

# مكتبة الإلكترونية

## قسم - التعليم

### فريدي سوريا

حل كتاب الإنجليز  
كتاب الطالب + كتاب النشاط  
للفف الفاسع الأساسف - سوريا  
وفق المنهاج السورية الجفف

مكتبة الفرفف - سوريا

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تابع أأاف الفواصف من آلال قناانا على الفلآرام

**بالضفط على الفافف فمكنكم الففقال إلى صففاا :**

- ✱ كآب ونوطاا وملففاا وسلاام فصحف الفاسع - سوريا
- ✱ كآب ونوطاا وملففاا وسلاام فصحف البكالوريا - سوريا
- ✱ كل ما ففعلق بالمنهاج السوري لآمفع الصفوف
- ✱ آمفع كآب المناهج الفرفسفة الجففة - سوريا

# *The Buried City*

## *Episode 1: New friends*

1 Tareq couldn't sleep. He listened to the sounds from the street, he smelled the flowers from the garden and he felt the warm air in his room. Everything was **familiar**. He was living again in the house where he was born. But it was also very **different** from his old home in Canada. Then he thought again about the next morning – his first day at his new school. Was he **excited** or **nervous**? He didn't know. He was thinking about his new school when he finally fell asleep ...

**2** The next day, Tareq was studying a book in the school **library** when somebody spoke to him.

**Hussein:** Hello, I'm Hussein. I think we're in the same class.

**Tareq:** Oh, hello. My name's Tareq.

**Hussein:** What are you reading?

**Tareq:** It's a book about Bosra. I'm reading lots of books about **ancient history** at the moment. I love it!

**Hussein:** I quite like it. But I prefer **science**. Where was your old school?

**Tareq:** I went to a school in Canada. My dad's a **university professor** and he taught **Arabic literature** in Montreal.

**Hussein:** How long did you live there?

**Tareq:** For six years.

**Hussein:** That was a long time! Have you got any brothers and sisters?

**Tareq:** I've got one sister, that's all.

**Hussein:** Me too! Is she older than you?

**Tareq:** No, Salwa's only eleven. What about you?

**Hussein:** Nadia's fourteen. She loves **writing**.

**3** Tareq and Hussein soon became good friends. They always had lots to talk about. One day, Hussein told Nadia about Tareq's life in Canada. She wrote **articles** for her school **Internet magazine**. And she was always looking for new stories.

**Nadia:** That's a really interesting story, Hussein.

**Hussein:** Why don't you write an article about Tareq and his life in Canada?

**Nadia:** That's a great idea.

**Hussein:** I'll see him tomorrow and he can give me more information!



1 Choose a feeling for each situation.

excited nervous angry embarrassed scared worried upset impressed

1. Lubna loses her schoolbook. **upset**
2. Omar's little brother breaks his computer game. **angry**
3. Fahed hears a noise in the middle of the night. **scared**
4. Hind is just about to do an exam. **nervous**
5. Rashed's friend does a very good project. **impressed**
6. Siham's grandmother is in hospital. **worried**
7. Mariam forgets the answer to an easy question. **embarrassed**
8. Issa wins a prize. **excited**

**3 Listen and read section 1 of the story. Answer these questions.**

1- What country did Tareq live in before?

**Canada**

2- What were his feelings before he fell asleep?

**He didn't know whether he was excited or nervous.**

**4 Listen and read sections 2 and 3 of the story. Answer these questions.**

1. What did Tareq's father do in Canada?

2. **How long did they live in Canada?**  
**He was a university professor who taught Arabic literature.**

3. What do Tareq and Hussein have in common?  
**For six years.**

4. How old are their sisters?  
**They both have one sister.**

5. What impressed Hussein and Nadia?  
**Tareq's sister Salwa is 11; Hussein's sister Nadia is 14.**

6. What did Hussein ask Nadia?  
**Tareq and his life in Canada.**

7. What more details about Canada might Tareq give to Hussein?  
**To write an article about Tareq and his life in Canada**

5

Read the whole story again and answer these questions in full sentences.

1. What did Tareq listen to? **He listened to the sounds from the street.**

2. What did he smell?

**He smelled the flowers from the garden.**

3. What was he thinking about when he fell asleep?

**He was thinking about his first day at his new school.**

4. What was Tareq reading when Hussein spoke to him?

**He was reading a book about Bosra.**

5. Where did Tareq go to school?

**He went to school in Canada.**

6. What did Nadia decide to write?

**She decided to write an article about Tareq and his life in Canada for her school Internet magazine.**

7. Do you think that writing about Tareq and his life in Canada would be an interesting topic? Why?

# Help box

## Language practice

Use the present simple to talk about routines and habits.

*They always go skiing in winter.*

Use the past simple to talk about finished events in the past.

*He moved to Canada when he was five.*

Use the present continuous / past continuous to talk about something that is or was in progress at the time of speaking.

*I am studying for my exams this week.*

*The last time I heard from her, she was working in Damascus.*



Match the people with the sentences. Then write the word that describes each



4. I'm so .....**angry**..... with my brother.

He took my new football to the park yesterday, and now he's lost it. **d**

5. I'm ...**worried / nervous**.... about the test tomorrow. I studied hard, but I still don't think I know everything. **a**

6. Are you .....**afraid**..... of spiders? I am too. **b**

7. You sing beautifully, Nadia! I'm ..**impressed**.....! **e**

1. Yesterday, while I was shopping in the market, I fell into a box of fruit! I felt so **embarrassed**! **c**

2. I'm really .....**excited**..... about the basketball match tomorrow! **f**

3. A: You look really .....**upset**....., Ali. Have you heard bad news?

B: Yes, my uncle is in hospital. **g**

**Write the dialogues in full. Use the present simple or the present continuous.**

**A:** What / you / study / in History / this year?

**B:** We / learn / about Ancient Greece.

1. What are you studying in History this year?

2. We are learning about Ancient Greece.

**A:** What / you / do / at the weekend?

**B:** I / play / volleyball / every Saturday.

3. What do you do at the weekend?

4. I play volleyball every Saturday.

**A:** I / think / about / starting a reading club.

**B:** That / a good idea! / I / read / a good book / at the moment.

5. I am thinking about starting a reading club.

6. That's a good idea! I am reading a good book at the moment.

**3 Complete the sentences. Use the past simple and past continuous.**

1- Naser was riding his bike when he fell off.  
(ride, fall)

2- I **was waiting** .....for the bus, when it  
.....**started**.....to rain. (wait, start)

3- I **was thinking** .....about my English  
homework, when I.....**had**..... An idea  
for a story. (think, have)

4. I **was lying** .....in bed, when I  
.....**heard**.....a noise downstairs. (lie, hear)

5. I.....**Was having**...dinner, when the phone  
.....**rang**..... (have, ring)

## *I remember ...*

When I was a child, my mother was a **carpet weaver**, and I used to help her. I'd get the coloured wool ready for her. I used to watch her weave the **traditional patterns**. Her carpets were beautiful. She taught me how to weave – my first piece was a belt. We didn't use to have a TV, and in the evening we'd often sit and tell **traditional stories** and sing folk songs. But **nowadays**, my grandchildren watch TV and play computer games. I hope they don't forget the old traditional ways.

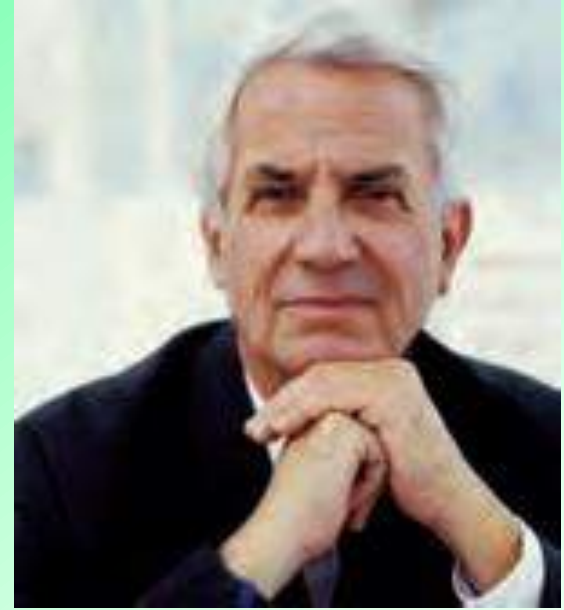
Faten





I was a doctor – I often used to work ten hours a day. Sometimes I'd work at the weekends **as well**. We didn't use to have the **medicine** and **equipment** that hospitals have today. But we were very **skilled**, and I would be really happy when my **patients** got well again. I didn't use to have a car and I used to walk home through the old market. I would buy presents for my family and fresh fruit for dinner. I think the fruit used to **taste** better than nowadays! I don't work any more, but I **keep up to date** with the latest medical news.

Abbas



**2** Read about Faten and Abbas and answer these questions.

1. What would Faten do to help her mother?

**She'd get the coloured wool ready for her.**

2. What did they use to do in the evening?

**They used to sit and tell traditional stories and sing folk songs.**

3. What is different about her grandchildren's life?

**Her grandchildren watch TV and play computer games.**

4. What did Abbas use to do?

**He used to be a doctor. He used to work ten hours a day.**

5. What was different about the doctor's life in those days?

**He didn't have a car. He used to walk home.**

6. What would he do on the way home?

**He would buy presents for his family and fresh fruit for dinner.**

3 Faten and Abbas are describing their past lives. Find the following:

- two sentences in the past simple

She taught me how to weave

I was a doctor

- two sentences with *used to/didn't use to*

I used to help her.

We didn't use to have a TV,...

- two sentences with *would*

Sometimes I'd work at the weekends as well.

I'd get the coloured wool ready for her.

park fountain building olive tree bus stop road  
people traffic supermarket block of flats restaurant

4

Complete the postcard. Circle the correct verbs.

Dear Abdullah

I (1) **enjoy** / **am enjoying** my holiday in London. We (2) **visit** / **are visiting** all the famous places.

Yesterday we (3) **went** / **were going** to Covent Garden Market. Here, you always (4) **see** / **are seeing** lots of interesting actors. One man (5) **wore** / **was wearing** silver clothes. He (6) **stood** / **was standing** so still, I (7) **thought** / **was thinking** he was a statue. I (8) **walked** / **was walking** away, when suddenly he (9) **put** / **was putting** his hand on my shoulder. I (10) **screamed** / **was screaming**! Then I (11) **saw** / **was seeing** everyone laughing. I (12) **felt** / **was feeling** so embarrassed!

See you soon

Hussein





# Help box

Use used to / didn't use to + infinitive to talk about states or repeated actions in the past.  
I used to want to be a doctor, but now I want to be a teacher.

We used to go on holiday every summer.

Use **would** + infinitive to talk about repeated habits in the past (not states).

Every afternoon, my friends and I would talk for hours on the phone.

After dinner, Grandfather would sit and tell us all stories from long ago.

**Would, Used to**

Ten years ago, he came here. (مرة واحدة)

Ten years ago, he would come here. (عمل اعتيادي و متكرر، لعدة مرات)

**ملاحظة هامة جداً جداً:** إن مفهوم (حالة) هنا يعني استمرارية الفعل لفترة من الزمن وليس تكرار الفعل أو تجدده في فترة من الزمن.

إن مفهوم التكرار أو الاعتيادية يعني(بدء ← انتهاء ← بدء ← انتهاء.....).

إن عيش الفلاح في بيته حالة؛ لكن ذهابه إلى الحقل كل صباح وعودته منه كل مساء هو حدث متكرر أو اعتيادي. نستخدم كلتا الأداتين على النحو التالي:

١- نستخدم (used to) مع أفعال الحالة والتكرار.

I used to play in the snow.

We used to have a TV in our house.

٢- نستخدم (would) مع أفعال التكرار فقط.

I would visit my parents every Friday when we were in Syria.

أي إذا كان الفعل في الجملة هو فعل حالة غير قابل للتكرار فهنا نستخدم (used to) ولا نستخدم (would). أما إذا كان الفعل فعل تكرار فكلتا الأداتين صحيحتين.

I used to play football at the football pitch when I was a child. ✓

I would **love** playing football at the football pitch when I was a child. ×

✓ × ✓ ✓

He (used to/ would) live in the UAE when he was a kid, but he (used to/ would) go to Damascus every summer.

**ملاحظة هامة جداً:** إذا تم تخيير الطالب في الامتحان بين هاتين الأداتين يجب أن يختار دائماً (used to).

**ملاحظة هامة:** يأتي بعد الأداتين المصدر من الفعل دائماً. (اختيار ما بين قوسين).

5

**Complete the text with used to / didn't use to and one of these verbs.**

not drive live play ride walk not watch

When my grandfather was a boy, he  
(1) used to live in a village high up in the  
mountains. They (2) didn't use to watch TV.  
At night they (3) used to play games or  
read. They (4) didn't use to drive  
cars – they (5) used to ride  
horses into town to do the  
shopping. My grandfather  
(6) used to walk a long way  
to school every day.



**Decide if the sentences are correct or incorrect. Then correct the wrong ones.**

1. I use to live on a farm in the countryside.



I used to live

2. My best friend used to live on the farm too.



3. Our fathers use to work together.



used to

4. We didn't used to like working on the farm.



use to

5. We use to spend hours by the river, swimming and fishing.



used to

6. Our mothers used to get very angry with us because our clothes were always dirty!



7. We didn't used to have a TV, so we listened to the radio or read.



use to



**Circle the correct verb. Sometimes both are correct.**

1. I didn't always *use to* / *would* live in Canada, you know.
2. I *used to* / *would* live in Syria when I was a child.
3. When I moved to Canada, I *used to* / *would* miss the sunny weather.
4. It *used to* / *would* be very cold in the winter – it snowed nearly every day!
5. My sisters and I *used to* / *would* dress up warmly and play in the snow.
6. But I *used to* / *would* love the Canadian summers.
7. We *used to* / *would* live very near Lake Louise.
8. We *used to* / *would* go there every weekend and swim, fish or sail.



newspapers

KEEPING UP WITH THE NEWS

Newspapers contain news, information and advertising, and are printed on low-cost paper. They can be daily or weekly, national or local. Newspapers began about 500 years ago – the first ones were in Germany. In those days, newspapers were handwritten and used to be passed from person to person. But they weren't very different from today! They had information about wars, economic conditions, social customs and human-interest features. Newspapers used to be very expensive. Poor people couldn't afford them. But in the 1800s, printing became cheaper and ordinary people could afford to buy them. The oldest newspaper still in existence was first published in Austria in 1703. The oldest newspaper in the Arab world is Al-Ahram, which started in 1876.

People who write articles for a newspaper are called 'journalists'. But no newspaper can afford to send journalists to report on all events, so they buy stories from news agencies around the world. And no newspaper has room for all the stories that happen every day. So the news editor holds a meeting where they decide what stories to publish. They also decide where the photos and advertisements will go. These days, newspapers are cheap because half the cost is paid for by advertising. A lot of people used to read a paper every day. But today fewer people are reading newspapers than before. Instead, they go online and get their news from newspaper websites. Although we now have 24-hour news on TV and online, newspapers are printed only once a day. So in the future, newspapers may put all the freshest news online and the printed newspapers will only have articles with opinions and comments.

# Vocabulary newspapers: headlines, cartoon, weather forecast, review, advert, caption

1 Match the parts of newspapers with the reasons why you would read them.

- |                     |          |                                                                       |
|---------------------|----------|-----------------------------------------------------------------------|
| 1. headlines        | <b>e</b> | a. read opinions about films and books                                |
| 2. cartoon          | <b>f</b> | b. look at pictures of products and explanations about them           |
| 3. weather forecast | <b>c</b> | c. find out about the weather                                         |
| 4. review           | <b>a</b> | d. read these under pictures, they give you information               |
| 5. advert           | <b>b</b> | e. find out the main news quickly by reading these short explanations |
| 6. caption          | <b>d</b> | f. laugh at funny pictures and words                                  |



### 3- Read the article and answer these questions.

1. How long have newspapers existed?

For about 500 years.

2. Where did the first newspapers appear?

In Germany.

3. When did newspapers become cheaper?

In the 1800s.

4. What happens at the editor's meeting?

They decide what stories to publish and where the photos and advertisements will go.

5. What is the oldest newspaper in the Arab world?

*Al-Ahram.*

6. What is the future of newspapers?

They may put all the freshest news online and only have articles with opinions / comments in the printed newspapers.

7. For what purpose would you, yourself, read a newspaper?

4- Listen and answer the questions. Does the voice start high or low at the beginning of *wh*- questions?

1. Where did the first newspapers appear?

**The first ones were in Germany.**

2. What were they like?

**They were handwritten, but they weren't very different from today.**

3. Why are they cheap nowadays?

**Because half the cost is paid for by advertising.**

4. Who reads a newspaper every day?

**Some people.**

# Writing

**7 Write your reasons either for or against the statement in exercise 6.**

Reading a newspaper is better than reading news on the Internet.

# 1 Match the headlines with the stories.

- a. Football ticket leads man to prison 3
- b. Postcard takes thirty years to arrive 1
- c. Passengers asked to fix their own train 2

**1-** In 1976, a student in Poland wrote to his parents. The student was living and studying at a university, a long way from where his parents were living. The postcard arrived – 30 years later! The writer of the postcard is now married, with two children. While he was growing older – sailing around the world on a boat, having a serious heart operation in hospital – the postcard was slowly travelling around Poland.

The writer's parents moved not long before the card arrived so the neighbours sent the card back to him.

**2-** A train going from London to Manchester suddenly stopped. The passengers were wondering why the train wasn't moving. They were shocked when they heard the train driver's voice, 'We've got a broken windscreen wiper. Can anyone help to fix it?' Four men got up and went to help. One of them said: 'I couldn't believe what was happening. When I got to the front of the train, I saw a man standing with one foot on the platform. He was stretching across the window, holding up the broken windscreen wiper. I was even more surprised when he told me he was a passenger, too!' The men tried to repair the broken windscreen wiper, but in the end, they gave up, and everyone got off the train, and took a different one to Manchester.





**3-** A woman was walking to a stadium in Munich, Germany, to watch a match during the last World Cup Football tournament. She was standing outside the stadium, when a thief saw the ticket in her bag. He stole the ticket and went into the stadium instead of the woman. But he didn't realise that he was sitting next to the woman's husband! The woman's husband immediately called a security guard when he saw someone else sitting in his wife's place. Soon, the thief was sitting somewhere else .... in a police station.

**2 Match these words with their definitions.**

1. operation

2. neighbours

3. windscreen wiper

4. platform

5. security guard

6. Tournament

a. competition

b. people living next door

c. someone whose job is to protect a place or people

d. the mechanical part of a vehicle that wipes water from the window

e. the part of a train station where people stand and wait for the train

f. when a doctor or surgeon tries to repair a part of someone's body

**3 Read the stories and answer the questions.**

1. Why did the student's parents never read the postcard?

1. They moved before the card arrived.

2. Why did the train stop while it was travelling to Manchester?

2. The windscreen wiper was broken.

3. Why did the person sitting next to the thief call the police?

3. He was waiting for his wife, and when he saw a stranger sitting in her seat, he knew something was wrong.

**Writing**  
**Read the statement.**  
It's better to watch news on TV than read newspapers.  
**Organise the following points into two lists – for and against the statement. Add any more points you can think of to the table.**

- 1- You can find out about the news more often, on TV.
- 2- You can read newspapers anywhere – on the bus or train, for example.
- 3- TV news is more interesting because you can listen to people speaking.
- 4- Reading is more relaxing than watching TV.
- 5- You can understand news better when you see it on TV.
- 6- There aren't always pictures of things you are reading about in the newspaper.
- 7- Students don't have enough time to read a newspaper every day.

For	Against



## Circle the correct answer.

1. I've *known* / *been knowing* my best friend **all my life**.

2. My mother has *taught* / *been teaching* me to play the piano, **but I can't play very well yet**.

3. I've **already** *tidied* / *been tidying* my room.

4. I haven't *visited* / *been visiting* Europe **yet**.

5. Hurry up! You've *talked* / *been talking* on the phone **for an hour**!

6. Where have you been? I've *waited* / *been waiting* for you **all morning**.

7. Lubna! The post has **just** *arrived* / *been arriving*. Maybe there's a letter for you.



We need to save the environment!

Here are some of the ways we are damaging our world:



People waste paper, so paper manufacturers (1) ..... (cut) down more and more trees to make more paper.



Cattle farmers (2) ..... (clear) rainforests, too, to use as fields for their cattle.



In the cities, factories and cars (3) ..... (fill) the air with smoke and gases.



People kill endangered animals and then sell their skins and fur to make money.  
But our Environment Club

(4) ..... (think) of ways to help save the world!

Here are some of the things we

(5) ..... (do):

We (6) ..... (recycle) paper, glass and plastic.

We (7) ..... (encourage) people to walk or use public transport instead of cars.

Why don't you join our club and help save the world, too!



**Write what these people have been doing.**

**1. She / cut / onions**

She's been cutting onions



**2. He / paint / the room**

.....



**3. She / make / a cake.**

.....



**4. She / do / exercise.**

.....



**5. He / wash / the car.**

.....

## A Car Rally

### The Plymouth to Banjul rally

Every year, more than 500 old cars set off from Plymouth in England to Banjul in Gambia, Africa. The drivers ask people to sponsor them – give them money if they arrive at their destination. The cars mustn't cost more than £100. And once they have started, the teams can't have any help from mechanics. They are on their own. It's a long journey, and the old cars have lots of problems, but most of them get to Banjul in the end.

When they arrive, the teams must sell their cars and equipment. Those are the rules. Why do they

do it? To raise money for local charities in Gambia.

Clive and Andrew are driving their old car on the Plymouth Banjul rally.

1.

**Andrew:** Hi, Clive! We're ready to set off, 1 aren't we ?

**Clive:** No, not quite.

**Andrew:** You've packed the spare wheel, 2 ..haven't.you ?

**Clive:** No, I haven't.

**Andrew:** What about the food and drink?

**Clive:** Sorry.

**Andrew:** You haven't done anything, 3 ..have.you ?

**Clive:** Yes, I have. I've been studying French. Listen. 'Parlez-vous English?'

**Andrew:** That isn't very good, Clive.

2.

**Clive:** Are we going in the right direction?

**Andrew:** Yes, of course.

**Clive:** You do know where we're going, 4 ...**don't.you**.. ?

**Andrew:** I'm not sure.

**Clive:** You can read a map, 5 ....**can't.you**.. ?

**Andrew:** Yes, I can. But I left my glasses in England.

3.

**Clive:** You can't hear a funny noise, 6 ...**can.you**.... ?

**Andrew:** What kind of noise?

**Clive:** I think it's the engine. Listen. You heard that, 7 ...**didn't.you**.. ?

**Andrew:** Yes, I did. I think we've got a problem.

4.

**Clive:** We've been driving for hours, 8 **.haven't.we**?

**Andrew:** Yes, but don't worry. We're nearly there.

**Clive:** We're going to finish the rally! ... Oh no.

**Andrew:** You didn't remember to fill up with petrol, 9 .....**did.you**..... ?

**Clive:** Sorry, Andrew.

Find the questions that mean the same as these sentences.

1. Andrew believes that they are ready. *We're ready to set off, aren't we?*

2. Andrew believes that Clive hasn't done anything.

*You haven't done anything, have you?*

3. Clive believes that Andrew knows where they are going.

*You do know where we're going, don't you?*

4. Clive wants Andrew to confirm that he heard a noise.

*You heard that, didn't you?*

5. Andrew expects Clive to answer 'no' to his question.

*You didn't remember to fill up with petrol, did you?*

5 Copy and complete these questions with appropriate question tags.

1. You've got the map, ...*haven't you*..... ?

2. We're stopping in this town, *aren't we*..... ?

3. They can't contact us, *can they*..... ?

4. She isn't at home, *is she*..... ?

5. He's been talking for hours, *hasn't he*..... ?

6. We saw amazing things *didn't we*..... ?



#### 4- Match the questions and the question tags.

- c** 1. The children left the door open,
- d** 2. It takes five hours to get there,
- a** 3. You can speak English,
- g** 4. We have to wear sports shoes,
- f** 5. I should say sorry to him,
- j** 6. He won't be late,
- b** 7. Anne couldn't answer the question,
- e** 8. It's too dark to see properly,
- i** 9. I'm not responsible for it,
- h** 10. It's not time to go home yet,

- a. can't you?
- b. could she?
- c. didn't they?
- d. doesn't it?
- e. isn't it?
- f. shouldn't I?
- g. don't we?
- h. is it?
- i. am I?
- j. will he?

#### 5- Add question tags to these sentences.

- 1. They've already been to Kuwait, ...**haven't they?**
- 2. You're the new teacher, .....**aren't you?**
- 3. You don't think someone stole your new bike, .....**do you?**
- 4. You didn't bring your coat, .....**did you?**
- 5. Your little sister has eaten all the biscuits, .....**hasn't she?**
- 6. This weather is awful, .....**isn't it?**
- 7. I can't do everything, .....**can I?**
- 8. He's Syrian, .....**isn't he?**



Look at the pictures and complete the questions.

1.

You *couldn't* help me lift this box,  
*could you?*



2.

They ..... *don't* ..... really suit  
me, do they?



3.

..... *It is* ..... hot today, isn't it?



4.

You ..... *are* ..... Syrian, aren't  
you?



5.

We ..... *will* ..... have to go and  
see something else, won't we ?



6.

You ..... *won* ..... the match,  
didn't you?

Write the correct question tags.

1. You aren't going to the shops, **are you**.....?
2. That's our new teacher, **isn't it**.....?
3. Alexander's parents are both doctors, **aren't they**.....?
4. You've been to Paris and Rome, **haven't you**.....?
5. That couldn't possibly be true, **could it**.....?
6. It takes a long time to fly to Australia, **doesn't it**.....?
7. Most students in Britain have lunch at school, **don't they**.....?
8. I can sit here, **can't I**.....?

## The Silk Road

Imagine going on a dangerous 7,000-kilometre journey on foot, leading your camels loaded with goods. You will experience cold, heat, hunger and thirst, pass through deserts and climb mountain ranges. When you get to your destination, you will trade your goods. Then you will be ready for the long journey home again.

The Silk Road was an ancient route which connected the continents of Asia and Europe. The route linked China, Central Asia, Northern India and then the Persian and Roman Empires. It was used between about 500 and 1300 CE. It is incredible that people used these routes, because they went into dangerous places such as the Taklamakan Desert and the Himalayan mountain ranges. Why did they do it?

Well, at that time only China produced silk. And it was the demand for silk that created this link between East and West. Merchants of the Chinese Empire traded their silk and spices with India, Europe and the Eastern Mediterranean. They exchanged them for silver, precious stones, gold and horses.

The journeys took many months. Merchants had to go into the boiling desert, and in the mountains they faced freezing temperatures. They used anything between 100 and 1,000 camels to carry the goods – each one could carry about 200 kilos. It was safer to travel in a group called a ‘caravan’ because there were thieves. Caravaneserai (early hotels) were built 30–40 kilometres from each other, which was about eight or ten hours on foot. They provided food and a bed, and fed the animals for free for three days.

Around 1300 CE, as the old empires declined, the Silk Road was used less. Travel by sea became less dangerous than a long land route and Europeans were making their own silk. Soon, the old towns and monuments along the route were buried under the sand. But nowadays there are paved roads and train tracks that follow the Silk Road.

Read the article and answer these questions.

**1. How long is the Silk Road?**

7,000 km

**2. What regions did the Silk Road cross?**

China, Central Asia, Northern India, Persian Empire, Roman Empire

**3. What were the dangers of the Silk Road?**

Crossing the Taklamakan Desert and the Himalayas

**4. Why did people start using the Silk Road?**

To trade silk and spices in India, Europe and the Eastern Mediterranean

**5. What goods were exchanged?**

silk, spices, silver, precious stones, gold and horses

**6. What was a caravan like?**

A group of merchants and their camels travelling together

## A journey by balloon

The desire to reach the North or South Pole has always attracted sailors and explorers. Many ships have been lost in the ice during these polar expeditions.

One Swedish exploration team had the idea of flying to the North Pole in a hydrogen balloon. The leader was Andrée, an experienced Arctic explorer. He took with him two other men, Strindberg /strɪndbɜːrɡ/, a scientist, and Fraenkel, an engineer. They set off on 11<sup>th</sup> July, 1897, from Danes Island, in the Arctic. The balloon was called Ornen, which is the Swedish word for 'eagle'. In the basket with the three men, was food,

fuel for cooking, tents, guns, a boat and sledges, in case they landed on the ice. They would then be able to make their way on foot across the ice to the North Pole.

A crowd of spectators watched and cheered as the balloon took off. But that was the last time the men were ever seen alive. The balloon started leaking hydrogen gas, and began to drop lower and lower. On 14<sup>th</sup> July, the balloon got caught in freezing fog. The weight of the ice meant the balloon became too heavy to continue flying. The men tried to save themselves from crashing by throwing everything out of the basket. It didn't work – but they

survived the crash into the ice. They travelled across the ice for two months, before they died. It wasn't until more than thirty years later that their skeletons were found near White Island, east of Spitsbergen /spɪtsbɜːrɡən/ Island, by two Norwegian sailors. The sailors also found Andrée's diary and camera. The diary, along with the photos, when they were developed, told the story of their long and difficult journey across the ice.



## Read the article and answer the questions.

1. Why did they choose the name 'Eagle' for their balloon?

Because an eagle is a bird (a powerful, high-flying bird).

2. Why did they take sledges and tents with them in the basket?

So that they could continue their travels on foot if they had to land on the ice.

3. What was the first serious problem with the balloon?

It began to leak hydrogen.

4. What happened three days after take-off?

The balloon got caught in freezing fog and had to make a crash landing.

5. Why did they throw all their food and equipment out of the basket?

They wanted to make the balloon lighter and avoid crashing.

6. How do we know the details of the balloonists' journey?

A diary was found, along with a camera and photos of the journey.

## 2 Find words in the text that mean:

1. a long and difficult journey to discover a new area ..... **Expedition** .....
2. a gas that is lighter than air ..... **hydrogen** .....
3. a type of 'ski' for transporting people or goods across ice or snow ..... **sledge** .....
4. people watching an event ..... **spectators** .....
5. stayed alive, despite a crash ..... **survived** .....
6. only the bones of the body ..... **skeleton** .....

**Write about how paper is made. Use the passive form of the verbs in brackets.**

1. The trees in the forest ..... **are chopped down** ..... (chop down).
2. Then they ..... **are cut** ..... (cut) into big pieces, called logs.
3. They ..... **are driven** ..... (drive) to the paper mill in lorries.
4. They ..... **are broken** ..... (break) into tiny pieces by a machine.
5. After that, water ... **is added** ..... (add) and ..... **mixed** .....  
(mix) with the tiny pieces of wood.
6. This water ... **is removed** ... (remove) later and the paper ..... **is dried out** .....  
(dry out) by a special machine.
7. Finally, the paper ..... **is made** ..... (make) into large rolls on another machine.

Complete the rules with the passive form of the verbs in brackets, and *can* or *can't*.

**The Odeon Theatre, Stratford**

- ✓ Seats .....*can be booked*..... (book) in advance, by phone or on the internet.
- ✓ Programmes ...*can be downloaded*.. (download) from the internet.
- ✓ They *can also be obtained* (also obtain) at the box office.
- X Food and drink .....*can't be taken*..... (take) into the theatre.
- X Ticket holders ..*can't be allowed*.. (allow) to enter the theatre after a play has started.
- X Mobile phones .....*can't be used*..... (use) during the performance.

**3 Complete the sentences with the present or past passive.**

1. The telephone .....*was invented*... (invent) by Alexander Graham Bell in 1876.
2. The game of basketball*was first thought* (first think) of by James Naismith, a Canadian.  
Nowadays, basketball .....*is played*..... (play) all over the world.
3. A lot of the world's gold *is still produced*... (still produce) in South Africa.
4. Penicillin ..*was discovered*..... (discover) by Alexander Fleming.
5. In the past, most letters*were written*. (write) by hand, or .....*typed*.. (type) on machines.  
But nowadays, computers .....*are used*..... (use) for letters.
6. Every year, a lot of money ..... (spend) by people sending each other greeting cards.  
*is spent*

**4 Complete the letter with the present perfect simple or present perfect continuous.**

Dear Mum and Dad

I (1) ..... (have) a wonderful time here on the farm! You won't believe how early

I (2) ..... (get up)! At the end of such busy days, I (3) .....  
(fall) asleep quite early, too, I must admit.


For the last few days, Uncle Robert (4) ..... (teach) me to milk the cows. Holding  
a newborn lamb (5) ..... (be) one of my most memorable experiences here on the  
farm.

We (6) ..... (just come) back from a ride across the fields on one of the horses. It  
(7) ..... (rain) for the last few days, and the fields are very wet and muddy. I  
(8) ..... (just spend) a very relaxing hour in a hot bath!


Well, you'll be pleased to hear that I (9) ..... (change) my mind about the  
countryside ... it's not boring, after all! In fact, I think this is the best holiday I (10)  
..... (ever have).

See you soon


Khaled

1.  'I am sorry I forgot to phone you.'

Munzer said (that) he was sorry he had forgotten to phone me.

2.  'I bought a new shirt a few weeks ago.'


Huda said (that) she had bought a new shirt a few weeks ago.

3.  'I worked very hard at school.'


Mr Wakil said (that) he had worked very hard at school.

4.  'On Saturday, our class is going to the museum.'

Abla and Samia said (that) on Saturday, their class was going to the museum.

5.  'We are going to have lunch at our grandparents' house.'

Hussein and Nada said (that) they were going to have lunch at their grandparents' house.

6.  'I fell and broke my wrist.'

Ahmed said (that) he had fallen and (that he had) broken his wrist.



2

## Read Omar's words.



Omar to Amer:

'I'm going to the market. I want to take photos with my new camera. I'm going to photograph some of the spices in the market. I think they will make good photos for a competition called 'A day in the life of a city'. I hope to win first prize, which is a trip to Australia!'

Amer is telling his father what Omar said.  
Complete the paragraph.

'I saw Omar today. He said

(1) **(that) he was going** to the market. He

said (2) **(that) he wanted** to take photos

with (3) **his** new camera.

He said he (4) **was going to photograph** some of the spices in the market.

He said (5) **(that) he thought they would make** good photos for a competition called 'A day in the life

of a city'. He said (6) **(that) he hoped** to win first prize, which (7) **was** a trip to

Australia.'

3 Write the questions Nawal was asked at her job interview.

‘Where did you go to school?’

1. They asked her ~~where she had gone to school.~~

‘What was your favourite subject at school?’

2. They wanted to know ~~what her favourite subject was at school.~~

‘When did you start learning English?’

3. They asked ~~her when she had started learning English.~~

‘Did you enjoy your English classes?’

4. They wanted to know whether ~~she had enjoyed her English classes.~~

‘What was the last book you read?’

5. They asked her ~~...what the last book was (that) she had read.~~

‘How did you hear about the job?’

6. They wanted to know ~~how she had heard about the job.~~

‘Do you have any questions about it?’

7. They asked her if ~~she had any questions about it.~~

**4** Ali talked to Sami about his holiday.

**Write the conversation.**



**Ali:** Where did you go on holiday?

**Sami:** I went to Morocco with my family.

**Ali:** Did you like it there?

**Sami:** I had a great time. I particularly liked the buildings, the streets – and the food.

**Ali:** Did you ride a camel?

**Sami:** Yes, I did! It was a very bumpy ride, but it was great fun.

**Ali:** What was your favourite place in Morocco?

**Sami:** I loved Marrakesh. I saw so many interesting things.

1. Ali asked Sami ...where he had been on holiday.....

2. He said ...(that) he had gone to Morocco with his family.....

3. Ali wanted to know if ...he had liked it there.....

4. Sami told him .....(that) he had had a great time.....

He said (that) he had particularly liked the buildings, the streets and the food.

5. Then Ali asked whether he had ridden a camel.....

6. Sami replied .....that he had.....

He added (that) it had been a very bumpy ride, but that it had been great fun.

7. Ali asked ...what his favourite place was in Morocco.....

8. Sami told him (that) he had loved Marrakesh.....

He said ...(that) he had seen so many interesting things.....

**5** Make nouns from these adjectives and verbs. Choose the correct endings and write the nouns in the table.

**Adjectives**

angry  
blind  
dangerous  
different  
disappoint  
happy  
hungry  
intelligent  
obedient  
sad

**Verbs**

contribute  
examine  
excite  
improve  
possess

<b>+ ness</b>	<b>+ tion</b>	<b>+ er</b>	<b>+ (e)nce</b>	<b>+ ment</b>
blindness	contribution	anger	difference	disappointment
happiness	examination	danger	intelligence	excitement
sadness	possession	hunger	obedience	improvement



## How to be a good listener

We all listen to people talking, all the time. But how much do we actually listen, rather than just hear what someone is saying?

**U***se eye contact to let the speaker know that you are listening.* There's nothing worse than talking to someone who is looking at someone else in the room, or at something else more interesting!

**D***on't feel you have to respond too quickly.* Sometimes a speaker needs time to organise his or her ideas. Interruptions from the listener make this difficult. And sometimes a speaker just wants someone to listen, not

to say anything at all. Be sensitive. Know when to respond and when to be silent.

**S***how the speaker you are listening by being involved in the conversation.* Even though you are not speaking, saying things like, *Mmm, Yes, I see, Really? That's true ...* show that you are really thinking about what the speaker is saying.

**C***oncentrate!* If you find your attention fading, start repeating what the speaker has just said, aloud, as if agreeing or reflecting on the content. It'll help to keep your mind focused on what the speaker is saying.

**L***et the speaker talk!* It's tempting to start talking about a similar experience or problem you had, but wait until the speaker has finished talking. Don't turn the attention on yourself.

**A***void distractions.* If the room is too hot or cold to concentrate on what the speaker is saying, do something about it! If there is background noise and you can't hear very well, or focus completely on the speaker, say so. It's much better to stop the speaker while you try to solve the problem of distractions, than let someone talk while you are clearly unable to listen properly.



## 1- Match the beginnings and ends of sentences.

- |                                                          |                                                                      |
|----------------------------------------------------------|----------------------------------------------------------------------|
| d 1. Keep your eyes on the speaker                       | a. if all the speaker really wants is to have someone to talk to.    |
| c 2. Repeat or summarise what the speaker has just said  | b. proves that you are involved in the conversation.                 |
| e 3. If there is noise in the room                       | c. to show that you are thinking about what he or she has said.      |
| b 4. Making short responses while the speaker is talking | d. to show that you are concentrating your attention on the subject. |
| f 5. Let the speaker finish what he or she is saying     | e. tell the speaker you can't hear them properly.                    |
| a 6. Sometimes it's best not to say anything at all      | f. before you start talking about what happened to you.              |

## 2- Find words in the text that mean:

1. aware of someone's feelings sensitive \_ \_ \_ \_
2. disappearing, becoming less fading \_ \_
3. took part in involved \_ \_ \_
4. thinking about reflecting \_ \_ \_ \_
5. things that take your attention away distractions \_ \_ \_ \_

1. 'I'm going to study medicine at university.'

Fatima said

..(that) she was going to study medicine at university.....

2. 'Our teacher is going to show us a film about Japan.'

Zeinab said

..(that) their teacher was going to show them a film about Japan.....

3. 'My father took us to his office.'

Sultan said

..(that) his father had taken them to his office.....

4. 'My friend Ghada went to Russia on a study tour.'

Mariam said

..(that) her friend Ghada had been / had gone to Russia on a study tour.....

5. 'I saw you in the shopping centre.'

Omar told Hisham

..(that) he had seen him in the shopping centre.....

**Samira:** What are you going to do after school?

1. Samira asked Salma  
what she was going to do after school.

**Salma:** I'm going to play table tennis. Do you want to play, too?

2. Salma said (that) she was going to play table tennis.  
She asked if / whether Samira wanted to play too.

**Samira:** I can't. I'm going to the dentist.

3. Samira replied that she couldn't. She said (that) she was going to the dentist.

**Salma:** Have you got toothache?

4. Salma wanted to know / asked whether Samira had toothache.

**Samira:** No, I go every six months for a check-up.

5. Samira replied that she didn't, but said that she went every six months for a check-up.

**Salma:** Last time I went to the dentist, he found nothing wrong with my teeth.

6. Salma said (that) the last time she had been / had gone to the dentist,  
he had found nothing wrong with her teeth.

**Samira:** I hope it will be the same for me!

7. Samira said (that) she hoped it would be the same for her.

‘Who did you go with?’

1. They asked me

.....who I had gone with.....

‘What did you do in Britain?’

2. They wanted to know

.....what I had done in Britain.....

‘Where did you stay?’

3. They asked me

.....where I had stayed.....

‘Did you go to Oxford?’

4. They wanted to know

.....whether / if I had been / had gone to Oxford.....

‘What was the food like?’

5. They asked me

.....what the food had been like.....

‘How did you travel around?’

6. They wanted to know

.....how I had travelled around.....

## **This Week we ask...**

1. When I was going to school, I saw some smoke coming from a house. It was coming from a window on the ground floor. I thought someone had burnt some toast, so I didn't do anything.

*Jack*

**"If it had been me, I would have knocked on the door and told the people inside."**

**Natasha**

**"If I had seen smoke, I would have phoned home and asked for advice."**

**Eric**

**"If that had happened to me, I would have called the fire brigade on my mobile."**

**Charlie**

2. My younger brother isn't doing very well at school. On Monday evening, he was meant to be doing his project, but when I went into his room, he was playing computer games. He didn't finish his project on time and got a really low mark. I didn't know what to do.

**Ryan**

3. I had a mathematics exam at school last week. I was really nervous, and the night before the exam, I couldn't sleep. I don't think I slept at all the whole night. So when I took the exam the next day, I didn't do very well. I was too tired!

**Nada**

4. I went on holiday to the beach with my family. I went swimming in the sea. I'm not a very good swimmer, but I swam out too far. I felt tired, so I climbed onto a rock. I waited until I felt better, then I swam back to the shore. I didn't tell anyone that I had been worried.

**Steve**

#### 4- Read Situation 2 and match the beginnings and endings of the sentences.

- c** 1. If your brother hadn't played computer games,
- a** 2. If I had had a project to complete,
- b** 3. If I had seen my brother playing computer games,

- a. I wouldn't have played computer games.
- b. I would have suggested he studied instead.
- c. he would have done his project and got a better mark.

#### 5- Copy and complete these sentences.

- 1. If Steve ..... **had spoken** ..... (speak) Arabic, he **would have applied**. (apply) for the job in the UAE.
- 2. Kevin .. **wouldn't have had** (not have) an accident if he ..... **had seen** ..... (see) the oil on the road.
- 3. If the sea ... **hadn't been** ..... (not be) so rough, the boat **wouldn't have sunk** (not sink).
- 4. If the exam ..... **had been** ..... (be) easier, I ... **would have got** .... (get) a better mark.
- 5. If she **hadn't forgotten** ..... (not forget) the pan on the cooker, there **wouldn't have been** (not be) a fire.



# Regrets

We asked our older readers if they had any regrets. This is what they said.

*I wish ...*

- I 1. I had done more sport when I was at school.
- d 2. I had learnt to drive when I was younger.
- g 3. I had written a novel before I had children.
- i 4. I hadn't given up playing the piano when I started university.
- a 5. I had studied more at school.
- f 6. I had watched my mother cooking in the kitchen.
- J 7. I had learnt to swim when I was a child.
- e 8. I had stayed in contact with my school friends.
- c 9. I had read more poetry when I was younger.
- b 10. I had played football for my national team when I was young.

## 3- Match these explanations with the regrets.

- a. I didn't have good enough qualifications to go to university. 5
- b. I wasn't very fit when I was young, and I'm less fit now.
- c. I don't have much time to read, and when you can remember lines of verse, your mind is always full of ideas and beauty.
- d. I find it difficult now, and I get very nervous on motorways.
- e. I often wonder what they are all doing now and how they are.
- f. I can't remember how to make the lovely things she cooked.
- g. I always had lots of ideas, but I didn't have the discipline.
- h. This was my dream – but I wasn't quite good enough.
- i. I still love classical music, but it's a pity I can't play it.
- j. When I go to the beach, I can only walk in the water.

#### 4- Look at page 90 again and choose the correct answer.

After / *wish*, we use:

- a. the present.      b. the present perfect.      c. the past perfect.

Copy and complete these sentences. Use positive or negative forms of the verbs.

1. I .....**wish**..... I **had brought**.. my umbrella! (bring)



2. I .....**wish**..... I **hadn't touched**..... it! (touch)



3. I .....**wish**..... I **had remembered**.. my key! (remember)



4. I .....**wish**..... I **hadn't forgotten**.. the time! (forget)



Yang Lei is fifteen years old. She is a student at a large secondary school in Beijing, China. Like many of the students, Yang Lei lives in a suburb quite a long way from the school, and travels there by bicycle. School starts at 7.00 a.m. and finishes at 5.00 p.m. Because the students are at school for about ten hours, they start each day with an exercise session. This is a very important part of their daily routine.

Lunch is at noon in the canteen. It usually consists of rice, meat or fish and noodles. The students then have 30 minutes of sport – table tennis, football, basketball are the most popular – followed by 30 minutes of free time. Many students enjoy going to the library during their free time to read.

Chinese students take their studies very seriously. There is a lot of competition for places in colleges and universities, because there are so many students who want to study further.

Yang Lei's favourite subjects are maths, the sciences, art, English and Chinese. Most students start learning English at primary school. They want to do well in English, because of its international value.

At the weekends, in between doing homework and surfing the internet, Yang Lei enjoys going shopping with her friends. She and her family often have picnics in the summer. Sport is a big part of most Chinese teenagers' lives, too.

Yang Lei dreams of becoming an artist. When she was six years old, she began studying Chinese painting and calligraphy. She hopes to do fine art at university in Beijing one day. But first, she must pass the very difficult university entrance exam. It takes place every year in June, and it lasts three days.

**Read the article and decide if the sentences are true (T) or false (F).**

- 1. Yang Lei lives near the school. F
- 2. The average school day is longer in China than in Syria. T
- 3. Students usually bring a packed lunch to school.
- 4. Going to university after school is a popular choice for many students in China. T
- 5. The ability to speak English is considered to be very important in China. T
- 6. Yang Lei and her friends don't have much time at the weekends to do the things they enjoy. T
- 7. Yang Lei has always been interested in art. F
- 8. Before she can go to university, she has to pass a long and difficult exam. T

**2 Read the article again and find words which mean:**

- 1. a residential area outside the city centre .....suburb.....
- 2. midday .noon.....
- 3. communal dining room ....canteen.....
- 4. importance .....value.....
- 5. the art of beautiful writing .....calligraphy.....

**OVER TO YOU** What would you have done? Answer the questions.

1. Jenny was carrying her mother’s best glass vase to the kitchen, when she dropped it. She didn’t know whether to try and fix it, or to buy a new one instead.

If it had been me, I’d have tried and fixed it.

2. John left his homework at home. He realised this on his way to school. He didn’t know whether to go back and fetch it, and be late for school, or to go to school without his homework.

If it had been me, I’d have gone to school without it.

**4 Write what these people are thinking.**

**bring a map**



1. I wish I had brought a map.

**understand English**



2. I wish I **had understood English.**

.....

.....

**stay at home**



3. I wish I **had stayed at home.**

.....

.....

**phone**



4. I wish I **had phoned**

.....

.....

before I came.

**not forget**



5. I wish I **hadn't forgotten**

..... Omar's number!



**Write what you would think in these situations.**

1. I broke my favourite lamp. I knocked it off the table.

I wish *I hadn't knocked it off the table.*.....

2. I didn't buy a new jacket and I've lost my old one.

I wish *I had bought a new jacket.*.....

3. I didn't see the step. I fell over.

I wish *I had seen the step.*.....

4. I ate too many sweet cakes. I don't feel well.

I wish *I hadn't eaten too many sweet cakes.*.....

5. I didn't save my work on the computer.  
Now I'll have to start all over again.

I wish *I had saved my work on the computer.*.....

**Write what these people said.**

1. 'I'm going to study medicine at university.'

Fatima said (that) she was going to study medicine at university.....
2. 'Our teacher is going to show us a film about Japan.'

Zeinab said (that) their teacher was going to show them a film about Japan,.....
3. 'My father took us to his office.'

Sultan said (that) his father had taken them to his office.....
4. 'My friend Ghada went to Russia on a study tour.'

Mariam said (that) her friend Ghada had been / had gone to Russia on a study tour.....
5. 'I saw you in the shopping centre.'

Omar told Hisham (that) he had seen him in the shopping centre.....

**Report the conversation.**

**Samira:** What are you going to do after school?

1. Samira asked Salma. *what she was going to do after school*.....

**Salma:** I'm going to play table tennis. Do you want to play, too?

2. *Salma said (that) she was going to play table tennis. She asked if / whether Samira.... wanted to play too.*

**Samira:** I can't. I'm going to the dentist.

3. *Samira replied that she couldn't. She said (that) she was going to the dentist.*.....

**Salma:** Have you got toothache?

4. *Salma wanted to know / asked whether Samira had toothache.*.....

**Samira:** No, I go every six months for a check-up.

5. *Samira replied that she didn't, but said that she went every six months for a check-up..*

**Salma:** Last time I went to the dentist, he found nothing wrong with my teeth.

6. *Salma said (that) the last time she had been / had gone to the dentist, he had found..... nothing wrong with her teeth.*

**Samira:** I hope it will be the same for me!

7. *Samira said (that) she hoped it would be the same for her,*.....

**Write the questions the class asked **Khaled** when he came back from a visit to Britain.**

‘Who did you go with?’

1. They asked me **who I had gone with**.....

‘What did you do in Britain?’

2. They wanted to know **what I had done in Britain**.....

‘Where did you stay?’

3. They asked me **where I had stayed**.....

‘Did you go to Oxford?’

4. They wanted to know **whether / if I had been / had gone to Oxford**.....

‘What was the food like?’

5. They asked me **what the food had been like**.....

‘How did you travel around?’

6. They wanted to know **how I had travelled around**.....

**How would these situations have been different if the opposite had happened?  
Write sentences.**

I didn't listen to the radio, so I didn't hear the news.  
If I had listened to the radio, I would have heard the news.

1. Helen forgot to water the plants, so they died.  
.....If Helen hadn't forgotten to water the plants, they wouldn't have died.....

2. Victoria baked the cake for too long, so it was burnt in the oven.  
If Victoria hadn't baked the cake for too long, it wouldn't have been burnt in the oven.....

3. My father parked the car in the wrong place, so he got a parking ticket.  
If my father hadn't parked the car in the wrong place, he wouldn't have got a parking ticket.....

4. I wrote the wrong address on the envelope, so the letter didn't arrive.  
If I hadn't written the wrong address on the envelope, the letter would have arrived.....

5. I posted the card too late, so you didn't get it on your birthday.  
If I hadn't posted the card too late, you would have got it on your birthday.....

**What would you have done in the following situations? Write sentences with the words in brackets.**

I bought my mother an expensive glass bowl from a trip to Damascus. While I was travelling back home on the bus, I dropped it, and it broke.

(wrap it up in newspaper first)

If it had been me, I would have wrapped it up in newspaper first.

1. (carry it with two hands)

If it had been me, *I would have carried it with two hands.*

2. (wrap it in a blanket or thick coat)

If it had been me, *I would have wrapped it in a blanket or thick coat.*

3. (not buy something made of glass!)

If it had been me, *I wouldn't have bought something made of glass!*

It's my brother's birthday tomorrow. I wanted to buy him a book. But when I got to the shop today, the book I wanted to buy was sold out. Now I don't have a present for him.

4. (buy something else)

If it had been me, *I would have bought something else.*

5. (look for the book in another shop)

If it had been me, *I would have looked for the book in another shop.*



**Write these people’s wishes about things that happened.**

‘I went for a run this afternoon – now I’m really tired’

I wish I hadn’t gone for a run.

1. ‘I spent all my money on new clothes.’

I wish I hadn’t spent all my money on new clothes.....

2. ‘I lost my bus ticket.’

I wish I hadn’t lost my bus ticket.....

3. ‘He said something unkind to me.’

I wish he hadn’t said something unkind to me.....

4. ‘I didn’t read the book before I saw the film.’

I wish I had read the book before I saw the film.....



# 2

# Storytellers

## Grammar

*could/couldn't, was/were able to, managed to, should/must/have to/had better/ought to*



*In the days before television, radio and films, people told stories. And with these stories they managed to entertain their audience, teach them and give them moral lessons. In Arabic, traditional stories often start 'Kana ya ma kan'. But 'Once upon a time' is the traditional beginning of folk tales in English. In the past, people weren't able to travel easily. Journeys were long and slow. So each village was isolated and told different versions of the same stories. Amazingly,*

*many of these traditional stories are very similar across the Arab world. There are stories about princes and princesses, animals and ghosts, thieves and robbers, hidden treasures, rich sultans and poor men.*



Men used to meet around a fire after dark and tell their stories. Women used to gather together and tell stories while they sewed their dresses. They told stories to their children to educate and entertain them. Most people were able to tell simple stories, but most of them couldn't remember long stories, or tell them in an exciting way. So there were also professional storytellers who travelled from village to village. In this way, they could have dinner and stay the night. They were very talented, and they could remember incredibly long stories and poems. In fact, they were able to talk for days! They managed to do this with only a stick for emphasis. Their audience listened attentively, stopping the storyteller to discuss the story's moral message. Sometimes, the storyteller used to stop at an exciting moment to take a sip of tea. Certain qualities were important in these stories: generosity, faith and hospitality. Fortunately, many of these oral tales were collected and recorded before they were forgotten. And we can still read, listen and learn from them today.



**Vocabulary** aspects of a story: setting, plot, ending, character

## 2 Read the article and answer these questions.

1. How do folk tales begin in English? And in Arabic?

**In English, they begin 'Once upon a time ...'; in Arabic, they begin 'Kan ya ma kan'.**

2. What was the purpose of storytelling?

**To entertain the audience, teach them and give them moral lessons.**

3. Why is it surprising that folk stories are similar across the Arab world?

**Because villages told the same stories (with different versions) although they were isolated.**

4. What did professional storytellers use to help tell the story?

**They used a stick for emphasis.**

5. What technique did the storytellers use to increase the tension?

**They used to stop at an exciting moment to take a sip of tea.**

6. What are the qualities that are communicated in Arab folk stories?

**Generosity, faith and hospitality.**

7. Traditional folk tales offer moral lessons. Do modern stories offer the same?

**3** **Grammar in context** could/couldn't, was/were/weren't able to,  
managed to

**3 Read the article again. Copy and complete these sentences and phrases.**

1. They ..... **managed to** ..... entertain their audience.
2. In the past, people ..... **weren't able to travel** ..... easily.
3. Most people ..... **were able to tell** ..... simple stories.
4. But they ..... **couldn't remember** ..... long stories.
5. In this way, they ..... **could have** ..... dinner.
6. They ..... **could remember** ..... incredibly long stories and poems.
7. In fact, they ..... **were able to talk** ..... for days.
8. They ..... **managed to do** ..... this with only a stick for emphasis.



## 7- Ought to.

تستخدم هذه الأداة بمعنى (should) وتعني (يفترض أن، يستحسن أن) أي للنصح بشكل عام.

Students ought to study hard.

ينبغي على الطلاب أن يدرسوا بجد

## 8- Had better.

تستخدم هذه الأداة بمعنى (should) أي للنصح في الحالات الخاصة. ويغلب استخدامها للتعبير عن توقع حدوث نتائج سيئة عند عدم حدوث الفعل في المستقبل ( أي للتحذير).

## ١) مثال يبين الفرق بين **don't have to** و **mustn't**

Father to son: Tomorrow is Friday, you mustn't get up early. ×

غداً هو الجمعة و ممنوع أن تنهض باكراً. (ممنوع أن تنهض باكراً حتى ولو أردت ذلك)

Father to son: Tomorrow is Friday, you don't have to get up early.

غداً هو الجمعة و ليس من الضرورة أن تنهض باكراً. (أنا أضعك أمام خيارين تستطيع النهوض إن أردت كما أنك تستطيع البقاء في السرير).

## ٢) مثال يبين الفرق بين **had better** و **ought to**

أخ يأخذ قلم أخته دون إذن منها وتريد الوالدة نصحه  
بشكل عام: (ought to)

Mother: You ought to ask before you borrow things.

يستحسن أن تسأل قبل أن تستعير الأشياء.

بشكل خاص: (had better) أي التحذير وتوقع نتائج سيئة.

You had better ask your sister first, she would be very angry.

كان يجدر بك أن تسأل أختك لأنها ستصبح غاضبة جداً.

1

Complete the text with could, couldn't or manage(d) to.

One summer's evening, the men in the garden of a coffee house were playing a game. Because it was dark, they had candles on their tables, so that they

(1) ..... **could** ..... see. They noticed a man looking anxiously for something on the ground. 'What's wrong, my friend?'

someone asked him. 'Didn't you

(2) ..... **manage to** ..... find what you had lost?'

'No,' said the man, sorrowfully. 'I lost some money earlier this evening. I looked all over the garden, but I (3) ..... **couldn't** ..... find it.'

'Where did you lose it?'

'In the street next door.'

'But it (4) ..... **could** ..... still be there!

Why are you looking here, and not there?'

'Because it was dark there. I (5) .... **couldn't** ..... see anything. Here it is much lighter,' the foolish man replied.

**2** Complete the story with the correct form of was / wasn't able to; were / weren't able to or managed to.

One day, some people were discussing the things they (1) **were able to** ..... do when they were young, and the things they

(2) **weren't able to** ..... do now that they were old.

One of them said, 'When I was young, I (3) **was able to** ..... do exactly the same things that I can do now.'

'What do you mean?' the others asked.

'In my garden, there is a heavy stone,' he said. 'I tried to lift it many times when I was young, but I didn't (4) **manage to** ..... move it.

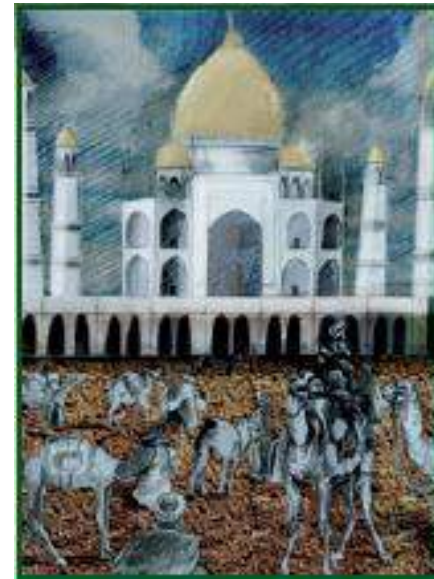
And when I grew old, I still

(5) **wasn't able to** ..... lift it. Nothing has changed!'

# An intriguing story

1

A king wanted his kingdom to be famous for making new scientific discoveries. So he sent his servants out to faraway towns and cities to look for the best scientist possible. They found the most respected scientists in the kingdom – each one an expert. The king welcomed them to his palace. He said, 'As you know I am looking for a top scientist. I want him to make exciting new discoveries that will change the world. So he must be imaginative, decisive and courageous.'





2

Then the king looked at all the scientists and said, ‘You have to prove that you are the right person for the job. The person who does this will work in a fabulous laboratory, with all the books, equipment and riches.’ He pointed to an enormous door in the wall behind him which the scientists hadn’t noticed. ‘This door is the biggest and heaviest door in my kingdom. You must open it without any help.’



3



The scientists looked at the door in horror. How could a single man open such an enormous door? It must be as heavy as a hundred men!

Some of the scientists immediately said, 'We had better go and get our equipment and books, my lord. This problem needs many years of study.' To which the king replied, 'You may be decisive, but you are not courageous. You will have to go back home.'

4 The other scientists sat and argued about mechanical theories. But in the end, they got together and told the king, 'It is impossible, my lord. You should employ all of us to work on this problem. With all our brains together, we ought to be able to open the door.' To which the king replied, 'You may be clever, but you are not imaginative. You will have to go back home, too!'

5 Now there was only one scientist left. The king asked him to give his opinion. He quietly went to the door. He examined it closely, he measured it, he tapped it and he touched it. Finally he took a deep breath ... and pushed the door gently. It opened easily! The king had left the great door slightly open, and the other scientists hadn't even noticed.

6 'At last I have my scientist', exclaimed the king. 'Success in life depends on five things. You must depend on your senses to understand the world, you mustn't make false assumptions, you must make difficult decisions, you must be courageous and you mustn't be afraid to make mistakes.'

**2** Listen and read the story. Then answer these questions.

1. What sort of scientist is the king looking for?

**An imaginative, decisive and courageous scientist.**

2. What is the task the king has for the scientists?

**To open a large, heavy door without any help.**

3. What do the first group of scientists suggest they do?

**They suggest going to get their equipment and books in order to study.**

4. What do the second group of scientists suggest they do?

**They suggest that the king employs them all so that they can work together.**

5. How does the final scientist solve the problem?

**He went and pushed the door open.**

6. What qualities does that scientist have?

**He depends on his senses to understand the world; he doesn't make false assumptions; he makes difficult decisions; he is courageous and he isn't afraid to make mistakes.**

7. If you were one of the scientists, what would you have done?

**4** Grammar in context should / must / have to / had better / ought to

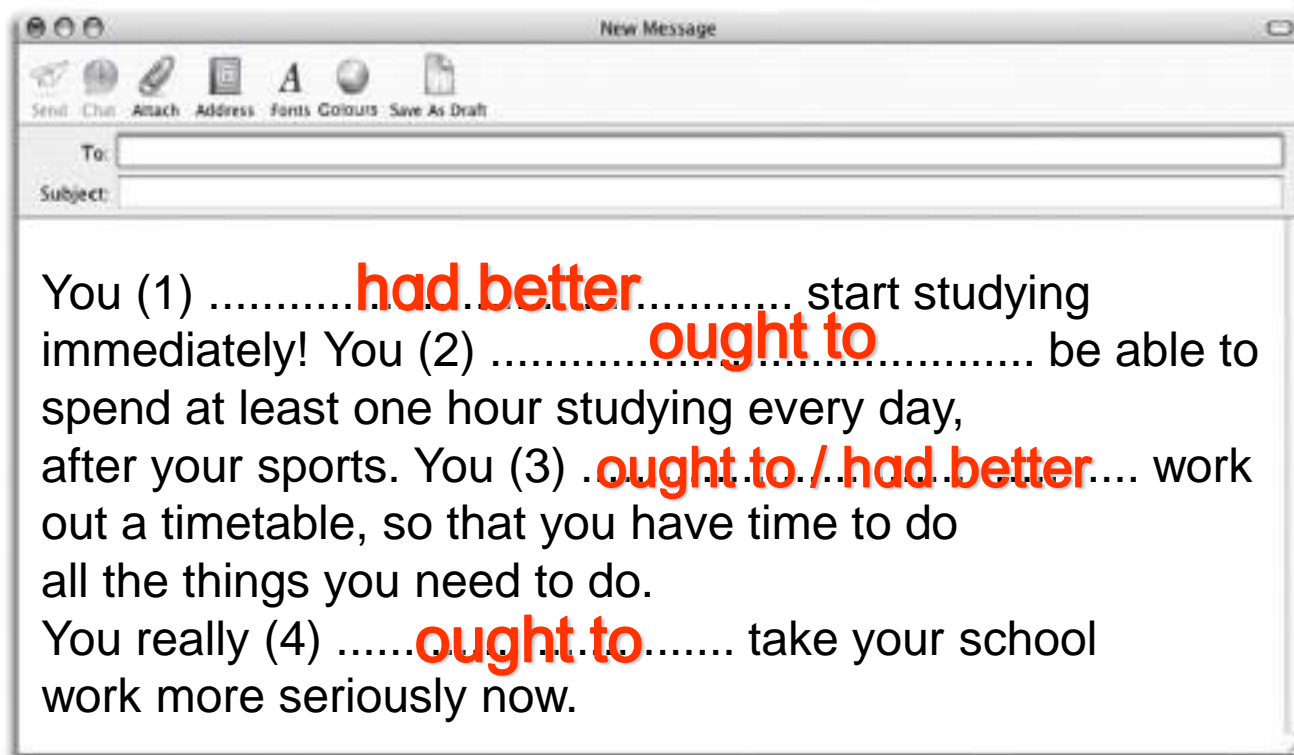
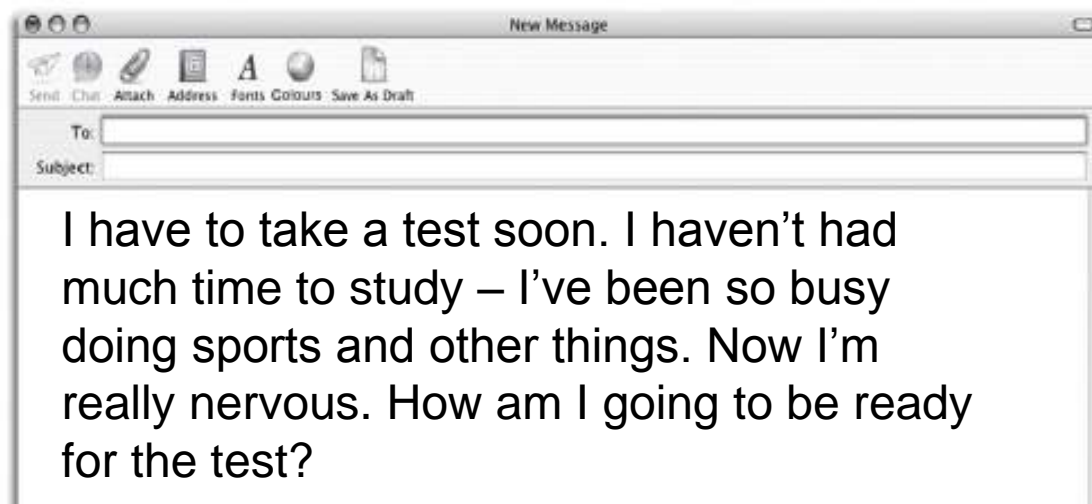
Copy and complete these sentences from the story.

1. You ..... **must open** ..... it without any help.
2. It ..... **must be** ..... as heavy as a hundred men!
3. You **should employ** all of us to work on this problem.
4. We ..... **had better go** ..... and get our equipment and books.
5. You **have to prove** you are the right person for the job.
6. We ..... **ought to be** ..... able to open the door.

**4** Complete the text with should / shouldn't, must /mustn't or have to / don't have to.

When you write a story, you (1) .....**must**..... remember to use the correct punctuation. Remember, in English, you (2) .....**must**..... start a sentence with a capital letter, and you (3) .....**Mustn't**..... forget to put a punctuation mark at the end of it. To make your writing more interesting, you (4) .....**should**..... try to use lots of descriptive words and phrases. You (5) .....**don't have to**..... write the story from your own personal point of view, but it's better to try to write about something you know about. Before you start, you (6) .....**should**..... write a plan of what you are going to say. And when you finish, you (7) .....**should**..... always read your work through, checking carefully for mistakes.

**5** Complete the advice with **had better** or **ought to**.





## Tips for writing a successful story

We hear stories, read stories and watch stories every day. And every time we tell someone what happened to us at school or on holiday, we tell stories, too. But when we write them down, there are some basic things we have to think about first. A good story is like a delicious cake. It must have all the right ingredients! So before you start writing, here are the ingredients you need.

### Characters

What are their likes and dislikes? What do they look like? What words can describe their personalities? Make notes about them.

### Setting

Where does your story take place? Is it in a city, in the country, by the sea? When is it set – in the past, the present or the future?



## Plot

Does your story have a beginning, a middle and an end?

Does your main character have a problem to solve? It could be something small, such as finishing homework on time, or it could be large, such as saving a friend's life. The thing that makes your story interesting is how people deal with difficulties. For example, perhaps your character can't get help because his mobile phone isn't working.

## The ending

Think carefully about the ending. In the best stories, the hero solves the problem on his own or with the help of others. How does your main character finally solve his problem? Which of his qualities allows him to do it? Is your main character changed by the events? And now you have all your ingredients, you are ready to write!

**2 Read Tips for writing a successful story and write definitions of these words.**

**1. Setting 2. The ending 3. Plot 4. Character**

1. The setting is when and where the story takes place.

2. The ending is what happens at the end of the story to solve the problem.

3. The plot is what happens in the story.

4. The characters are the people who appear in the story.

3

**Read the advice and answer these questions.**

1. The writer says a good story is like a cake. Why?

**Because it must have all the right ingredients.**

2. What two things do you have to decide for the setting?

**Where and when the story takes place.**

3. What does the main character have to do in successful stories?

**He / She has to solve a problem.**

4. Why do you think difficulties can make a story more interesting?

**Because you see how people deal with problems.**

5. According to the writer, how do the best stories end?

**The hero solves the problem.**

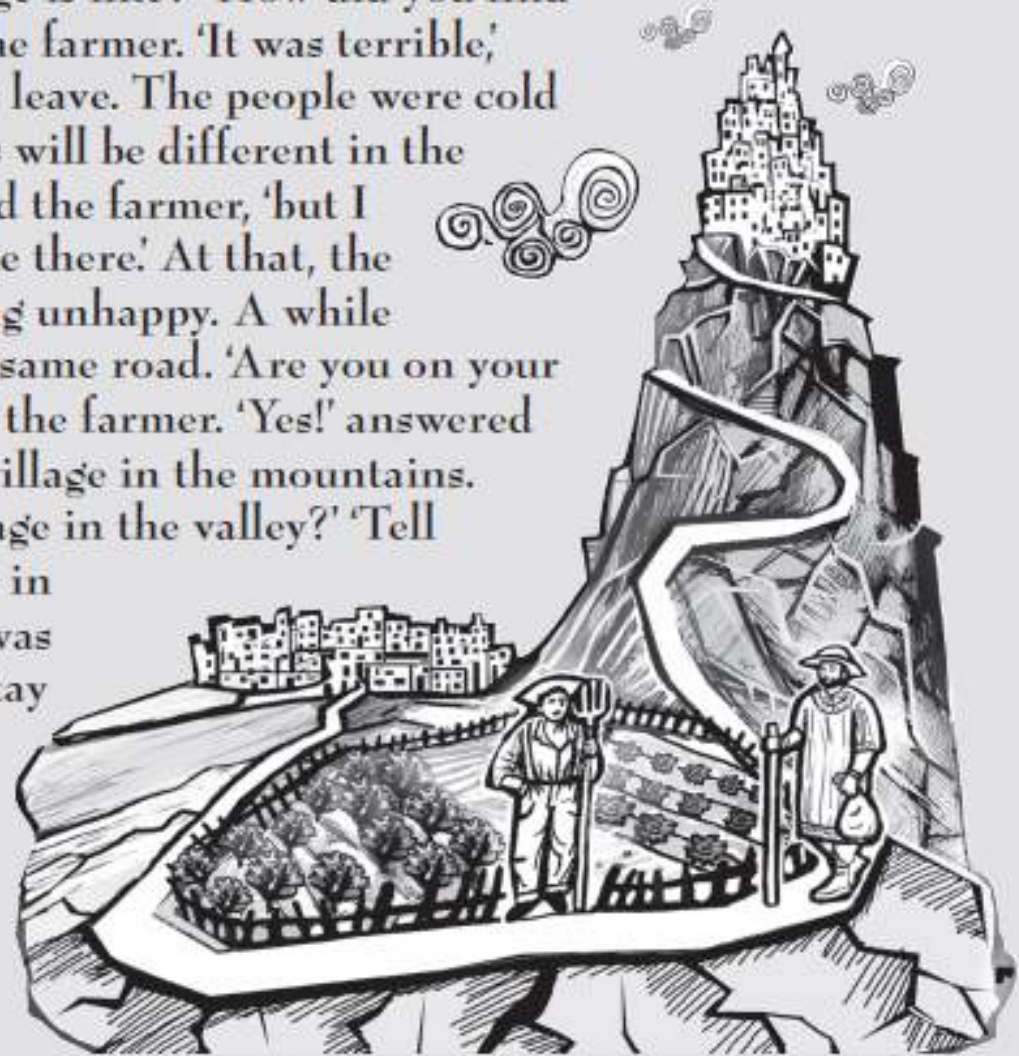
## *Writing Workshop*

### **Tips**

- 1 You ...**should write**... the whole of your story before you stop to check it.
- 2 You ...**ought to**..... always ...**write**.....
- 3 You ...**must read**... your story and make  
about things you .....**know**..... . ...**corrections**...
- 4 Give your story to ..**your friends and family**.. to read.
- 5 You ...**must practise**!

horse camel goat donkey figs dates lamp  
fisherman weaver woodcutter merchant tailor blacksmith  
saddlemaker carpenter king prince sultan guest neighbour  
wife husband widow daughter son thief poor man rich man  
tent kingdom city palace market camp garden marriage

One day a traveller was walking along a road on a journey from one village to another. He noticed a farmer working in a field beside the road. The traveller stopped for a moment, greeted the farmer, and said, 'I've just been to the village in the mountains, and I am now on my way to the village in the valley. Have you been there? Can you tell me what that village is like?' 'How did you find the village in the mountains?' asked the farmer. 'It was terrible,' replied the traveller. 'I couldn't wait to leave. The people were cold and unwelcoming to me. I hope things will be different in the next village.' 'I am sorry to tell you,' said the farmer, 'but I think you will find things just the same there.' At that, the traveller sighed and walked on, looking unhappy. A while later another traveller came down the same road. 'Are you on your way to the village in the valley?' asked the farmer. 'Yes!' answered the traveller. 'I've just come from the village in the mountains. Do you know what it's like in the village in the valley?' 'Tell me first – how did you find the village in the mountains?' asked the farmer. 'It was wonderful! I'm sorry I wasn't able to stay longer. The people made me feel so welcome there. We had such a happy time. So, what about the village in the valley? How do you think I will find it there?' 'I think you will find things just the same there,' replied the farmer. The traveller smiled, and continued his journey.





**1** Read the story and choose the correct answers.

1. What is the moral (message) of the story?
  - ☒ a. A positive attitude leads to positive experiences.
  - b. You can't always manage to find happiness.
  - c. Not everyone will be friendly to you.
  
2. Why did the farmer tell the first traveller that he would find the village in the valley unfriendly, too?
  - ☒ a. Because he knew the traveller would complain about the people there.
  - b. Because the farmer didn't like travellers.
  - c. Because the farmer didn't want the traveller to go to the valley village.
  
3. Why did the second traveller want to stay longer in the mountain village?
  - a. Because he didn't want to go to the valley.
  - ☒ b. Because he liked it there so much.
  - c. Because he was a kind person.

**2** Find words in the story that mean:

1. trip ..**journey**.....
2. plants grown for food ..**crops**.....
3. unfriendly, unsociable ...**cold**.....



**Look at the Help box. Then read Gary's story, and put the paragraphs in the correct order. Number them 1–6.**

The worst day of my life!

6

And the very worst thing was, I spent my holiday indoors, instead of having fun with my friends outside.

1

I'll never forget the first day of my holiday last year. It was the worst day, too!

4

Next, I was lying on the ground in pain. After that, I don't remember much about what happened. But I ended up in hospital somehow – with a broken leg!

2

First, I overslept. I didn't hear my alarm clock, so I was late for the bus and my football match.

5

But that wasn't all. My team finally played the match, without me – and lost.

3

Then I dressed quickly, and ran down the street to the sports centre. I was running so fast, I tripped and fell.

# Writing

**Write a story about a day in your life  
that you will always remember.**

# A day in the life of a newspaper reporter

---

**1-First,** I check my email and phone messages. I'm usually working on a story for the next day's newspaper, so I have to make sure I meet the deadline for that. But when there is a big story, or something unexpected happens, like a flood, or an earthquake, I have to be able to travel anywhere in the world, at short notice, to find out about it.

**2-Every day** is different, that's what I love about working for a newspaper. And although you get paid, you are still learning a lot all the time, about so many different subjects. I like finding out things and telling everyone about them, through the newspaper, because I think it's important that people know what's going on around them.

**3-It isn't always** easy to give a fair view of a complicated topic, but you can't present your own point of view. And another thing that can be difficult is when you have too little information about a story, or your information is confusing. And of course, the worst thing is when you have to deal with tragedies. That is a really hard part of a reporter's job.

**4-I think** experience and attitude are the most important things, as well as the necessary skills, of course. You have to be able to write well and imaginatively. You have to be able to decide what makes an interesting story, what information to include or leave out. It's not as easy as it sounds! And you shouldn't get upset when you are trying to collect information. People aren't always kind to reporters! But you can't give up when things get difficult, you have to get the story. That's what it's all about!

**1** Read the interview and match the questions with each paragraph.

- a. What suggestions do you have for people who want to become reporters? **4**
- b. What are the most difficult parts of being a reporter? **3**
- c. What is a typical day like on a newspaper? **1**
- d. What do you like best about your job? **2**

**2** Match the words and phrases with the definitions.

- |                               |                                              |
|-------------------------------|----------------------------------------------|
| 1. meet the deadline <b>b</b> | a. sad events                                |
| 2. flood <b>e</b>             | b. hand something in on time                 |
| 3. at short notice <b>f</b>   | c. stop                                      |
| 4. complicated <b>d</b>       | d. not simple                                |
| 5. tragedies <b>a</b>         | e. when a place is covered by too much water |
| 6. give up <b>c</b>           | f. without warning, suddenly                 |

1

Complete the questions and answers. Use the present simple or present continuous.

1. A: What .....**do**..... you usually .....**do**..... when you get home from school? (do)

B: I usually .....**have**..... something to eat. (have)

2. A: What university .....**is**..... your brother .....**studying**..... at this year? (study)

B: He ....**Is studying**..... at Damascus University. (study)

3. A: What .....**are**..... you .....**listening**..... to on the radio? It sounds interesting. (listen)

B: I ....**am listening**..... to a programme about space travel. (listen)

4. A: What ....**does**..... your father .....**do**.....? (do)

B: He .....**is**..... a newspaper reporter. (be)

5. A: Hello, Ruba ! Who .....**are**..... you .....**waiting**..... for? (wait)

B: I ....**am waiting**..... for my friend. She .....**is**..... late! (wait, be)

## 2 Complete the story. Use the **past simple** or **past continuous**.

The day I (1) **met**..... (meet) my best friend

It (2) **was**..... (be) the first day of my new secondary school. I (3) **was walking**...

(walk) **was thinking**

to school on my own. I remember, I (4) **saw**..... (think) about the new teachers

and **was waving** **stopped**

students I would meet when suddenly I (5) ..... (see) someone across the road. She **was talking** **were starting**

(6) ..... (wave) at me. I (7) **came**..... (stop) to talk to her. She said, 'I live in

your street. I (8) ..... (talk) to your mother, and she told me you (9) .....

(start) at the school today. I (10) ..... (come) to the school last year. Would you

like me to show you around?' And we have been best friends since that day!

3

Complete the dialogue with **used to** / **didn't use to** or **would**. Sometimes both are possible.

**Zeinab:** Grandmother, you (1) ....**used to**.... live in this town when you were a child. What was it like then? Have things changed much?

**Grandmother:** Yes, they have. We (2) **didn't use to** have a cinema, or a sports centre, like we do now. So in our free time, we (3) **would/used to** play imaginary games. Every day, for example, we (4) **would/used to** dress up and pretend we were living long ago. That (5) ...**used to**.. be our favourite game! And sometimes we (6) **would/used to**... take a table outside, turn it upside down and pretend it was a ship, sailing to another country! So although we didn't have entertainment, we (7) ....**used to**..... have a lot of fun anyway!



4

Rewrite these sentences using should /shouldn't, must /mustn't or have to /don't have to.

It isn't a good idea to do your homework in a hurry.

**You shouldn't do your homework in a hurry.**

1. It's a good idea to make a revision timetable.

You ....**should**..... make a revision timetable.

2. Don't be late, because the bus won't wait for you!

You .....**mustn't**.... be late, because the bus won't wait for you!

3. We are only allowed to wear black shoes to school.

We ....**have to**..... wear black shoes to school.

4. It's important for me to remember my aunt's birthday next week.

I .....**must**..... remember my aunt's birthday next week.

5. It isn't necessary to bring your own lunch. You can have lunch in the school dining room, too.

You ..**don't have to** bring your own lunch.

**5** Complete the sentences with had better or ought to.

1. Amer really ...**ought to**..... be kinder to his younger brother.
2. You **.had better**..... find your bus ticket. You won't be able to travel without it.
3. Students ...**ought to**..... always do their homework.
4. You .....**ought to**... try some of this food – it's delicious.
5. Rashed ....**ought to** .... do more regular exercise. It would keep him fit and healthy.

**6** Make suggestions. Use **had better** or **ought to** and one of these verbs.

ask   come   get up   go to bed   help   return

1. Your friend has borrowed a library book and hasn't returned it.

You say: You ..... **had better return** ..... it. (had better)

2. Your friend is always tired in the morning.

You say: You ... **ought to go to bed** ..... earlier. (ought to)

3. It's time for school and your brother is still in bed.

You say: You ..... **had better get up** ..... now! (had better)

4. Your sister doesn't help in the house.

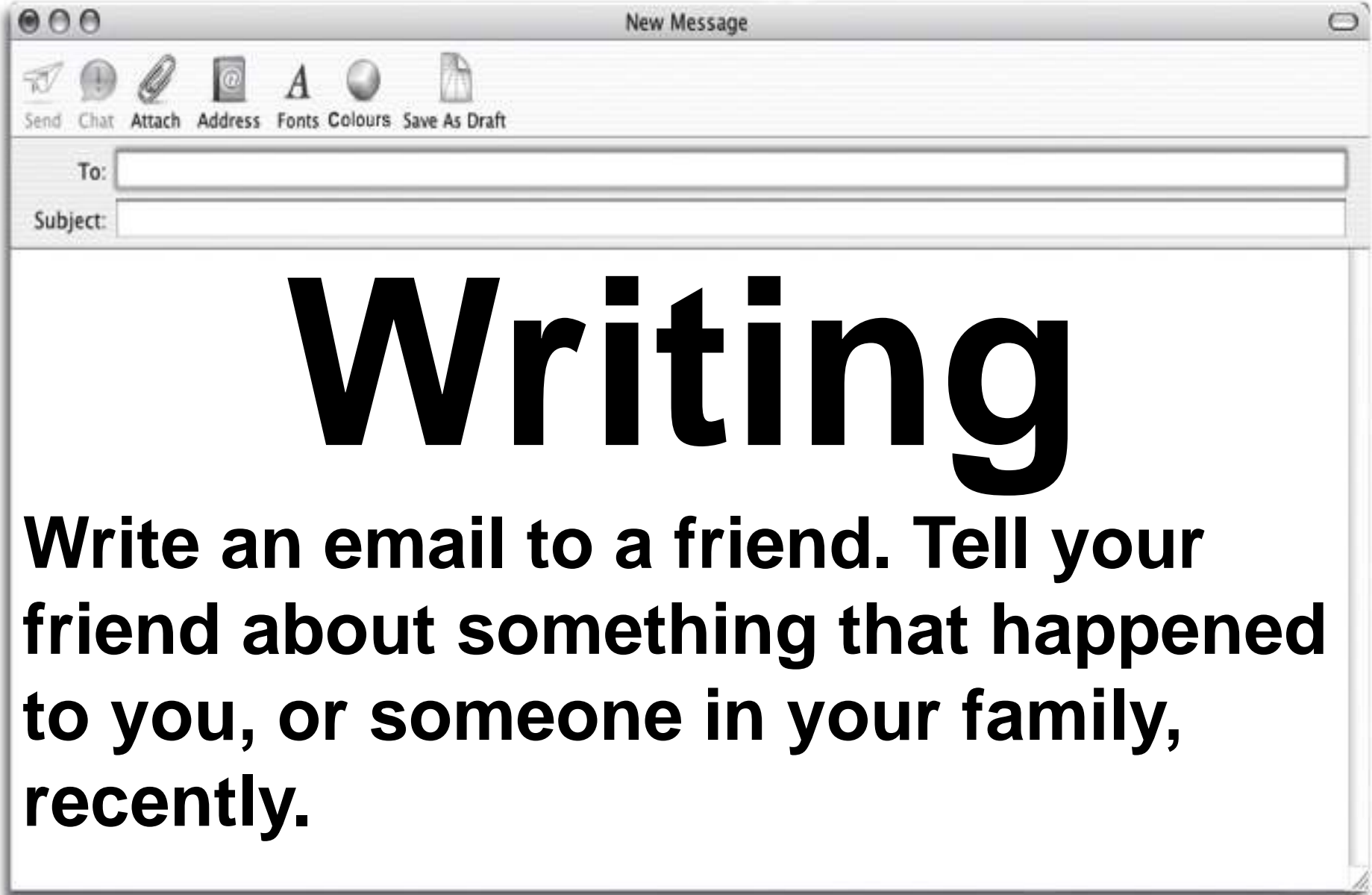
You say: You ..... **ought to help** ..... more. (ought to)

5. You want to go out this evening.

Your parents say: You ..... **had better come** ..... home before it gets late. (had better)

6. You borrowed your sister's new pen without asking her permission.

Your mother says: You ... **ought to ask** ..... before you borrow something. (ought to)



# Writing

**Write an email to a friend. Tell your friend about something that happened to you, or someone in your family, recently.**



## **Page 21, exercise 5**

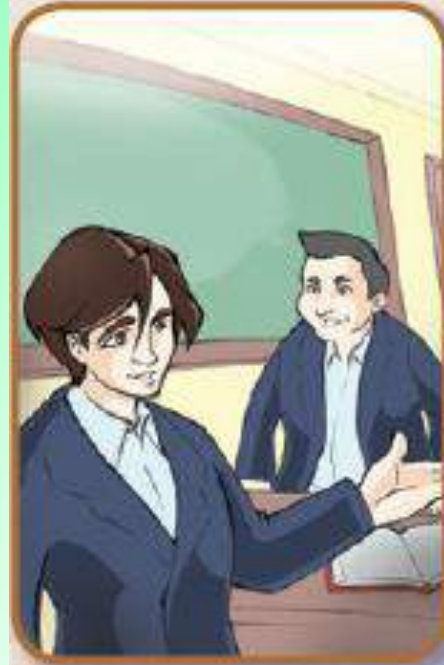
### **Suggested answers**

2. You ought to start doing it now. (You have to hand it in tomorrow.)
3. You should find an English penpal on the Internet. (You can exchange letters.)
4. You should do lots of sports. (Football is good exercise.)
5. You'd better eat something! (There's a restaurant down the road.)
6. You should give some of them away. (Give some to my brother.)
7. You should take some suncream! (It will be very hot.)



# 3

# Countries



# **The Buried City**

## **Episode 2: Life in Canada**

Tareq – back home from Canada

Tareq Jammal lived for six years in Montreal in Canada.

What was it like? And how does he feel to be back home?

### **Canada factfile**

Capital city: Ottawa

Population: 32 million

Main languages:

English,

French

Native people: **Inuit** /Inju't/

**1-** Hussein met Tareq at school. They talked about Tareq's life in Canada.

**Hussein:** OK, Tareq, can you tell me about Canada? What's it like?

**Tareq:** Well, it's a lot **colder** than here! Snow covers a lot of the country for six months. It's **freezing**. There are areas of **tundra** that are frozen for most of the year. In Montreal, there's an **underground** city full of shops. Canadians like it because it's **warm**.

**Hussein:** That's **interesting**. What do Canadians do in their free time?

**Tareq:** Well, in winter they like **skiing** and **skating**, or travelling in **snowmobiles**. In summer, they enjoy swimming in the **lakes**.

**Hussein:** What do you do in your free time?

**Tareq:** I'm very **interested in** history. I love visiting old towns and cities. We can learn a lot from the past. I'm reading a book about our **local** history at the moment.

**Hussein:** Are you happy to be home, Tareq?

**Tareq:** Yes, I'm enjoying being back home. Canada's a very beautiful country – but there aren't any very old buildings!

**Hussein:** I know a great place we can visit. It's an ancient city covered by sand.

**Tareq:** That sounds like a great idea!

**2-** When Hussein got back home, Nadia asked him to tell her what Tareq had said.

**Nadia:** So, what did he say about Canada?

**Hussein:** He said that Canada was a lot colder than here. He said that snow covered a lot of the country for, let me think ... six months.

**Nadia:** That's **incredible**. It's so different from here. What else did he say?

1

Snow rain storm wind cloudy fog freezing cold  
cool warm hot boiling humid dry

2

Read and listen to the dialogue. Then answer these questions.

1. What did Tareq say about the weather in Canada?

**It's colder than Syria. Snow covers a lot of the country for six months. It's freezing.**

2. What does Tareq do in his free time?

**He visits old towns and cities.**

3. Is Tareq happy to be back?

**Yes, he is happy.**

4. What did Hussein suggest at the end?

**He suggested that they visit an ancient city covered by sand.**

5. If you were Tareq, would you have enjoyed life in Canada?

4

Copy and complete the rest of what Tareq said to Hussein.

1. He said that there were areas of ....**tundra**.... that were ...**frozen**... for most of the year.
2. He said that in ...**Montreal**... there was an **underground** city.
3. He said that Canadians liked skiing and ....**skating**..... , or travelling in **snowmobiles** .
4. He said that he loved visiting old ....**towns**..... and .....**cities**..... .
5. He said he was reading a book about .....**local history**..... .
6. He said he was .....**happy**..... to be back home.
7. He said that Canada was a very ...**beautiful**... country – but there weren't any very old....**buildings**.. there!

# Help box

To report what someone said

- use say / said
- change the verbs:

present simple → past simple

Fatima: '**I** want to go skiing this winter.'

Fatima said (that) **she** wanted to go skiing that winter.

present continuous → past continuous

Ali: '**We** are having a picnic on Friday.'

Ali said (that) **they** were having a picnic on Friday.

- change the pronouns:

I → he / she / it

we → they



1 Read these people's statements. Then write what they said.

I live in Damascus with my family.

He said that ... **he lived in Damascus with his family** .....

I come from Canada, but my parents are Chinese.

She said that **she came from Canada, but her parents were Chinese** .....

The geography exam is not going to be difficult.

Our teacher said that **the geography exam was not going to be difficult** .....

I'm learning Spanish for my next trip to Spain.

He said that **he was learning Spanish for his next trip to Spain** .....



**2- Write what these people said about their holiday plans.**

**Huda:** We always go to Egypt, because we love diving, and the shopping is great!

**1. Huda said that they always went to Egypt, because they loved diving, and the shopping was great.**

**Rabab:** My relatives from France are coming to visit us in July.

**2. Rabab said that her relatives from France were coming to visit them in July.**

**Ahmed:** My class are going on a study tour of Britain, because we want to practise our English.

**3. Ahmed said that his class were going on a study tour of Britain, because they wanted to practise their English.**

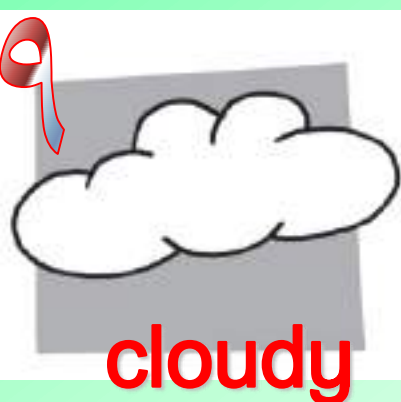
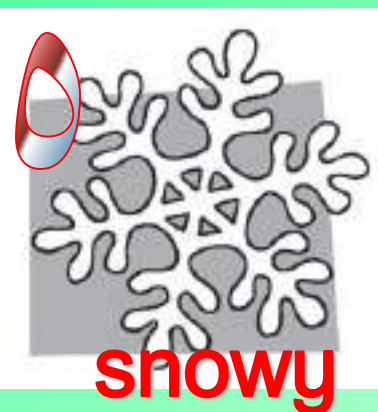
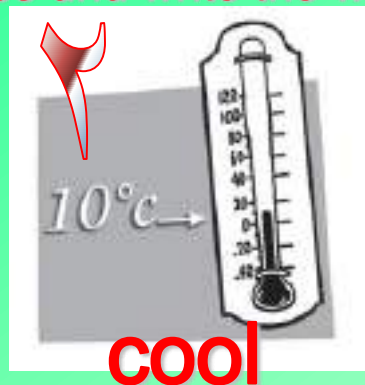
**Ibrahim:** My parents are taking us to India, because they have got some business there.

**4. Ibrahim said that his parents were taking them to India, because they had got some business there.**

**Rakan:** I'm flying to Kenya to see my grandparents, and we're going to a game park!

**5. Rakan said that he was flying to Kenya to see his grandparents, and they were going to a game park.**

3-Look at the pictures and write the weather words.



Olivia asked different people around the world ...  
What are you going to do on your holiday?

First of all, I spoke to Zahra, 14, from France. She was very **excited**. She told me that her family were going to see their **relatives** in Damascus in Syria for the summer holidays. She said that she wanted to visit Tal Shihab **waterfalls** and see the **water mills**.

I then **interviewed** Vishak. He's 13 and he lives in Mumbai in India – one of the biggest cities in the world. He told me that he wasn't going to have a holiday **abroad** because his relatives from England were going to visit them. He said he was **looking forward** to seeing his cousins.

Next, I spoke to Emily, 14, from Melbourne in Australia. She told me that Australians loved the **beach**. But she said that this summer, her family weren't going to have a **seaside** holiday. They were going to the **mountains**.

Finally, I talked to Mohammed. He's 14 and lives with his family in Raka, Syria. Mohammed told me that beach holidays were very **popular** with Syrians. He said they were going to Lattakia beach and that he was going to do a lot of **relaxation**.

2 Read the report and write the name of who said what.

1. “ I’m going to have a holiday in India.”
2. “ I’m not going to have a seaside holiday.” **Emily**
3. “ We’re going to Lattakia beach.” **Mohammed**
4. “ We’re going to see relatives in Syria.” **Zahra**
5. “ I’m going to do a lot of relaxation.” **Mohammed**
6. “ I want to visit Tal Shihab waterfalls.” **Zahra**
7. “ We’re going to the mountains.” **Emily**
8. “ I’m looking forward to seeing my cousins.” **Vishak**

# Help box

Use **said** or **told** to report what someone said to someone else.

Samira: 'Ali, I'm sorry about what happened.'

Samira **told Ali** that she was sorry about what had happened.

Samira **said to** Ali that she was sorry about what had happened.

I really like your new camera, Tareq!

You can borrow it any time.



1. Alia told Tareq that ....**she really liked his**.....  
new camera.
2. Tareq said that she **could borrow it any time.**.....



Your story is very good, Majeda!

I love writing, Mrs Abla.



3. Mrs Abla told ..... **Majeda that her story was** ..... very good.

4. Majeda said that ..... **she loved** ..... writing.



I'm going to the library after school.

I'm going too, Ibrahim.



5. Ibrahim said that .... **he was going to** .....  
the library after school.

6. Hamed told Ibrahim that **he was going** .....  
too.

I'm making your  
favourite cake, Muna!

And I'm making  
you a cup of tea, Mum!

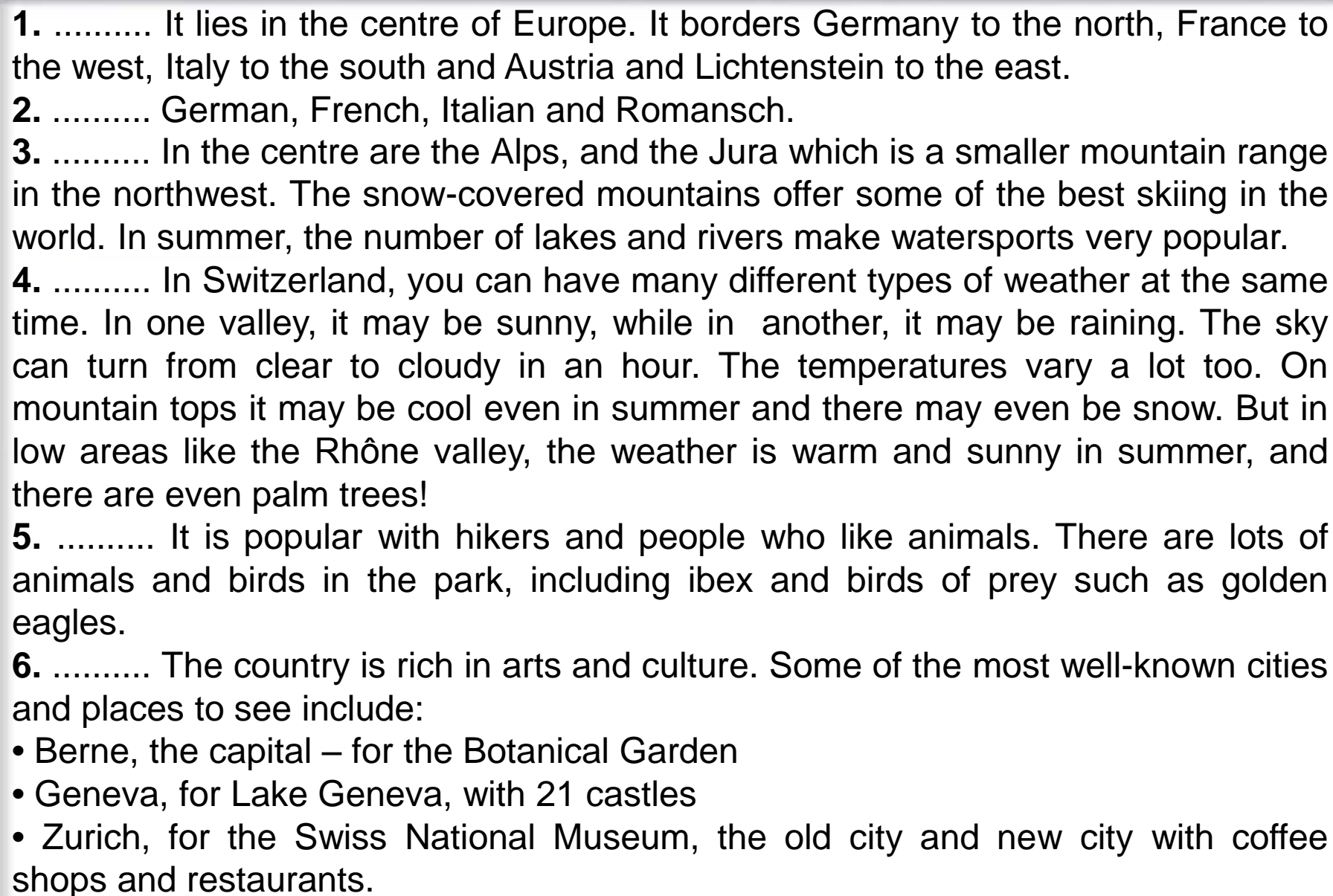


7. Muna's mother told her **that she was making her**...  
favourite cake.

8. Muna said that **she was making her (mother)**.....  
a cup of tea.

mountain island dunes waterfall  
ocean lake river hill field forest



- 
1. .... It lies in the centre of Europe. It borders Germany to the north, France to the west, Italy to the south and Austria and Lichtenstein to the east.
2. .... German, French, Italian and Romansch.
3. .... In the centre are the Alps, and the Jura which is a smaller mountain range in the northwest. The snow-covered mountains offer some of the best skiing in the world. In summer, the number of lakes and rivers make watersports very popular.
4. .... In Switzerland, you can have many different types of weather at the same time. In one valley, it may be sunny, while in another, it may be raining. The sky can turn from clear to cloudy in an hour. The temperatures vary a lot too. On mountain tops it may be cool even in summer and there may even be snow. But in low areas like the Rhône valley, the weather is warm and sunny in summer, and there are even palm trees!
5. .... It is popular with hikers and people who like animals. There are lots of animals and birds in the park, including ibex and birds of prey such as golden eagles.
6. .... The country is rich in arts and culture. Some of the most well-known cities and places to see include:
- Berne, the capital – for the Botanical Garden
  - Geneva, for Lake Geneva, with 21 castles
  - Zurich, for the Swiss National Museum, the old city and new city with coffee shops and restaurants.

Match the headings with the paragraphs 1–6.

Cities 6   Geography 3   Languages 2   Location 1   Weather 4   Wildlife 5

2 Add sentences a–f to the beginning of each paragraph.

- a. The weather is as changeable as the landscape. 4
- b. Switzerland is famous for its magnificent mountains. 3
- c. But there's more to Switzerland than mountains! 6
- d. Switzerland is a small country, with a population of about 7.5 million. 1
- e. The Swiss National Park was one of the first national parks in Europe. 5
- f. There are four official languages: 2



# **The National Museum**

Where: **Damascus**

Directions: **Between the University of Damascus and the Tekkiye Mosque, West Damascus**

Background: **The museum has been exhibiting since 1919; it includes wings of artifacts covering the prehistoric age, ancient Syria, the Classical age and the Islamic Age.**

Highlights: **The monumental twin-towered façade of Qasr al-Hair al Gharbi, an Umayyad palace dated to 727 AD, was discovered in the Syrian desert in 1936. It has since been removed from the desert and reconstructed around the museum's main entrance door.**

Entrance fee: **Free**

Hours: **Open daily, except Tuesday, from 10 a.m. to 7 p.m.**

Facilities: **Five wings of artifacts: Prehistoric, Ancient, Classical and Islamic.**

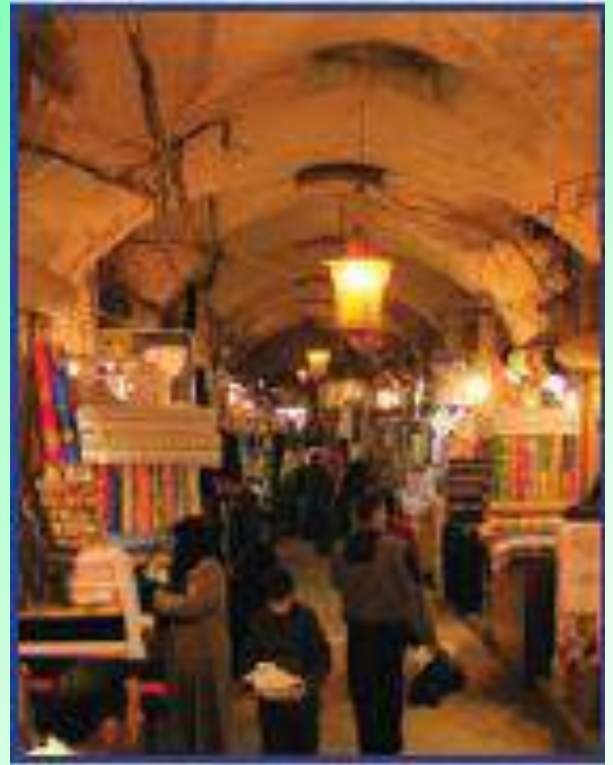


# Writing

**Write a fact file about a tourist site in Syria.**

# Syria

A. Syria is rich in history and culture. It has many wonderful places to visit. The capital city, Damascus, has lovely stone houses and historical sites, such as the Citadel and Ummayyad Mosque. Palmyra is a worldfamous archaeological site and one of Syria's most spectacular national treasures. Aleppo is Syria's second-largest city, famous for its poets and musicians - and for its spicy food!



**B.** It is never boring in Syria. You see ancient sites, castles, forts and beautiful scenery. Syria has many different geographical and ecological zones. The coastal plain enjoys a warm climate and rich fertile soil, where farmers grow food crops. To the east, beyond the coastal mountains, is the densely populated Orontes Valley and the Central Plains, where many crops grow, including cotton. Much of the central and eastern part of Syria consists of desert. The Jezira, in the northeast, is another agricultural region. In springtime the landscape is adorned with beautiful wild flowers.

**C.** Syria has a rich and varied wildlife, but many of the animals live in remote places and are therefore difficult to find. In the mountains there are bears, gazelles, antelopes, wolves and hyenas. Smaller animals include foxes, badgers, squirrels and rabbits. Snakes, lizards and chameleons live in the desert. Native birds include flamingos, pelicans, eagles and falcons.

D. Some tourists come to Syria for adventure and action. Lattakia is the best place for exploring the sea. At Blue Beach you can



go swimming, water-skiing, wind surfing or sailing. It's very exciting! But if you are feeling really adventurous you should try hiking in the coastal mountains. Just remember to take all the equipment you need!



**E.** For a healthy experience, take a relaxing Arabic bath, or hammam. As well as admiring the architecture, you can step inside for a soothing steam bath and massage.

**F.** Art lovers have lots to see and do, as well.

Syrians have a rich tradition of handicrafts, including sewing, pottery, glass, baskets, carpets and musical



instruments. There is also an active modern art scene and Damascus in particular has several excellent art galleries.



1

mountain plain dune waterfall island ocean  
grassland lake river hill field forest

2

Read the article. Match the headings with the paragraphs.

1. Art and culture **F**
2. Sights and monuments **A**
3. Health and relaxation **E**
4. Adventure and action **D**
5. Nature and wildlife **C**
6. Geographical areas **B**

# Writing

**Choose one tourist sight in your town or city and write a paragraph about it.**



# 4

# Cities

car horn lorry moped pavement van road sign pedestrian crossing motorbike



lorry



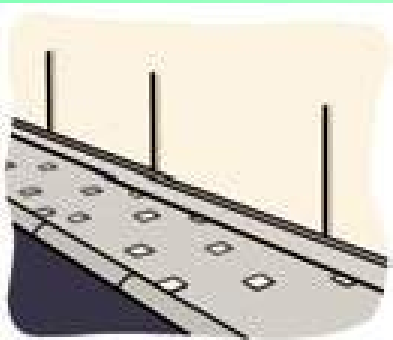
van



moped



motorbike



pavement



car horn



road sign



pedestrian crossing

# Planning for a better city



Our paper is studying problems with traffic in our town. Every day when we travel to work or school, we experience too much traffic and noise. We sit in traffic jams getting stressed or we can't hear people speak because of car horns and traffic noise.

One problem is that there are too many cars and lorries in the town centre. The streets are too

crowded, and the air is too dirty because of all the traffic.

Mr Martin, a shopkeeper, said, 'There is too much noise. I can't hear myself think!' Mr Wood, a policeman, said, 'There are also too many parked vehicles. It's difficult to walk along the streets.' He added, 'And there are also too many accidents.'

But the biggest problem is that there is too much air pollution – some pollutants are at dangerously high levels.

There is something you can do.

Please write in and make suggestions on how to improve the quality of life in our town centre. We will publish your ideas next week.

2

Read the article and decide if these sentences are true (T) or false (F).

1. The newspaper is studying the problem of noise in the town. **F**
2. The people they interviewed are happy with traffic in the town. **F**
3. Mr Martin believes noise is a problem. **T**
4. Mr Wood thinks it's difficult for pedestrians to walk in the city. **T**
5. The newspaper believes that the biggest problem is dirty air. **T**
6. The paper believes that their readers can help. **T**

**Grammar in context** too much, too many,  
more, enough, too few

3

Read the article again. Copy and complete these notes with **too much**, **too many** or **too**.

Problems in the city centre

1. There is **too much**... air pollution.
2. There are **too many**... lorries.
3. There is **too much**... noise.
4. There are **too many**... cars.
5. There are **too many**... parked vehicles.
6. The streets are **too**..... crowded.



4 Complete Edward and Gary's email to the newspaper. Use the words in the box.

too much      too many      enough      more

We're writing to tell you the results of our study of traffic in our town. We have found that there is 1 **too much** traffic on our roads and there are 2 **too many** lorries. There aren't 3 **enough** buses, so people drive their cars everywhere instead. Pedestrians find it difficult to walk because the pavements aren't wide 4 **enough**. And there aren't 5 **enough** pedestrian crossings. There isn't 6 **enough** parking, so cars are parked badly and block the streets.

Another problem is that there aren't 7 **enough** trees to help clean the air. And the city isn't peaceful 8 **enough** because it is so noisy. 9 **too much** noise is bad for people's health. In particular, the motorbikes and lorries make 10 **too much** noise.

So, to conclude, there should be 11 **more** buses and not as many cars, motorbikes and lorries. We recommend that some buses are replaced with quieter electric ones. We also suggest that buses go 12 **more** often so people can leave their cars at home. Finally, we think pavements should be made wider to make walking 13 **more** comfortable, and 14 **more** trees should be planted.

1 Find the things in the word square, then label the pictures.

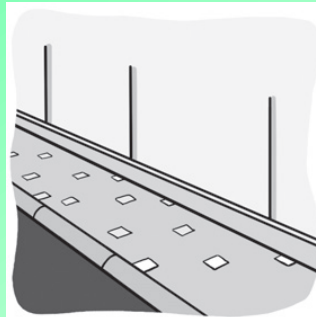
B	R	O	L	O	R	R	Y	O	B
P	E	H	E	S	T	R	U	C	K
S	A	D	D	L	E	C	A	T	S
E	V	A	N	C	R	S	S	I	G
A	M	O	T	O	R	B	I	K	E
C	I	P	A	V	E	M	E	N	T
R	O	A	D	S	I	G	N	N	O
B	I	C	Y	C	M	O	P	E	D



1- lorry.....



2- moped.....



3- pavement.....



4- van.....



5- road sign.....



6- motorbike.....

2 Rewrite the sentences, using *too* / *not enough* and the words in brackets.

1. I can't drive a car yet. I'm too young. (old)

I'm not old enough.

2. I don't like this building. It's not modern.

(old-fashioned)

... **It's too old-fashioned.** .....

3. I prefer to live in a big city. This town is too

small. (big)

... **This town isn't big enough.** .....

4. You can't get around quickly in this city.

The pavements are not wide enough.

(narrow)

... **The pavements are too narrow.** .....

5. These buildings are too dark. (bright)

... **These buildings aren't bright enough.** .....

6. You can't see the view from here. The

building is too low. (high)

... **The building isn't high enough.** .....

3

Complete the sentences with these words and phrases.

enough   too much   too many   too few   more

1. There are too many cars in the city. There isn't ..... **enough** ..... space for them all.

2. They can't all park, because there are ..... **too few** ..... parking spaces available.

3. There is ..... **too much** ..... pollution in the city. We need to find a solution to this problem.

4. .... **too many** ..... people drive cars. It's bad for the environment.

5. .... **More** ..... people should use bicycles.

# About cities

What is a city? Traffic, noise and pollution?  
Or power, commerce and culture? In fact,  
cities have always had these two sides,  
even in ancient times.

## Why cities developed

Thousands of years ago, cities developed  
when farming communities produced more  
than they needed. Some people stopped  
being farmers and specialised in making,  
building and trading. These people started  
to live together in larger groups, and some  
of these places became cities – centres of  
power.





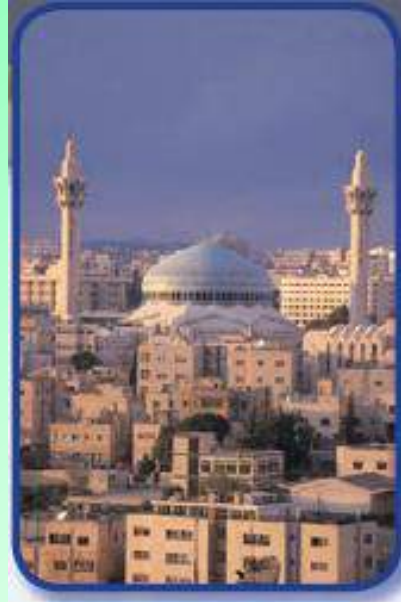
## Where cities developed

Many cities have built up around holy places and contain important religious buildings. Cities were also built in safe places that were easy to defend, such as hills and plains. Cities must have water, and so they are often built along rivers. Some cities, like London and Paris, have developed around the easiest place to cross a river. Others, like Amsterdam, were built by the sea, so that the people could trade.



# The Arab world

Some of the oldest cities are in the Arab world – Jericho in Palestine is perhaps the oldest settlement in the world, dating back to 9000 BCE. The world's oldest capital city is Damascus, which has been inhabited for about 4,500 years. Babylon dates back to over 3000 BCE and was destroyed and rebuilt several times. Many Islamic cities were built around palaces, mosques, public buildings and markets.



# The design of cities

To ancient travellers, arriving at a city was an incredible experience.

They would see huge walls rising up. People came and went through gates – in times of war, the gates were closed. The architecture of cities tells us about the climate. Streets were built so they were cooled by winds, or protected people from sun and rain. All cities have a network of streets, so people, goods, water and information can flow easily. Modern cities have wide roads, fast tramways and underground trains. But early cities had narrow streets.



## How cities are organised

Without laws and rules, many cities would become dangerous and difficult to control. In ancient cities, a ruler controlled many aspects of life. All citizens had to obey the rules of the city. Modern cities have police, courts and prisons to control criminals, but even early cities made laws about how people should live.

**Vocabulary** towns and cities: sports centre,  
town hall, theatre, bank

**1 BEFORE YOU READ** Work in pairs. Are any of these places near your school or home?

Describe where they are.

factory library hospital sports centre supermarket  
shopping centre museum office blocks petrol station bank  
university theatre mosque town hall train station car park

**2** Read the article and complete this summary using the words in the box. Then listen and check.

**developing oldest plains rivers rules safe specialise streets walls**

Cities started 1 **developing** when some farming people found time to 2 **specialise**. They grew up in 3 **safe**...., suitable places, such as by 4 **rivers** or the sea, or on hills and 5 **plains**.... The Arab world has some of the 6 **oldest**.. cities in the world – Jericho was first built 11,000 years ago. Early cities had 7 **walls**... and gates to protect them, and all cities have 8 **streets**.. to allow for movement. There have to be 9 **rules**.... in cities or there would be no order.

**3** Write three questions about the article. Then work in pairs and ask your partner your questions.

a, the, some, all, many

**4 Complete these sentences from the article.**

1. **Some**... people stopped being farmers.
2. **Some**... of these places became cities.
3. **Many**... cities have built up around holy places.
4. **Many**... Islamic cities were built around palaces.
5. **All**... cities have networks of streets.
6. Without laws and rules, **Many**... cities would become dangerous.
7. A ruler controlled **Many**... aspects of life.

**5 Find these words and expressions (1–5) in the article, then match them with their use (a–e).**

- |                                      |                                                              |
|--------------------------------------|--------------------------------------------------------------|
| 1. the Arab world <b>c</b>           | a. use the plural for talking in general, without <i>the</i> |
| 2. a gate <b>e</b>                   | b. use <i>a</i> for one of many possible examples            |
| 3. cities, farmers, streets <b>d</b> | c. use <i>the</i> for regions, such as <i>the north</i>      |
| 4. a river, a city <b>b</b>          | d. use <i>the</i> the second time you mention something      |
| 5. the gates <b>d</b>                | e. use <i>a</i> the first time you mention something         |

# Help box

- a.** Use a plural noun without **the**, for talking about things in general.
- b.** Use **the** for regions or names of countries.
- c.** Use **the** the second time you mention something.
- d.** Use **a** the first time you mention something.
- e.** Use **a** for one of many possible examples.



4

Write the words for the places in a city where you can:

1. study for a degree: **university**.
2. buy petrol: **petrol station**
3. borrow books: **library**.....
4. see important and valuable objects from the past: **museum**.....
5. get money: **bank**.....
6. see a play: **theatre**.....
7. do sports: **sports centre**
8. be treated if you are ill: **hospital**.....

5 Complete the text with a, the or nothing.

I'm going to tell you about (1) **a**..... city called Hama, in (2) **the**..... west of Syria. It is (3) **a**..... city with lots of beautiful old houses. You can move around (4) **the**..... city on your own two feet – or by (5) **a**..... car.



6 Now match each gap 1 - 5 from exercise 5 with a use a–e in the Help box above.

1. e

4. **c**..

2. **b**.....

5 **a**---

3. **d**.....

# Help box

Use **some** to talk about unspecified quantities (countable and uncountable nouns).

There are **some** very interesting places to visit just outside the city.

Let's go into the countryside for **some** fresh air.

Use **any** to ask or talk about quantities.

Have you got **any** ideas about things to do?

# Help box

There aren't **any** restaurants in this part of the city.

Use **all** to include every example of the subject.

**All** the houses in this street were built more than 300 years ago.

Use **many** to talk about a large, but unspecified number of things.

**Many** people moved to the cities from the countryside to work.

7

Complete the postcard with **a, the, some, any, all** or **many**.

*Hi, Jamal!*

I'm in Istanbul! I didn't realise what a huge place this is. Do you know how (1) **many** ..... people live in (2) **the** ..... city? More than 12 million! It's noisy and busy, but very exciting. Today we sailed across (3) **the** ..... Bosphorus to visit (4) **some** ..... islands, the Princes Islands. They lie just outside (5) **the** ..... city. It's quiet and peaceful there. There aren't (6) **any** ..... cars – (7) **All** ..... transport on (8) **the** ..... islands is provided by horses and carts. But now we're back, and on our way to (9) **a** ..... restaurant for dinner.

*Rakan*

# City life

London is the capital of the UK and has a population of 7.5 million. It is on the River Thames in the south of England and is an international centre of finance and culture. There are large communities of people from different countries and religions, including about 600,000 Muslims. About 300 different languages are spoken in London's schools.



**FACT**

London is over 2,000 years old.

London has an exciting mix of old and modern buildings. You can see wonderful views from the London Eye,

a wheel that takes you high above the city. Places to visit include the Houses of Parliament and Buckingham Palace. There are also many large parks – green spaces away from the traffic. London is visited by 30 million tourists a year and has many famous museums and galleries, including the British Museum.

Over 2.5 million people use the London underground every day. It is one of the oldest subways in the world.

**FACT**

London taxis are black and its buses are red.





# Mexico City

Mexico City is one of the largest cities in the world, with a population of 18 million. It is situated on a plain in the centre of Mexico. It was originally an Aztec city and was conquered by the Spanish in 1521. People still speak Spanish today.

Mexico City is an important cultural and financial centre, with skyscrapers and many historic areas. Each year, 10 million tourists

visit sights such as its ancient Aztec ruins. There are also many museums such as The National Museum of Anthropology and History, one of the greatest museums in the world.

Football is Mexico's favourite sport, especially in Mexico City. The city hosted the Olympic Games in 1968 and part of the World Cup in 1970.

The city's subway system is one of the busiest in the world, used by more than 4 million people every day. Unfortunately, Mexico City is one of the most polluted cities in the world – it has over 3 million cars!

**FACT**

The taxis in Mexico City are lime green and white.

**FACT**

In 1985, there was an earthquake in the city which killed 9,000 people.



# Writing

Write two paragraphs, each describing a city in Syria. Then compare them in one paragraph.



**Tokyo** is one of the largest cities in the world. It is a city of great contrasts. Busy motorways and crowded underground trains carry people to and from huge office blocks and factories every day. The streets are noisy and full of people. But just around the corner, you can find peaceful squares and quiet places where life seems unhurried, and unchanged for centuries. Tokyo really is a combination of the old and the new,

the traditional and the modern.

Harajuku, for example, is an area famous for teenage culture – the streets are full of fashion shops and fast food restaurants, and many of Tokyo's most fashionable young people come here to shop.

Asakusa, on the other hand, is a district that is still traditional in many ways. One of the most beautiful temples, Sensoji, can be found here. It was built in the 7th century, and is Japan's oldest and most famous temple. To reach it, walk down the street called Nakamise. This street still sells traditional silk dresses, Japanese fans and local snacks. Tokyo's newest area, built in 2003, is 'a city inside a city'. It is called Roppongi Hills, and consists of four blocks of flats built around the Mori Tower which is a 54-storey skyscraper. Travelling around Tokyo is an experience that will take you from the past into the future, from one century into the next – in a day!

1

# Read the article and answer the questions.

1. What is Tokyo a combination of ?

The old and the new, the traditional and the modern.

2. What is the main activity in Harajuku?

Young people come here to shop.

3. What kind of building is Sensoji?

A temple.

4. What two traditional Japanese souvenirs can you buy in Asakusa?

Traditional silk dresses and fans.

5. Why is travelling around Tokyo like time travel?

Because it is an experience that will take you from the past into the future in one day.

2 Find words in the article which mean:

1. opposites ..... **contrasts** .....

2. slow ..... **unhurried** .....

3. small meals ..... **snacks** .....

4. very tall ..... **skyscraper** .....

5. levels of a building ..... **storeys** .....