- A** Describe a board game from your country. Use some of the red words.

- B** Read the text.

- 1 Label the figures with some of the green words and phrases.
- 2 Complete Figure 4 with names of sports from the text.
- 3 Add one more sport to each group.

Do you play a ball game regularly? Millions of people in the world do. The most popular ball game is football, but volleyball, tennis, handball and basketball are also very popular.

All these sports need a net. In football and handball, there are nets at each end of the playing field, between two posts. In volleyball and tennis, there is a net across the middle of the court. In basketball, there are posts at each end of the court with a ring at the top. The net goes underneath the ring.

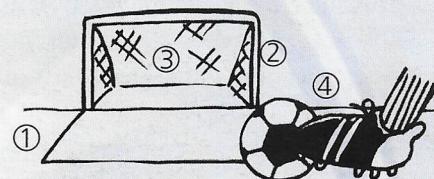
The rules of each game are different. In particular, there are rules about how you can move the ball to another player on your team. Can you kick it with your foot? Can you pass it with your hands?

Ball games with a net go into one of two groups. In some games, the objective is to get the ball *into* the net – the other team's net. In other games, the objective is to get the ball *over* the net.

- C** Discuss these questions.

- 1 Where can you play each of the sports in Figure 4 in your area?
- 2 Do you like playing or watching any of the sports?

Figure 1

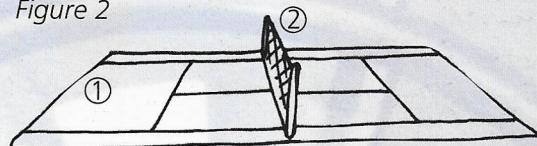


1 _____

2 _____ 3 _____

4 _____

Figure 2



1 _____ 2 _____

Figure 3



1 _____ 2 _____

3 _____ 4 _____

5 _____

game (n)

land (v)

move (v)

objective (n)

piece (n)

play (v)

player (n)

turn (n)

ball game (n)

court (n)

kick (v)

net (n)

pass (v)

playing field (n)

post (n)

rule (n)

team (n)

Figure 4: Ball games with a net

Ball games with a net

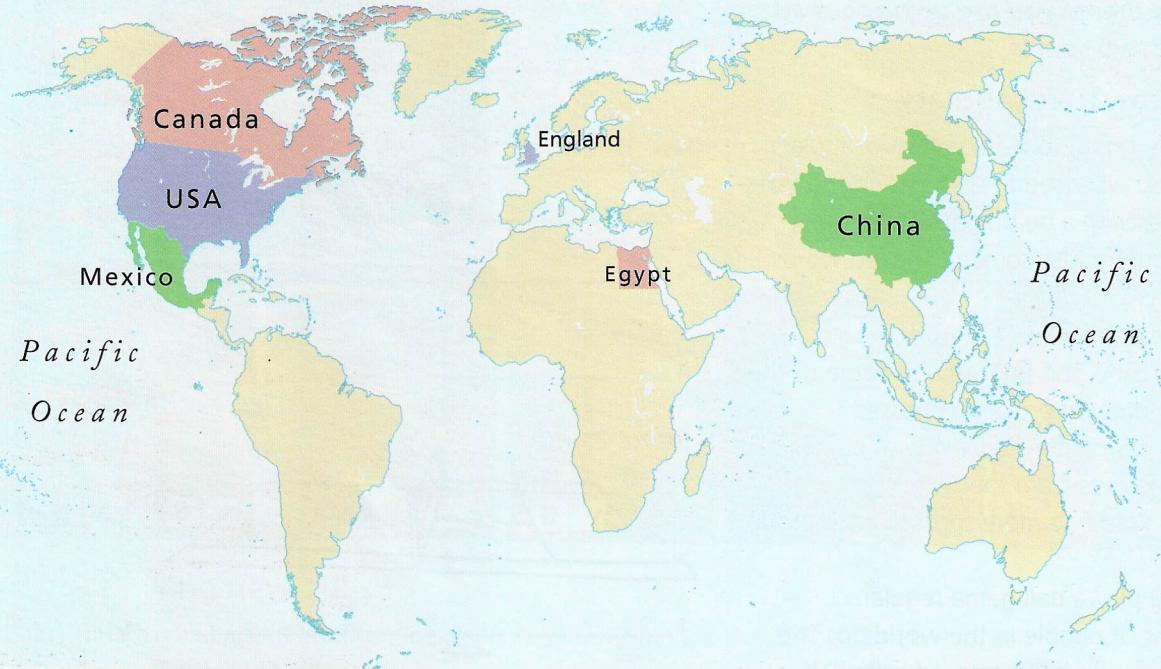


Objective: into the net

Examples: football

over the net

tennis



Lesson 2: Reading

A You are going to read about the history of a game.

- 1 Read the heading. What is the game?
- 2 Read the subheading. What is the game?
- 3 Skim the first paragraph. Check your answer.
- 4 Explain the heading and subheading.

B Discuss these questions. You will have to guess the answers.

- 1 Where did football originate?
- 2 When did the game start?
- 3 What equipment did the earliest players use?
- 4 Where did they play?

C You are going to read about the origins of football.

- 1 Read the first paragraph.
- 2 What do you think will be in the next paragraph?
- 3 What about the third / fourth / fifth, etc., paragraph?

D Look quickly at the text on page 20 of the Reading Resources book. Check your answers to Exercise C.

E Read the text. On the map (above) write the date of the first appearance in each of the named countries.

F You want to make notes on the main information in the text.

- 1 What is the main information? People? Places? Dates?
Make a list.
- 2 What is the best way to record the information?
- 3 Make a table. Read the text again and record the information.

Tsu Chu, Aqsaqtuk and Pasuckuakohowog

*Are they the forerunners
of the world's favourite sport?*

The most popular game in the world is football. But where and when did people first play the game? There are many possible locations and many possible dates. One problem for historians is to decide the answer to a simple question: when is a ball game played with the feet actually a forerunner of football?

G Which of the games in the text is the real forerunner of modern football? Explain your answer.

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?
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.	ball? date? name? playing field?

Lesson 4: Applying new skills

A All the words below are in the text about football.

1 Match the words in each group to make phrases, e.g., *football ground/field*.

2 Check with the text on page 20 of the Reading Resources book.

Phrases connected with sport

a football	1 ball
b playing	2 field
c rubber	3 game
d wooden	4 ground
e ball	5 post
f goal	6 ring

Other phrases

a religious	1 soldiers
b ancient	2 ceremonies
c neighbouring	3 continent
d enemy	4 people
e white	5 skins
f native	6 Americans
g animal	7 times
h American	8 villages

B You are going to read another article about a sport.

1 Prepare to read the article.

2 Make a question that you expect each paragraph to answer.

C Skim the article on page 21 of the Reading Resources book. Find the answers to your questions in Exercise B.

D Make a time line of the history of horse racing.

E There is important information missing from each paragraph. Add sticky notes with a question about the missing information.

Example:

Nobody knows exactly when people started to tame wild horses. It probably happened some time around 3700 BCE.

Where?

F Here is some missing information. Can you match any information to one of your sticky note questions?

- called Seglavi, Koheil, Manaki, Gilfi and Abu-Arkub
- called the Kikkuli Text
- in 648 BCE
- in 470 AD
- in an area that is now called Kazakhstan
- in the 8th century
- Omar Ibn Al Khattab

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.

So men lived with horses for many years before someone had a good idea.

At the 23rd Olympic Games of ancient times, a new competition appeared.

Some Romans grew to love the new sport.

What about the Arab World?

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

Nowadays, millions of people watch horse racing every day, at the track or on television.

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.

A 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?

B 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.

C 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?

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)

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	

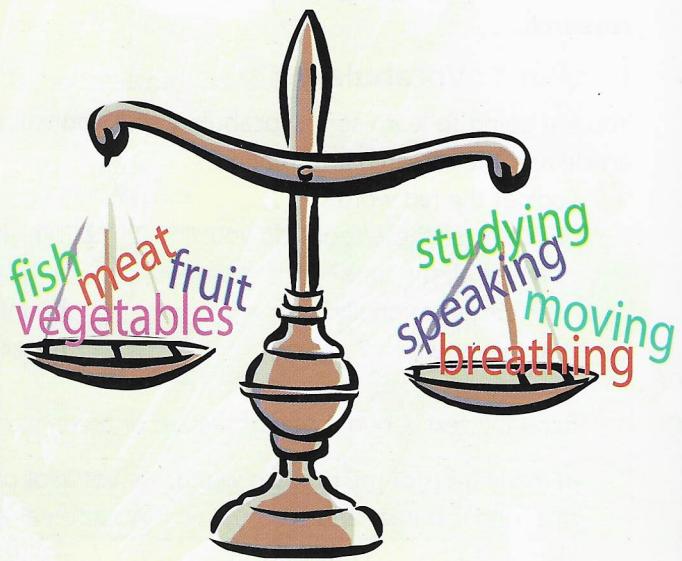
Lesson 2: Reading review (1)

- A You are going to read a text about body energy. Make a list of 10 things you need body energy for.
Example: You need body energy for breathing.
- B In this course you have learnt to use illustrations, tables and diagrams to help you understand a text. Look at the illustration. Guess the main idea of the text.
- C In this course you have learnt to use the first paragraph and the topic sentences to get the main idea of a text. Read the first paragraph and the topic sentences. What is the main idea of this text?
- D In this course you have learnt to get the main point of each paragraph from its topic sentence. Write a question from each topic sentence that you expect the paragraph to answer.

Examples:

Topic sentence	Question
Let's look first at body energy.	What is body energy?
Most of the time we want body energy to be in balance.	How can we make body energy balance?

- E Read the texts on page 22 of the Reading Resources book. Find answers to each of your questions in Exercise D.
- F In this course you have learnt to write research questions, perhaps on sticky notes. Read the text again. Write some research questions.
- G In this course you have learnt to distinguish fact from opinion.
- Find three facts in the text.
 - Find three opinions.



A

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?

- B Let's look first at body energy.
- C Most of the time, we want body energy to be in balance.
- D In some situations, body energy is not in balance.
- E Most people are happy with balanced energy, but some people want to have a negative balance.
- F The bad way is to go on a diet.
- G At this point, your body will go into starvation mode.
- H This is not a big problem while you are dieting, but you cannot diet for ever.
- I What about the good way?
- J This is a good way, but it is not the best way to lose weight.

Lesson 3: Reading review (2)

A How are these verbs used in the text in Lesson 2?

- 1 Think of a word or phrase to go with each verb.
- 2 Check with the text on page 22 of the Reading Resources book.

a balance	<u>energy in and energy out</u>
b go back to	_____
c go on	_____
d increase	_____
e lose	_____
f put on	_____

g reduce	_____
h slow down	_____
i store	_____
j take	_____
k use	_____
l look up	_____

B In this course you have learnt to transfer information from one form to another.

Read the text again on page 22 of the Reading Resources book.

- 1 Complete the diagrams that summarise the information in the text.
- 2 Close your books. Try to draw the final diagram from the information in the text.

Figure 1: Equal energy balance

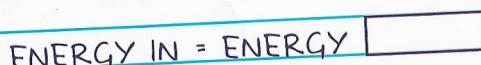


Figure 3: Negative energy balance – the choice

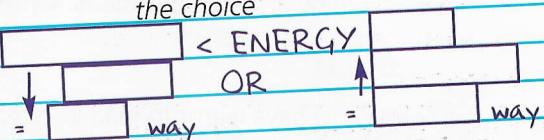


Figure 2: Positive energy balance

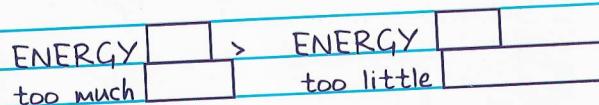
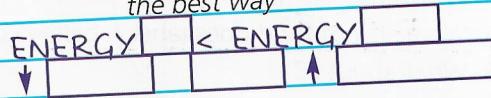


Figure 4: Negative energy balance – the best way



C In this course you have learnt to make inferences – to read between the lines.

Find evidence in the text for each of these statements.

- 1 Rise means go up.
- 2 The abbreviation for kilocalories is kcal.
- 3 Lose can be the opposite of put on.
- 4 Positive is the opposite of negative.
- 5 Your body normally contains more water than it needs.
- 6 People on a diet often become less active.
- 7 No diet gives you everything that your body needs.
- 8 Sportsmen and women need more than 2,700 kcal per day.
- 9 Your body needs carbohydrate and protein.
- 10 There are different opinions about the best way to diet.

D In this course you have learnt to react to a text. You have also learnt to apply information to real-world situations.

- 1 Which information in this text surprises you?
- 2 Will the information change your behaviour in any way? If so, how? If not, why not?

Lesson 4: Reading review (3)

A There are a lot of conditional sentences in the texts in Lessons 2 and 3.

- 1 Cover the clauses on the right below. Think of a suitable way to complete each sentence.
- 2 Uncover the endings. Find an ending for each *if* clause.
- 3 Check with the text on page 22 of the Reading Resources book.

- a If your body energy is not in balance,
- b If the daily energy in is the same as the energy out,
- c If the energy in is greater than the energy out,
- d If the energy out is greater than the energy in,
- e If you go on a diet,
- f If you increase your physical activity,

- 1 you will have a negative energy balance.
- 2 you will have a positive energy balance.
- 3 at first you will lose weight quite quickly.
- 4 you will use more calories.
- 5 your body energy will balance.
- 6 your weight will rise or go down.

B In this course you have learnt to read for a purpose.

- 1 Look back at your research questions from Lesson 2 Exercise F. Scan the information on pages 22 and 23 of the Reading Resources book. Match the questions to the information. Move your sticky notes if you have used them.
- 2 Find an answer to each research question.
- 3 If you have new research questions, write them next to the information (on sticky notes if you use them).

C In this course you have learnt to read information in tables. Answer these questions about the labels with nutrition information.

- 1 Why do all the labels have '(per) 100g (provide)'?
- 2 Which of the foods has the most energy?
- 3 Which has the most sugar?
- 4 Which has the most unsaturated fat?
- 5 What sort of food does label A below come from?
- 6 What about B?
- 7 What differences can you find between Food A and the similar food?
- 8 What about Food B and the similar food?

A

NUTRITION INFORMATION		
Typical values	Per 100g	Serving of 40g with 125ml skimmed milk
ENERGY	1499.0kJ 354.0kcal	853.0kJ 202.0kcal
PROTEIN	8.3g	7.6g
CARBOHYDRATES	68.7g	33.6g
of which sugars	25.1g	15.9g
FAT	5.1g	4.1g
of which saturates	2.5g	2.2g
FIBRE	8.9g	3.6g
SODIUM	Trace	Trace

B

NUTRITION INFORMATION		
Typical analysis	Per slice (40g)	Per 100g
Energy	377.0kJ 89.0kcal	943.0kJ 222.0kcal
Protein	3.5g	8.8g
Carbohydrates	16.9g	42.3g
of which sugars	1.8g	4.5g
Fat	0.8g	2.0g
of which saturates	0.2g	0.4g
Fibre	1.5g	3.7g
Sodium	0.2g	0.5g



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?

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 – 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 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 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."

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!'

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 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 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.

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.'

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.

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.

Paying the Price of Asking Too Much

Nisha Sharma is an ordinary young Indian woman. She is a third-year student of software engineering at Indraprastha University in Delhi. In 5 her spare time, she is doing courses on textile design and web design.

However, on May 11th, 2003, this 21-year-old woman did something extraordinary. On that day, Nisha Sharma was getting married to 10 Munish Dalal. Just before the ceremony, Nisha called the police. Her husband-to-be was arrested along with his mother.

The union between Nisha and Munish was an arranged marriage. Arranged marriages are 15 normal in India. Two families get together and they agree that their children will get married at some time in the future. In this case, the two families did not know each other from the local area. They put advertisements in the paper, 20 looking for suitable matches. Nisha Sharma accepted the arrangement and was happy to marry Munish.

Nisha's family were prepared to pay money to Munish's family. This money is called a dowry 25 by some people. Other people call it bride price. The government tried to stop the practice in 1961, when it made dowry or bride price illegal. However, the parents of many grooms still demand it, and the parents of many brides still pay it.

30 Nisha's father agreed to pay 15,000 rupees to Munish's father. In addition, there were 'gifts' from the Sharmas to the Dalals. They are still stacked in the Sharma's living room: two washing machines, two refrigerators, two home 35 theatre systems, an electric oven and a flat-screen television. There is a brand-new, gold-coloured car for Munish parked outside. However, on the day of the wedding, Munish's

family asked for another 12,000 rupees cash. Nisha decided it was too much and refused to get married.

'Thank God the marriage did not take place,' said Nisha's mother. 'What if they had hurt her or killed her?' Nisha had the same thoughts, especially after the groom's father attacked her own father on the morning of the wedding. The murder of brides is, unfortunately, common in India. Nearly 7,000 women died in this way in 2001.

40 Nisha's actions made the front page of newspapers across India. They led to congratulations from Indian government ministers.

45 The reports in the papers probably caused several other similar events. Anupama Singh walked out on her groom moments after the marriage, when he asked for more money. Farzana Zaki refused to be married the day before her wedding, when the groom demanded more money and a house. Nisha's fame has also led to many offers of marriage. However, she is not considering any of them. 'I just want to concentrate 50 on my studies for the moment,' she says.



Bride price is a big problem in India. However, the actions of one brave woman may make a small difference. They may make it a little more difficult for greedy families to demand too much.

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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. '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 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 himself. Edison felt strongly about education. Most schools at that time, he believed, taught children to memorize facts. It was better, he thought, for children to observe nature and to make things with their hands. 'The present system,' he said, 'does not encourage original thought or reasoning.'

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 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.'

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 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 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

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 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.'

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 words and literally means 'sound writing'. Today we call it a tape recorder. It is the basis of the whole recorded music industry.

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 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.

On December 9, 1914, fire destroyed 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.

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



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.

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.'

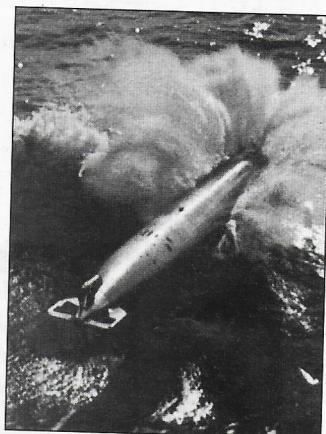
Meanwhile, the world was heading towards the Second World War. In 1933, Hitler came to power in Germany. In the same year, Hedwig married Fritz Mandl. He was an industrialist. He made guns for Hitler. She went to all his business meetings and learnt a lot about weapons. In 1937, she divorced Mandl and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

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.

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

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.

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.

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 leader. He won battles in northwest Europe, and even crossed the English Channel twice to fight in Britain. He wanted political power as well 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 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 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 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 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 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, 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 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 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 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 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 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.

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 about using power. It shows that there will always be someone who wants to take power away, through conspiracy and even 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 'the noblest Roman of them all.' Not Caesar, the great soldier and politician, but Brutus, a conspirator and a murderer.

The Greatest Play of All?

Origins of the story

William Shakespeare wrote *The Tragedy of King Lear*, his 25th play, between 1605 and 1608.

Some people say it is his greatest play. He used several sources for the basic story, including a book called *The History of Britain* by Geoffrey of Monmouth (1135) and *The Second Book of the Historie of England* by Holinshed (1577). However, the most important basis was probably *The True Chronicle History of King Leir and His Three Daughters*. The author is anonymous, but the play appeared in London theatres in 1594. It is even possible that Shakespeare acted in it.

The real Lear

There was a real person called Lear, or rather Leir or Lyr. He was king of Britain around 870 BCE, and his name lives on in the beginning of the town name Leicester (literally Leir's camp) in central England. The real King Leir had three daughters, called Gonorill, Ragan and Cordella. One of them, Cordella, became ruler of Britain after her father's death.

The play

Shakespeare changes the names slightly. Leir becomes Lear, Gonorill is now Goneril and Ragan changes to Regan, while Cordella becomes Cordelia.

Some writers say this is because the name Delia meant ideal in Shakespeare's time.

He does not alter the basic plot. Lear wants to divide his kingdom between his three daughters. He asks each of them: 'How much do you love me?' He is happy with the answers from Goneril and Regan because they flatter him – they tell him things he wants to hear.

However, he is not satisfied

40 with Cordelia's reply. She says: 'I love you as a daughter loves a father.' This should be enough, but he wants more. He rejects his truthful daughter, Cordelia, 45 and splits his lands between the other two, untruthful, daughters. He makes a tragic mistake.

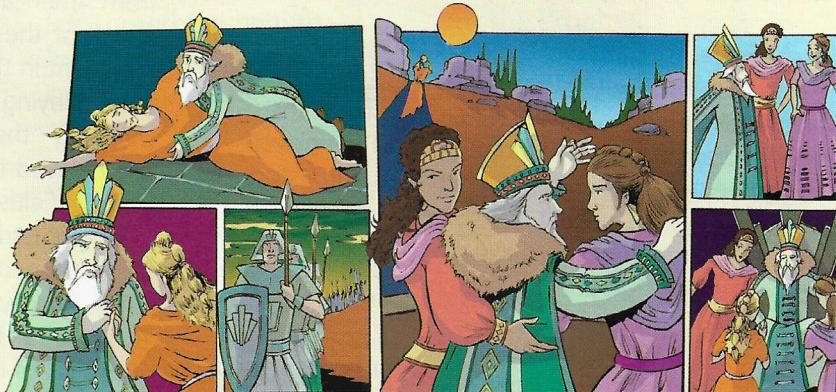
Now they have the kingdom, Goneril and Regan do not have 50 to be kind to their father. They reject him. Their rejection makes him mad with sadness. Regan marries a French prince. When he becomes king of France, he 55 invades Britain. During the invasion, Cordelia is killed and Lear dies of a broken heart. Regan and Goneril also perish.

The themes

Firstly, Shakespeare's *King Lear* is about respect. Children must 60 respect their parents and look after them in their old age. Parents must respect their children or, at least, the children who are true and faithful.

Secondly, there is also a clear lesson about human relationships. Don't believe everything you are told. Many characters in the play, especially Lear himself, are 70 persuaded to believe lies. They suffer terribly for this mistake.

Finally, there is another important moral: forgive 75 everything. Lear rejects Cordelia completely. She is very hurt by his behaviour, but she forgives him.



THE MOST POPULAR GAME IN THE WORLD is football. Over 250 million people play it and many, many more watch it at football grounds and on television. But where and when did people first 5 play the game? There are many possible locations and many possible dates. One problem for historians is to decide the answer to a simple question: when is a ball game played with the feet actually a forerunner of football?

10 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.

15 In the South Pacific at about the same time, there were many ball games. In some games they kicked coconuts or oranges, while in other games they used their hands 20 to pass the ball from one player to another. We do not know when any of these games originated.

25 In China, historians found documents dating from about 225 BCE. The papers describe a game called *tsu chu*, which people played on the Emperor's birthday. It 30 involved a ball made of animal skins and two goalposts with a net between them. The objective of the game was to kick the ball through a gap in the net. 35 Chinese soldiers played *tsu chu* as part of their training.

Meanwhile, in Canada, the Inuit tribes played a game called *aqsaqtuk*. Like the Chinese, they used 40 animal skins to make the balls. They filled them with grass or with the hair of animals. They played the game on ice on huge playing fields. One story says two villages played against each other with goals 15 kilometres apart. We do not know when 45 this game originated.

In about 600 AD, the Indians of Mexico and Central America started to play a game with a rubber ball.

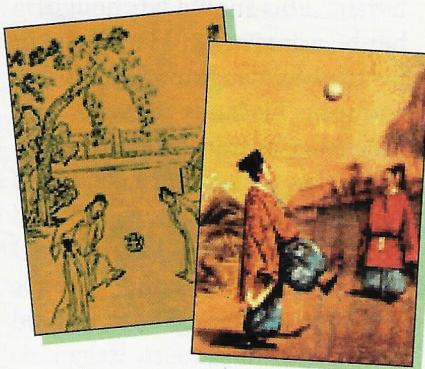
The playing field looked like the capital letter L in English. It was 60 to 70 metres long, with walls all around. The players moved the ball with their 50 hands and their feet. There was a wooden ring in the middle of each wall. The aim of the game was to get the rubber ball through the ring.

English people often think that they invented the game of football. There are certainly stories of the 55 game in Britain in ancient times. For example, one story tells of a team of Ancient Britons playing against some Roman soldiers in 217 AD. There is another story that the natives played a kind of football with the skull of an enemy soldier as the 60

ball. These stories may not be true. But by the 12th century, the game of football was already very 65 popular. At least, a game with a ball that people kicked was very popular, but it is hard to call it football. At times, the ball was of little 70 interest to the players from neighbouring villages as they wrestled and fought each other along the road. Many people participated in the games, with tens or even 75 hundreds of people on each side. There were very few rules, if any. The matches were so violent that several 80 kings of England banned the game, but this did not stop people playing.

Many people think that the USA has only just discovered 85 football, or soccer, as they call it, to distinguish it from American football. In fact, by the time of the arrival of the first white people on the American continent in the 15th century, the native Americans 90 were playing a game called *pasuckuakohowog*, meaning "they gather to play ball with the foot." They played the game on long, wide beaches, the playing fields being nearly a kilometre wide and two kilometres long, with goals at either end. Up to 1,000 people played in each game. One game often took two days. Like the early football games 95 in England, there were no regulations and there was a lot of bloodshed.

Tsu Chu, Aqsaqtuk and Pasuckuakohowog



*Are they the forerunners
of the world's favourite sport?*

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

Nowadays, millions of 100 people watch horse racing every day, at the track or on television. There is flat racing, jump racing and, in the UAE and other 105 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?

- 5 Let's look first 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.
- 10 Most of the time, we want body energy to be in balance. If the daily energy *in* is the same as the energy *out*, your 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 nutrition information on the side of most food packages. In the same 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.
- 15
- 20
- 25
- 30

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.

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(Source A)

What is your daily energy requirement?
Use the following equation to find out.

Males:

Weight in kilos	
Multiply by 18	x 18
Subtotal 1	
Add 650	+ 650
Subtotal 2	
Multiply by 1.3	x 1.3
Daily requirement	

Example: Ali:

Weight in kilos	75
Multiply by 17.5	x 18
Subtotal 1	1350
Add 650	+ 650
Subtotal 2	2000
Multiply by 1.3	x 1.3
Daily requirement	2600

Females:

Weight in kilos	
Multiply by 15	x 15
Subtotal 1	
Add 650	+ 500
Subtotal 2	
Multiply by 1.3	x 1.3
Daily requirement	

Example: Miriam:

Weight in kilos	55
Multiply by 15	x 15
Subtotal 1	825
Add 650	+ 500
Subtotal 2	1325
Multiply by 1.3	x 1.3
Daily requirement	1722

(Source B)

How many calories do you use in your everyday activities?

Here are the figures for some common ones.

Table 1: Calories used in one hour*

	Activity	Kcal
Daily activities	childcare	240
	cooking	180
	eating	85
	housework	250
	manual work	450
	sitting in class	120
	standing	150
	walking	400
	watching TV	75
Sports	basketball	350
	football	500
	handball	720
	squash	650
	tennis	420
Gym work	aerobics – high-impact	600
	cycling machine	660
	rowing machine	540

(Source C) Cheese

NUTRITIONAL INFORMATION

Typical composition	100.0g
Energy	1700.0kJ / 410kcal
Protein	25.0g
Carbohydrates	0.1g
of which sugars	0.1g
Fat	34.4g
of which saturates	22.7g
Fibre	0g
Sodium	0.7g

(Source D) Breakfast cereal

NUTRITIONAL INFORMATION

Typical values	per 100g	per 50g serving
ENERGY	1840.0kJ / 438kcal	920.0kJ / 219kcal
PROTEIN	7.4g	3.7g
CARBOHYDRATES	64.6g	32.3g
of which sugars	19.5g	9.8g
FAT	16.8g	8.4g
of which saturates	5.2g	2.6g
FIBRE	6.0g	3.0g
SODIUM	0.2g	0.1g

(Source E) White bread

NUTRITIONAL INFORMATION

Typical composition	Each slice (50g) provides	100g provide
Energy	538.0kJ / 127kcal	1075.0kJ / 254kcal
Protein	4.9g	9.8g
Carbohydrates	23.8g	47.6g
of which sugars	1.3g	2.6g
Fat	1.3g	2.6g
of which saturates	0.2g	0.4g
Fibre	2.1g	4.2g
Sodium	0.2g	0.4g

What's a kilocalorie (or a kilojoule)?

At one time, nutritionists gave the energy value of food in calories or kilocalories (kcal). One kcal is 1,000 calories. Now, most food packages give energy value in kilojoules (kJ) or in both kcal and kJ. Kilojoules are the same kind of measurement as kilocalories. They are just a different unit of measurement, in the same way that you can measure distance in miles or kilometres. There are 4.2 kJ in 1 kcal.

Is all fat bad for you?

The simple answer is no. Fats are either saturated or unsaturated. Saturated fat increases the amount of 'bad' cholesterol in the blood. Most animal fats are saturated. Unsaturated fat helps to decrease the amount of 'bad' cholesterol in the blood. Most vegetable fats are unsaturated.

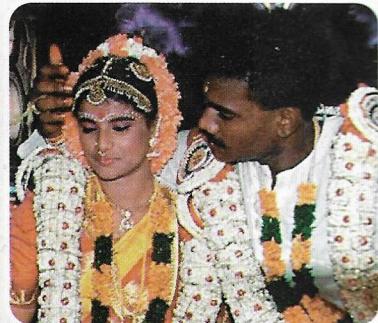
In this theme you are going to write about marriage in your country.

Lesson 1: Vocabulary

You are going to learn some of the vocabulary you will need for your essay.

A Discuss these questions. Use some of the red words.

- 1 What is the name of the biggest festival in your country?
- 2 When do you see balloons in the street in your country?
- 3 Is there a special festival to mark the harvest? What happens?
- 4 Do you like parades? What was the last one you saw?



B In Lesson 2 you are going to read a text about Islamic weddings in India. Here are some sentences from the text. Complete the sentences with the green words. Use the definitions to help you.

- 1 There are a number of _____ before the wedding.
- 2 At the _____ ceremony, a boy and a girl agree to get _____.
- 3 The parents of the couple decide on a date for the _____.
- 4 A henna artist puts henna on the hands and feet of the _____.
- 5 After the wedding, the _____ contract is presented.
- 6 The bride's father tells the _____ to take care of his daughter.

ceremony an event in a public place with a lot of special activities

married the adjective from *marry*

wedding the event at which a man and woman get married

bride a woman who is getting married

marriage the noun from *marry*

engagement the agreement to marry at a later date

groom a man who is getting married

C Study the green words. Which ones ...

- 1 have doubled letters?
- 2 end in e?
- 3 have two vowels together?
- 4 have the same vowel twice (but not together)?
- 5 have the same vowel three times (but not together)?
- 6 have the same consonant twice (but not together)?

D Test each other on the green words.

Student A

Give one of the definitions.

Student B

Identify the word and write it down.

balloon (n)

festival (n)

harvest (n)

neighbour (n)

parade (n)

bride (n)

ceremony(ies) (n)

engagement (n)

groom (n)

marriage (n)

married (adj)

wedding (n)

Lesson 2: Writing

You are going to read about Islamic weddings in India.

- A Look quickly at the article opposite. Find and copy the events into the correct places in Table 1 opposite. Write any English translation in brackets after special words.

- B Look again at the text. Compare Islamic weddings in India with traditional weddings in your country.

- 1 Tick (✓) five things that are the same in your culture.
- 2 Mark with a cross (✗) five things that are different.

- C Write sentences comparing Indian culture with your culture.

- 1 Write five sentences with *both*.

Example: *In both cultures there is an engagement ceremony before the wedding ceremony.*

- 2 Write five sentences with *whereas* and *while*.

Example: *In Indian culture, the bride wears yellow, whereas in ... culture she wears white.*

- D Number your sentences in Exercise C in a logical order. Then rewrite the sentences as two paragraphs.



Skills Check 1

Writing a topic sentence

A paragraph usually starts with a topic sentence. A topic sentence prepares a reader for the content of the paragraph. A good topic sentence is like a door – it opens the paragraph and leads into it.

Examples:

Paragraph content	Topic sentence
the similarities between X and Y	<i>There are many similarities between X and Y.</i>
the differences between X and Y	<i>There are also some differences between X and Y.</i>

Lesson 3: Learning new skills

- A Put these words into pairs.

Explain your choices.

boy bride couple father
girl groom man parent
wali woman both parties
man and woman

- B In Indian culture, who ...

- 1 becomes engaged?
- 2 decides on a date for the wedding?
- 3 arrives with his wedding procession?
- 4 usually wears a long skirt and blouse?
- 5 reads verses from the *Holy Qur'an*?
- 6 agrees on the wedding gift?
- 7 signs the marriage contract?
- 8 sits together after the wedding dinner?
- 9 gives the bride's hand to the groom?
- 10 holds the *Holy Qur'an* above the bride's head?

- C Every paragraph needs a topic sentence.

- 1 Read Skills Check 1.
- 2 Write a suitable topic sentence for each of the paragraphs you wrote in Lesson 2 Exercise D.

- D You must link sentences in a paragraph.

- 1 Read Skills Check 2.
- 2 Read each paragraph about Indian weddings again.
There is an extra sentence for each paragraph under the table. But where should it go? Write the number of the extra information in the best place in the paragraph.

Skills Check 2

Linking sentences

The sentences in a paragraph must be linked. In other words, the reader must not be surprised by a sentence. There must be a logical link between each sentence and the next.

Example: You write:

At the mangni (or engagement) ceremony, a man and a woman become engaged to be married. What can you write next? Some details about the ceremony perhaps.

Before the wedding

There are a number of ceremonies before the wedding. At the *mangni* (or engagement) ceremony, a boy and a girl agree to get married. (1) The girl wears a dress that she gets as a present from the boy's family. At the *mangni*, the parents of the couple decide on a date for the *nikaah*, or wedding.

The *mehndi* (henna) ceremony takes place at the bride's home on the evening before the wedding. During the ceremony, the women sing traditional songs.

During the wedding

There are several ceremonies on the day of the wedding. Weddings can take place at the bride's home, the groom's home, or at a local hall. The groom arrives at the location with his *baraat*, or wedding procession.

The groom drinks sherbet with the bride's brother. The bride usually wears a *sharara*, which is a long flowing skirt and blouse.

A *maulvi*, or priest, conducts the ceremony in front of close relatives of the bride and groom, including the *walis*, i.e., the fathers of the bride and the groom.

The *maulvi* reads selected verses from the *Holy Qur'an*. The *nikaah* ends with the *ijab* and *qubul* – in other words, the proposal and acceptance.

There is one other important matter to decide on the day of the *nikaah*. The older relatives of the man and woman agree on the *mehar*, or wedding gift, from the groom's family to the bride's family.

After the *nikaah*, the marriage contract, or *nikaahnama*, is presented. It contains the rules for both parties. It is signed by the groom, the bride, the *walis* and the *maulvi*.

The women and the men have dinner separately. After dinner, the couple sit together for the first time, on either side of the *Holy Qur'an*. This ceremony is called *aarsi mussahaf*. Their heads are covered by *dupattas* (traditional scarves). They read prayers under the direction of the *maulvi*.

After the wedding

There are two main ceremonies on the day after the wedding. The bride's father gives her hand to the groom. This ceremony is called the *rukhsat*, or farewell. The bride says goodbye and leaves to go to the groom's house. The groom's mother holds the *Holy Qur'an* above the head of the bride as she enters her new home for the first time after the wedding.

Table 1: Ceremonies in an Islamic wedding in India

Before the wedding	During the wedding	After the wedding
<i>mangni</i> (engagement)		

- 1 They exchange rings.
- 2 A henna artist puts the *mehndi* on the girl's hands and feet.
- 3 Musicians play traditional songs when the groom arrives.
- 4 The groom wears a *sherwani*, a traditional coat.
- 5 The *walis* play an important role in the ceremony.
- 6 Usually, the groom's side proposes and the bride's side accepts.
- 7 The groom's family can pay the *mehar* at the wedding or later.
- 8 The contract includes the right of the wife to divorce her husband.
- 9 The name comes from the word for mirrors (*aarsi*), because the couple can only see each other in mirrors.
- 10 He tells the groom to take care of her.

Lesson 4: Applying new skills

- A Information appears in an English sentence in several common patterns.

Look at each set of four pieces of information.

1 Number the sections of each set in the correct order to make a good sentence.

2 Write out each sentence. Be careful with your punctuation.

3 Look at all of your sentences. What is the common pattern?

- a traditional songs during the ceremony the women sing
- b the groom with the bride's brother sherbet drinks
- c from the *Holy Qur'an* reads the priest selected verses
- d contains the rules for both parties the contract
- e the bride's hand gives the bride's father to the groom

- B These sentences have the same basic pattern. But there is extra information – about the subject, the object or the time.

1 Number the sections of each set in the correct order to make a good sentence.

2 Write out each sentence. Be careful with your punctuation.

- a ends and the *qubul* the wedding with the *ijab*
- b the henna ceremony at the bride's home before the wedding takes place on the evening
- c the parents decide on for the wedding at the engagement ceremony of the couple a date
- d the older relatives and the woman the wedding gift from the groom's family of the man agree on to the bride's family
- e conducts in front of the ceremony close relatives and the groom a priest of the bride

- C You are going to write about weddings in your culture.

1 Copy and complete Table 1. Put English translations of any special words.

2 Write three paragraphs, following the chronological order of information in the table. Use the basic sentence patterns from Exercises A and B above.

3 Write a topic sentence for each paragraph.

4 Exchange drafts with a partner. If you come from the same culture, decide if the factual content is correct. Otherwise, check the information with the table your partner has made. Tick (✓) any good points. Mark (?) any problems.

5 Correct any mistakes of fact, spelling, punctuation and grammar, and make a second draft.

6 Give your second draft to your teacher / instructor.

Table 1: Ceremonies in a wedding in my culture

Before the wedding	During the wedding	After the wedding

In this theme you are going to write about a famous invention in the field of communication.

Lesson 1 Vocabulary

You are going to learn some of the vocabulary you will need to write about the invention.

- A** Three of the red words are past simple verbs. What is the infinitive in each case? Write the word after each verb. Be careful with the spelling.

- B** Cover the red words. Correct the spelling.

- | | | | |
|------------|-------|----------|-------|
| 1 controll | _____ | 4 infant | _____ |
| 2 drov | _____ | 5 saled | _____ |
| 3 flue | _____ | | |



- C** Can you ...

- | | | |
|------------------|------------------------|------------------|
| 1 drive a jet? | 3 sail in a submarine? | 5 ride a horse? |
| 2 join the navy? | 4 row a plane? | 6 control a car? |

- D** In Lesson 2 you are going to read about a famous invention. Here is the outline of the text. Choose a green verb for each space. Make any necessary changes.

Ladislo Biro was born in Hungary in 1900. He had to use a pen in his job, but it _____ very well. He _____ to make a better pen. At first, there were problems with the new invention, but Biro _____ several solutions. He _____, for example, that he needed a new kind of ink. He _____ the problems and the pen worked. However, he _____ his invention in his own country. He moved to Argentina and began to _____ the pen there. He _____ his first pens to the British and American governments. Sales _____ 50,000 a week by 1945.

- E** In Lesson 4 you are going to write about another famous invention. You may need the nouns from some of the red and green verbs. Complete the table. Be careful with spelling.

1	decide	
2	develop	
3	invent	
4	produce	
5	sell	
6	solve	

control (v)

drove (v)

flew (v)

invent (v)

jet (n)

navy (n)

rode (v)

row (v)

sailed (v)

submarine (n)

decide (v)

develop (v)

produce (v)

reach (v)

realise (v)

sell (v)

solve (v)

think of (v)

work (v) (= do the job correctly)

Lesson 2: Writing

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

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



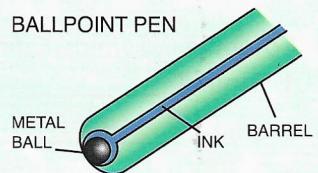
B Topic sentences do not answer all the reader's questions. Look at the underlined words / phrases. Think of questions to find out extra information in each case.

Example:

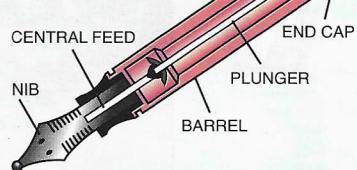
Biro had to use a fountain pen in his work as a proof-reader.

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

BALLPOINT PEN



FOUNTAIN PEN



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.

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.

Topic sentences	Other sentences in the paragraph
1 Ladislo Biro was born in 1900 in Hungary.	a A proof-reader checks manuscripts from writers and makes corrections on them. Ladislo used a fountain pen in his work. Fountain pens use normal ink, but they carry the ink in a special cartridge. This means that you do not have to keep dipping the nib into an inkwell.
2 Biro had to use a <u>fountain pen</u> in his work as a <u>proof-reader</u> .	b Finally, he decided to put a small ball in the tip of the pen instead of a nib. As the pen moved along the paper, the ball turned. It picked up ink from the ink cartridge and left it on the paper. By 1938, he had a ballpoint pen that worked.
3 However, there were <u>problems</u> with the fountain pen for Ladislo's work.	c He had a number of jobs as a young man – journalist, painter, sculptor. He had a brother called Georg, who was a chemist.
4 Ladislo decided to make a <u>better</u> pen.	d He knew that the ink used in newspaper printing dried quickly. He asked his brother to make a similar ink for a new kind of pen. However, the thicker ink would not flow through a normal nib. Ladislo realised that he needed to invent a new nib.
5 He thought of several <u>solutions</u> .	e There, in 1943, Biro got money to develop his pen. He registered a patent in the same year.
6 Biro <u>could not develop his invention in Hungary</u> .	f Sales reached 50,000 a week in 1945. By 1956, they were a quarter of a million a day. Now, more than 15 million biros are sold every day in 160 countries.
7 In 1940, Ladislo and Georg <u>moved</u> to Argentina.	g The Second World War was coming, and the Biro brothers had to leave their home country.
8 The new pens were an <u>immediate success</u> .	h Firstly, the ink took a long time to dry, so he had to be careful not to smudge his corrections. Secondly, the pen did not hold very much ink, so he had to keep refilling it.

- a He even worked as a hypnotist for a short time.
- b He made a thick ink like a paste.
- c He sold his first pens to the British and American governments.
- d Lewis Waterman invented the fountain pen in 1884.
- e Many companies now make ballpoint pens, but most people in the English-speaking world call all ballpoint pens *biros*.
- f The ballpoint pen was not a new idea – John Loud invented it in 1888.
- g They wanted to escape the advance of Hitler.

Lesson 4: Applying new skills

You are going to write about another important invention in the field of communications.

- A Imagine you have written the summary. It contains all the topic sentences.

Complete each sentence with a suitable verb in the correct form.

- 1 Guglielmo Marconi _____ in 1874 in Italy.
- 2 As a teenager, he started _____ experiments with electrical signals.
- 3 It was already possible _____ electrical signals with wires.
- 4 Marconi was not the first person _____ about sending electrical signals without wires.
- 5 By 1894, Marconi _____ to send signals across his laboratory.
- 6 Marconi _____ the Italian government for help with developing his invention, but they _____.
- 7 In 1897, he _____ the Marconi Wireless Telegraph and Signal Company.
- 8 Marconi _____ his first radios to the owners of ships.
- 9 On 12th December, 1901, Marconi _____ a signal from the UK to the USA.
- 10 When Marconi _____ in 1937, there _____ 100 million regular listeners to radio programmes.

- B Read each topic sentence in Exercise A. What extra information will a reader expect to find in each paragraph?

- C You have made a list of extra information for your text. Which paragraph (1–10) are you going to put each piece of extra information in?

P	Contents
	early successes
	Marconi's company
	parents and early life
	radio signals between UK and USA
	radios on ships
	the spread of radio
	other inventions in the same field
	other inventors in the same field
	problems with the invention
	reasons for interest in electrical signals

1900 = 2 ships collided off USA; radio signal brought help; 1,650 people saved; M = famous.
James Maxwell (1860) = 'possible'; Heinrich Hertz = produced radio waves (1880s)
M = move to England; Br. gov. interested then not interested! M = 'develop invention myself'
M's Br. relatives = 'We'll help with cost'; 1897 = sent signal >14 km.
mother = English; father = Italian M = 16 = laboratory in family home
M realised = send signals further with high aerials; M's brother took receiver away from house = still picked up the signal
Samuel Morse invented telegraph years before; 1,000s km. of telegraph wire across US when M = born
today = 1,000s radio stations; 2.5 billion radios
UK – USA = c5,000 km; scientists = 'impossible! signals will go straight into space' but signals bounced off atmosphere
M wanted to send signals without wires

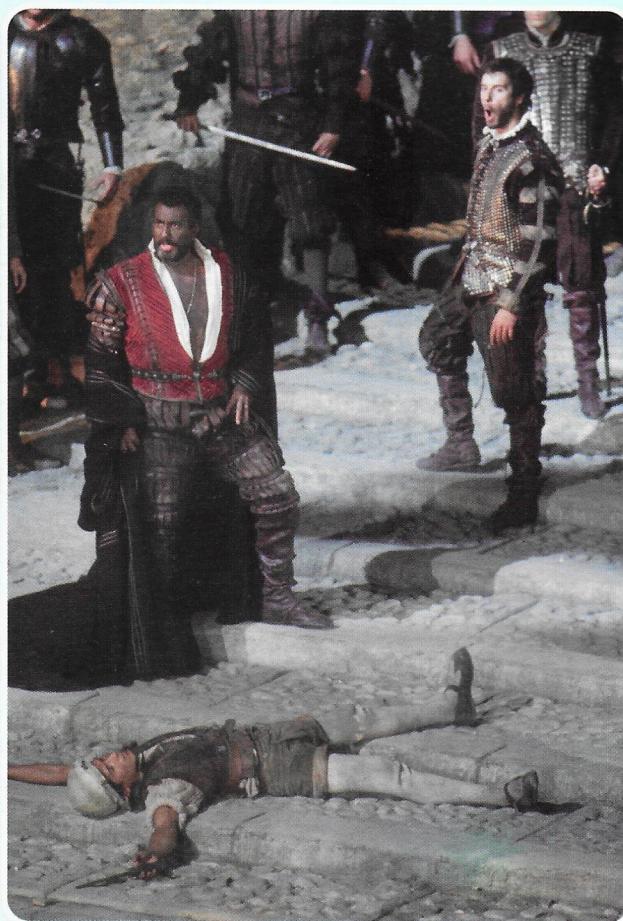
- D You have discussed the pieces of information in the yellow box. Which paragraph should each piece go in, i.e., which topic sentence should it follow?

- E Write the complete essay.

- 1 Copy the topic sentences from Exercise A.
- 2 Find the correct set of notes in Exercise D to continue the paragraph.
- 3 Expand the notes into full sentences.

Example:

Guglielmo Marconi was born in 1874 in Italy.
His mother was English, but his father was Italian. When he was only 16, he set up a laboratory in the family home.



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.*

- 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.

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 ...

- 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	<i>Between 1601 and 1604</i>
Setting	<i>In Venice and Cyprus</i>
Time	<i>In the late 16th C, during the wars between Venice and Turkey</i>
Type	<i>Tragedy</i>
Characters	<i>Othello, a Venetian general; Desdemona, his wife; Iago, a Venetian soldier</i>
Plot	<i>I. tells O.'D. = loves another man'</i>
Ending	<i>O. kills D. then finds out D = innocent</i>
Sources	<i>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)?</i>
Themes	<ol style="list-style-type: none"> 1. <i>What is truth?</i> <i>Everyone says I. = honest but = dishonest</i> <i>O. thinks D. guilty but = innocent</i> 2. <i>Pride</i> <i>O. = proud of himself, achievements, new wife</i> <i>O. = 'D. loves another man' so = v. angry</i> 3. <i>Good versus evil:</i> <i>D. = good I. = evil</i> <i>Sh. says 'Good person → evil person'</i> <i>Who wins? Don't know because everybody = dead</i>

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.

Lesson 4: Applying new skills

- A** Imagine you write the paragraphs below about *Othello*. Then you find extra pieces of information (right).

- 1 Choose the best paragraph for each piece of information.
- 2 Decide the best place in the paragraph for the information.
- 3 Rewrite the paragraphs, including the extra information.

It is possible that Shakespeare read a French translation of the Cinthio play from 1584.

Othello is proud of his achievements.

Othello is a tragedy.

Othello thinks Desdemona is guilty, whereas in fact she is innocent.

Shakespeare says in the play that a good person can become evil.

At the end of the play, everybody dies.

Iago is angry with Othello because he doesn't promote him.

Background

William Shakespeare wrote *Othello* between 1601 and 1604. The play takes place in Venice and Cyprus. The time is the late 16th century, during the wars between Venice and Turkey.

Sources

Shakespeare probably got the story from a play by Cinthio called *The Moor of Venice*. It appeared in 1565. However, there was no English translation at the time of Shakespeare.

The plot

The play is about Othello, a Venetian general, his wife Desdemona, and a Venetian soldier called Iago. Iago tells Othello that his wife loves a man called Cassio. Othello kills his wife and then finds out that she is innocent.

The themes

There are three main themes in *Othello*:

The first theme is 'What is truth?' Everyone calls Iago honest, whereas in fact he is dishonest. The second theme is pride. Othello is proud of himself and his new wife. Perhaps this is why he gets so angry and kills her. The third theme is good versus evil. Desdemona represents good, whereas Iago represents evil. At the end, it is not clear whether good or evil wins, because everybody is dead.

- B** You are going to write about a piece of literature from your culture.

- 1 Copy Table 1.
- 2 Do some research to complete the table with notes.
- 3 Organise the information into four paragraphs:
 - Background
 - Sources
 - The plot
 - The themes

- C** Write a first draft.

- D** Exchange drafts with your partner. Compare the draft and the notes. Talk to your partner about problems with spelling or grammar.

Table 1: Research notes

Writer	
Title	
Date	
Setting	
Time	
Type	
Sources	
Characters	
Plot	
Themes	

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.

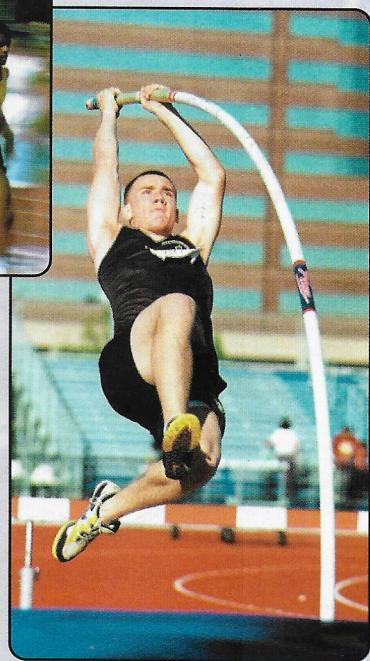
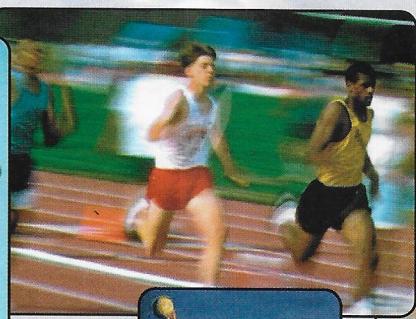
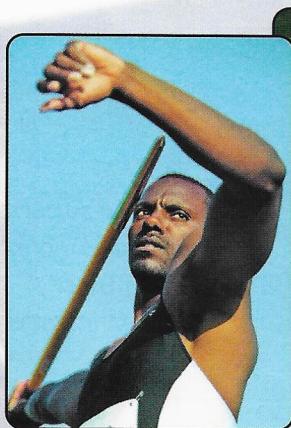
- | | |
|------------------|--------------|
| 1 ch____se | 4 pl____y__r |
| 2 eq____pm____nt | 5 r____l____ |
| 3 g____m____ | 6 t______m |

- 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)

Skills Check 1

Lesson 2: Writing

- 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.

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.

Lesson 3: Learning new skills

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

athlete beat champion place win event
score victory title record

- 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.

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*



	He defeated the local hero, Charles Lomberg of Sweden. He scored 8,412 points, while Lomberg got 7,413. The winning margin of 999 points is still the biggest in Olympic history.
	He won the title 'the greatest athlete' at the 2000 Olympics in Sydney, Australia. His score was 8,641 points. Roman Sebrle of the Czech Republic was in second place, with 8,606 points. Third place went to Chris Huffins of the USA. He was 35, the oldest decathlon medal winner in history.
	However, it is not the highest in history. The Olympic record holder is Dan O'Brien of the USA. He scored 8,824 points at the 1996 Games in Atlanta, USA.
	However, Nool's victory was not the closest in history. In 1920, Helge Lovland of Norway beat Brutus Hamilton of the USA by only 33 points.
	It appeared at the 1912 Games in Stockholm, Sweden. The event consists of ten athletic sports involving running, jumping and throwing.
The decathlon takes its name from a word in ancient Greek meaning 'ten athletic sports'.	It is quite a modern event. However, it grew out of the pentathlon ('five athletic sports') in the ancient Olympic Games. The pentathlon consisted of jumping, throwing, running and wrestling events.
	The king said to Thorpe, 'You are the greatest athlete in the world.' The title stuck! The decathlon champion at each Olympics is still called 'the greatest athlete in the world' for four years, at least.
	They were the idea of Baron de Coubertin from France. Coubertin believed that physical education was very important. He also thought that international sport helped to prevent international war.

Sport	Decathlon
First appearance at Games	
History	
First champion	
Winning points / time, etc.	
Second place	
Current champion	
Winning points / time, etc.	
Second place	
Olympic record holder	
Olympic record	
Record set at	

Lesson 4: Applying new skills

A We have seen before that information appears in an English sentence in several common patterns.

- 1 Find three pairs of sentences below with the same pattern.
- 2 Explain the pattern.
- 3 Write one new sentence with each pattern. You can invent the information.
 - a He beat Charles Lomberg of Sweden in 1912.
 - b He scored 8,824 points at the 1996 Games in Atlanta, USA.
 - c The modern Olympic Games started in 1896 in Athens, Greece.
 - d He defeated Brutus Hamilton of the USA in 1920.
 - e He won the title at the 2000 Olympics in Sydney in Australia.
 - f The decathlon appeared at the 1912 Games in Stockholm in Sweden.

B Read the Skills Check. Then write a new sentence in each case to give the same information in a different way. Begin with the words given.

- 1 The current Olympic Champion is Erki Nool.
The Olympic champion ...
- 2 Jim Thorpe beat Charles Lomberg.
Jim Thorpe came ...
- 3 He scored 8,641 points.
His ...
- 4 Roman Sebrle came second.
Roman Sebrle was in ...
- 5 Dan O'Brien is the current record holder.
The current ...

C You are going to write about another Olympic sport.

- 1 Choose a sport that you are interested in.
- 2 Do some research to complete Table I.
- 3 Write a summary of the information in six or eight topic sentences.
- 4 Write the rest of each paragraph. Write similar pieces of information in different ways.

D Exchange drafts with a partner. Check the information with your partner's research notes. Mark spelling, punctuation and grammar mistakes.

E Correct any mistakes and make a second draft. Give the second draft to your teacher.

Skills Check

Write it a different way

It is often useful to be able to write information in different ways.

Example:

The current Olympic champion is Erki Nool.

OR

The Olympic champion at the moment is Erki Nool.

OR

Erki Nool is the current champion.

Table 1: Research notes on an Olympic sport

Sport	
First appearance at Games	
History	
First champion	
Winning points / time, etc.	
Second place	
Current champion	
Winning points / time, etc.	
Second place	
Olympic record holder	
Olympic record	
Record set at	

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

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?

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)

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)

A 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.

B 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 ... |

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

D 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?

E 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?

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

G 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		

1 Did you know ...

fish is good for the brain?
It helps you to concentrate.

tuna
mackerel } = omega 3
cod (fatty acid) = makes brain cells work properly

8

Fish = good for the brain ✓✓✓

BUT

Omega 3 = helps brain cells of babies to develop (inc. unborn babies)
No effect on adults!!!

2 Eat your greens!

Green vegetables have lots of good things in them. Cabbage and broccoli, for example, are full of iron – and if you don't have enough iron, you will feel tired and lazy. Eat your greens just before an important exam – and go to the top of the class!

9

Green vegetables = v. good for you

BUT

must be part of a healthy diet
= not help pass an exam / do better assignment

3

IT IS NOW CLEAR to everybody that breakfast is the most important meal of the day. Get off to a great start with a full English breakfast – fried eggs, sausages, tomatoes, mushrooms. It's the best way to start your day.

10

Fried food is full of fat. The human body uses a lot of energy to break down fat. That's why you feel tired for several hours after a big cooked meal.

4 High-carbohydrate, low-sugar foods are the best things to eat for breakfast because:

1. They help you to concentrate.
2. They stop you feeling hungry.

11

Breakfast cereals, bread = high in carbohydrate, low in sugar

5 Junk food helps with maths and English

Researchers at the University of Florida report that junk food for lunch can help students in maths and English tests. "Junk food, like burgers and French fries, contains high calories," said one of the researchers. "These calories increase the supply of energy to the brain."

12

Junk food makes you sleepy

Scientists say that junk foods like fried chicken do not help with concentration or exam success. "Junk food is high in protein and fat. These foods make you feel tired," the head of one research lab told our reporter.

13

Caffeine – a substance in coffee, tea, many soft drinks and bars of chocolate, etc. Caffeine acts as a stimulant and makes you feel more awake; after having a drink with caffeine you should drink lots of water to reduce the side-effects (see Table 1).

Table 1 Amount of caffeine (in mg)

cup of coffee	135
cup of tea	50
glass of cola	35
coffee ice-cream	50
coffee yoghurt	45
chocolate bar	30

6 Wake up to
Quickcafe ☀
The instant way to start the day.

Feeling tired?
Busy day ahead?
Working?
Studying?
Taking exams?

A quick cup of Quickcafe and you're wide awake.



7

Why do we need water?

- to wash ⇒ toxins out of your blood
- for all the cells of your body

How much water do we need?

- eight to 12 glasses a day
(American Dietetic Association)

Can I have a soft drink instead of water?

Most soft drinks contain a lot of sugar. The sugar slows down the process, so the water takes longer to get into the blood.

14

Toxin – a poison in the body. The body makes toxins after eating some types of food, e.g., junk food. If you don't wash the toxins out, you will feel tired.

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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