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NLL 101 (2017 – 2018)

Unit 1 Human Planet

1.1 One World

New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
human planet	الكوكب البشري		total number	الرقم الإجمالي	
discuss	يناقش		traditional song	أغنية تقليدية	
partner	شريك		interesting	ممتع	
main language	لغة رئيسية		special	خاص – مميز	
percentage	النسبة المئوية		exactly	بالضبط	
homepage	الصفحة الرئيسية		World Trade Centre	مركز التجارة العالمي	
website	موقع إلكتروني		below	بالأسفل	
type	نوع		science	علم	
artist	فنان		energy	طاقة	
portrait	صورة – لوحة		crowded	مزدحم	
voice recording	تسجيل صوتي		take notes	يسجل – يدون	
project	مشروع		remember	يتذكر	
aim	هدف		remind	يذكر	
welcome to	مرحبا بك في		university	جامعة	
photography	تصوير		currently	حاليا	
bring	يحضر		country	دولة	
bring together	يجمع		region	منطقة	
favourite	مفضل		national museum	المتحف الوطني	
in sound and image	بالصوت و الصورة		city	مدينة كبيرة	
take a photograph of	يلتقط صورة لـ		town	مدينة صغيرة	
unique	فريد		village	قرية	
view	يشاهد		the country	الريف	
take part in	يشترك في		the countryside	الريف	
art project	مشروع فني		reason	سبب	
post	يلصق إعلانا		extract	مقتطف	
submit	يقدم		square	ميدان	
exhibition	معرض		gallery	صالة عرض	
summary	ملخص		spend	يقضي (وقتا) – ينفق (مالا)	
summarise	يلخص		represent	يمثل	
key points	النقاط الرئيسية		change roles	يغير الأدوار	

1a. Choose the correct answer.

- How many different languages are there in the world?
under 100 about 200 over 300
- How many countries use English as a main language? Can you name any of them?
15 30 60
- What is the total number of English speakers in the world?
1 billion 2 billion 3 billion
- What percentage of the internet is in English?
25% 55% 80%

1b. Why are you learning English? When do you use English in your life?

because English is a global language, for work prospects, for business, for study opportunities, to enjoy culture and the Internet.

2. Read the homepage *My world, our world* and answer the questions below.

My world, our world

Welcome to a photography project that brings the world's favourite places together in one place – in this website.

***My world, our world** is a portrait of the world in sound and images, and the people of the world make this portrait of the world. People take a photograph of a favourite place and share it on this website. With each picture, the photographer adds a voice recording about their favourite place.*

I want this art project to give us a unique view of the world and to bring people together. Would you like to take part? Here's what to do.

- *Take a photograph of your favourite place.*
- *Make a voice recording to go with your photograph.*
- *Say who you are and where you are, and tell the world about your favourite place. Please use English.*
- *Post your photograph and MP3 recording on the website.*

To submit a photograph and recording, [click here](#).

To view the online exhibition, [click here](#).

a. *What is the website for?*

.....
.....

b. *What type of things are on the website?*

.....

c. *The artist says, 'the people of the world make this portrait of the world'. Why does he say that?*

.....
.....

d. *What language does the artist want the voice recordings to be in? Why?*

.....

e. *Which sentence tells you how to see/find the photographs on the website?*

.....

3. Read about three people on the website and answer the questions below.



Liu Shan

Hello. I'm Liu Shan and I'm Chinese. In the picture, this woman is dancing to a traditional song. She's my mother and she comes to this park every week. I love this part of the park because it is so full of life. Right now, many different groups are playing different music, people are dancing and so many people are taking photographs. Like me. In this place, you can feel something special and be together with many people.

Mo

Hi. I'm Mo. I'm Australian, but I'm studying here in Manama. My photograph doesn't show what I can see right now, but it does show exactly where I'm standing. I'm at the top of the Bahrain World Trade Center building and I'm looking down on this great city. Right now, far below me, people are walking to work and all the cars are moving around, and they have no idea that I'm looking at them. In a city, you need a quiet place to stop and think, and I come here often for that reason. I take a lot of photographs here at different times of the day because the view is always different. What do you think of this picture from today?

André

Hello, I'm André. I'm Brazilian and I live in Rio. I'm a student; I'm studying science, but right now I'm playing football with my friends. This photo shows my favourite place and also my favourite way to spend time with my friends. We come to the beach twice a week and we always play football. I love the fun and energy, and it helps us relax when we aren't studying. It's easy to get here from the city centre, and when you're on the beach you forget about the crowded city and you feel free. But, currently, the beach is getting busy because the summer is coming – we try not to hit people with the ball, but you never know.

a. What is the main reason Liu Shan goes to the park?

.....

b. Why does Mo spend time at the top of the tower?

.....

c. André plays beach football three times a week. True or false?

.....

d. Transport to the beach is not a problem. True or false?

.....

4.a Match these countries with the continents and regions.

China	Canada	Saudi Arabia	Brazil
Thailand	Poland	Ghana	New Zealand
Europe	North America	South America	Australasia
the Arab World	East Asia	West Africa	South-East Asia

4.b What are the adjectives made from the country and region nouns above?

China	East Asia
Canada	North America
Saudi Arabia	the Arab World.....
Brazil	South America
Thailand	South-East Asia.....
Poland	Europe
Ghana	West Africa
New Zealand	Australasia

Gram mar

5 a. Present simple and continuous.

PRESENT SIMPLE

1. Use the present simple to talk about facts and things that are generally true:

استخدم المضارع البسيط للتحدث عن الحقائق العامة.

e.g. *It rains a lot in England.*

2. Also use the present simple to talk about regular actions and habits:

استخدم المضارع البسيط للتحدث عن الأحداث الدورية المنتظمة و العادات.

e.g. *We have a beach holiday every year.*

FORMATION

3. With the present simple of the verb be, use **am**, **is** or **are** in affirmative statements, questions and negatives.

مع المضارع البسيط لفعل be استخدم **am**, **is**, **are** في الإثبات و السؤال و النفي .

e.g. *He is always very friendly.*

e.g. *Are you interested in travelling?*

e.g. *I'm not often here at the weekends.*

4. With the present simple of other verbs, use the verb on its own in affirmative statements.

مع المضارع البسيط للأفعال الأخرى استخدم الفعل نفسه في الإثبات.

e.g. *They work in the same office as me.*

5. Remember to add **-s** to the main verb after **he/she/it**.

تذكر أن تضيف **s** للفعل الأساسي بعد **he, she, it**

e.g. *Mr. Peter lives in a really big house.*

6. Note these spelling changes after **he/she/it**:

لاحظ تغيير التهجي بعد **he, she, it**

- Verbs ending in **-s**, **-sh**, **-ch**, **-z**, **-x** or **-o** add **-es**. *watches*

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- Verbs ending in consonant + -y, change -y to -ies. *carries*

7. The verb *have* becomes *has* after *he/she/it*.

e.g. *The city has a lot of parks.*

8. Use *do/does* to form the negative and questions.

e.g. *We don't live near here.*

e.g. *Does your country have a lot of parks?*

9. Present simple short answers use *do/does*.

e.g. *Yes, it does. / No, it doesn't.*

10. Use *do/does* or *am/is/are* to form questions with *who, what, when, where, how, why, which*.

e.g. *When does summer start here?*

e.g. *What is your name?*

ADVERBS AND TIME EXPRESSIONS

الظروف و التعبيرات الزمنية

11. You often use adverbs of frequency with the present simple, e.g. *always, often, sometimes, never*. The adverb comes *after* the verb *be*, but *before* other verbs.

e.g. *It's never really hot in Greenland.*

e.g. *It doesn't often rain in Dubai.*

12. You can also use time expressions with the present simple, e.g. *every day, once a week, every year*.

e.g. *The news is on BBC1 at six every evening.*

PRESENT CONTINUOUS

13. Use the present continuous to describe an action happening now or around now.

استخدم المضارع المستمر للتحدث عن حدث يقع الآن أو حول الآن.

e.g. *We're having an English lesson at the moment.*

14. Use the present continuous also to describe a changing situation.

استخدم المضارع المستمر أيضا لتصف موقفا متغيرا.

e.g. *The weather in the UK is definitely getting wetter.*

15. Form the present continuous with the auxiliary *be* + the -ing form of the main verb.

e.g. *I'm trying to finish this exercise.*

e.g. *'Is it raining?' 'Yes, it is.' / 'No, it isn't.'*

16. You usually just add -ing to the end of the main verb, but note these spelling changes.

• Verbs ending in -e: remove -e and add -ing: *live -living*

• Verbs ending in vowel + most consonants: double the consonant and add -ing: *get - getting, travel - travelling* (but not with vowel + -y: *play - playing*)

TIME EXPRESSIONS

17. You often use time expressions with the present continuous, e.g. *now, today, currently*.

e.g. *We're staying at a friend's house at the moment.*

PRESENT SIMPLE AND CONTINUOUS

18. You use both the present simple and the present continuous with verbs that describe actions (action verbs), e.g. *rain, work, play, hit, dance, kick, throw, run, sing.*

استخدم المضارع البسيط و المستمر مع أفعال الحركة.

e.g. *The children **play** with their friends on Saturdays.*

e.g. *The children **are playing** football now.*

19. Some verbs describe states (state verbs) such as feelings and situations, e.g. *be, have, want, believe, know, understand, like, realise, prefer.* These verbs don't usually have a continuous form.

بعض أفعال الحالة لا تأخذ صيغة ال .ing

e.g. *I **want** a sandwich. (not: I'm wanting a sandwich)*

20. Some verbs can be state or action verbs, e.g. *think.*

e.g. *I **think** this city is beautiful. (= this is my opinion)*

e.g. *I'm **thinking** about what to wear. (= deciding)*

Exercises

1. Which of these sentences are in the present simple (PS)? Which are in the present continuous (PC)?

1. *Right now, people are working.* (.....)
2. *I'm studying science.* (.....)
3. *Currently, the beach is getting busy.* (.....)
4. *She comes to this park every week.* (.....)
5. *It is easy to get here.* (.....)

2. Match these grammar notes (a-d) with the sentences above (1-5).

- a. *a regular action or habit.* (.....)
- b. *an action happening now, or around now.* (.....)
- c. *a fact or general truth.* (.....)
- d. *a trend (i.e. a changing situation).* (.....)

3. Complete these sentences. Use the present simple or present continuous form of the verb in brackets.

1. *I at the cafe. Where are you? (**wait**)*
2. *She often to the beach to relax. (**go**)*
3. *We around Europe by train at the moment, before we go to university next year. (**travel**)*
4. *The sun up in the east, and it
..... down in the west. (**come, go**)*

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4. Underline the main verb in these sentences. Are they *state* or *action* verbs?

1. *I'm a teacher.* (state – action)
2. *The view is always different.* (state – action)
3. *I'm playing volleyball with my friends.* (state – action)
4. *I love this part of the park.* (state – action)
5. *She comes to this park every week.* (state – action)
6. *People are taking photographs.* (state – action)

Which do you usually use for state verbs? *Present simple* or *present continuous*?

5. Complete this extract from *My world, our world*. Use the present simple or present continuous form of the verbs.

Hi, I'm Lucy. I **1** (be) English and I **2** (live) in London. I'm here in Trafalgar Square, London - my favourite place. I **3** (love) coming here because it's the centre of the city but it **4** (have) a nice feeling. Right now, many people **5** (look) around and they **6** (take) photos. Everyone always **7** (feel) relaxed here. I **8** (study) photography at the moment, so I often **9** (take) a lot of photos of people in this square. Also, the National Gallery **10** (be) here, so I usually **11** (have) a coffee in the square and then **12** (visit) an exhibition at the gallery.

6. Put the words in order to make sentences (affirmative or negative) or questions.

a. to exhibitions / often / go / I / at weekends /.

.....

b. hot/ in / very / it / is / Dubai /.

.....

c. people / do / when / in / the beach / your / go / to / country / ?

.....

d. a lot of / are / in / parks / city / your / there / ?

.....

e. taking / like / you / photos / do / ?

.....

f. your / busy / is / now / city / right / ?

.....

g. you / swimming / do / where / go / ?

.....

h. never / the / snows / it / jungle / in /.

.....

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7. Choose the correct form.

1. The weather in the UK **changes** / **is changing** these days.
2. Summers **get** / **are getting** hotter all the time.
3. We sometimes **have** / **are having** heavy rain in summer.
4. This **causes** / **is causing** problems every year.

8. look at the answers. Then write the questions from these prompts in the present simple or present continuous.

1. live / city / or / countryside / ?

..... I live in the city.

2. interested in / photography / ?

.....
Yes, I'm very interested in taking photos.

3. work hard / at the moment / ?

.....
Yes, I am, but I always work hard!

4. when / usually / relax / ?

..... I usually relax at the weekend.

5. the weather / good / summer / your country / ?

.....
Yes, it is, but it rains a lot in winter.

6. rain / at the moment!?

..... No, it's sunny at the moment!

9. Complete these sentences with the correct adjective form of the nouns for countries and regions.

1. March 6 is (Ghana) Independence Day.
2. Big (China) cities often have a lot of traffic.
3. The (Arab) language has five main regional varieties.
4. The (Europe) Union's parliament is in Brussels.
5. There are three countries in the North (America) Free Trade Agreement.
6. Krakow is an interesting (Poland) city to visit.
7. (Thailand) beaches are very crowded in summer.
8. Sometimes (Canada) winters are extremely cold.

Unit 1 Human Planet

1.2 The Big Chill

New Words / Vocabulary

Word	معنى	Meaning	معنى	Word	معنى	Meaning	معنى
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<i>suspended</i>	معلق - متدلي	<i>scary</i>	مخيف - مروع
<i>genre = text type</i>	نوع النص	<i>burst</i>	ينفجر
<i>introduction</i>	مقدمة	<i>actually</i>	حقا
<i>local people</i>	المحليين	<i>don't mind</i>	لا يبالى - لا يهتم ب
<i>guidebook</i>	دليل, دليل كتاب	<i>fall apart</i>	ينهار
<i>climate</i>	مناخ	<i>cross-country</i>	عبر الحقول او الريف عبر البلاد
<i>magazine</i>	مجلة	<i>reindeer</i>	غزال الرنة
<i>the rest of the text</i>	باقي النص	<i>sub-zero</i>	تحت الصفر
<i>adapted</i>	متأقلم	<i>benefits</i>	فوائد
<i>length</i>	طول	<i>avoid</i>	يتجنب
<i>surviving Siberia</i>	بقى على قيد الحياة	<i>community event</i>	حدث مجتمعي
<i>channel</i>	قناة	<i>mild</i>	معتدل
<i>familiar</i>	مألوف	<i>incredible</i>	لا يصدق
<i>documentary</i>	فيلم وثائقي	<i>refer to</i>	يشير إلى
<i>generally,</i>	بشكل عام	<i>location</i>	موقع
<i>temperature</i>	درجة حرارة	<i>reference</i>	مرجع
<i>drop=decrease</i>	يقل	<i>pressure</i>	ضغط
<i>minus</i>	سالب	<i>views</i>	آراء
<i>Celsius=centigrade</i>	درجة مئوية	<i>differences</i>	اختلافات
<i>degree</i>	درجة	<i>similarities</i>	تشابهات
<i>tropical landscape</i>	المناظر الطبيعية الإستوائية	<i>affect</i>	يؤثر على
<i>produce</i>	يصدر	<i>expedition</i>	سفرة إستكشافية
<i>The Arctic</i>	القطب الشمالي	<i>medical</i>	طبي
<i>extreme</i>	متطرف - شديد	<i>consultant</i>	استشاري
<i>definitely</i>	بالتأكيد	<i>jungle</i>	أدغال, غابة كثيفة
<i>melt</i>	يذوب - يذوب	<i>desert</i>	صحراء
<i>fur</i>	فرو	<i>the perfect climate</i>	أفضل مناخ
<i>consider</i>	يتأمل	<i>explanation</i>	شرح - تفسير
<i>luxury</i>	ترف - رفاهية	<i>kit</i>	معدات
<i>gloves</i>	قفازات	<i>preparations</i>	إعدادات
<i>in case of</i>	في حالة	<i>expert</i>	خبير
<i>in case</i>	لربما	<i>equipment</i>	معدات
<i>evidence</i>	دليل	<i>athlete</i>	رياضي
<i>include</i>	يشمل	<i>in the correct order</i>	بالترتيب الصحيح
<i>a medic</i>	طبيب, دكتور	<i>topic areas</i>	مجالات الموضوعات
<i>environment</i>	بيئة	<i>experience</i>	خبرة
<i>challenging</i>	متحد - صعب	<i>important</i>	هام
<i>gap year</i>			سنة راحة يقضيها الطلاب في السفر قبل أاستئناف الدراسة
<i>hammock</i>	الارجوحة الشبكية	<i>travellers</i>	مسافرون

1. Read the following text from a magazine about TV programmes and answer the questions below.

Surviving Siberia

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Liam O'Connor is a familiar face in homes all over the country. Millions of us watch his documentaries. Now he's making a new programme about his life in Russia. Here he tells Gaby Redmond about winter in Siberia.

A. Does winter last a long time?

Yes, it does. Generally speaking, winter starts in September and lasts until May - so for about nine months. In the north, the sun never rises in December and January, and it's dark nearly all day.

B.

Well, minus 30 or 40 degrees Celsius is normal, but in northern Siberia, the temperature sometimes drops to minus 60 or 70 degrees.

C.

One reason is that in the far north, the sun is always low in the sky and produces very little heat so the ground stays cold all year. Another reason is that freezing winds come down from the Arctic because there are no mountains or trees to stop them.

D.

It often snows, but it's rarely heavy. In the far north, snow cover lasts between 260 and 280 days.

E.

Yes, they are. Definitely Western Siberia is getting warmer faster than anywhere in the world. In fact, it's actually melting. And in some places in eastern Siberia, dangerous gases are rising from the ground. They're stopping the surface from freezing, even in the middle of winter. But it's still very cold !

F.

They wear fur. In the West, we consider fur a luxury, but it's the only thing that keeps you warm when it's extremely cold.

G.

Yes, it is. Without gloves, your fingers freeze. The little hairs in your nose freeze too. It's quite scary! The tyres of cars and lorries burst. Sometimes children can't go to school because it's so cold. They have lessons on TV !

H.

Actually, they don't mind them. They enjoy a lot of outdoor sports. Ice-skating is the number-one sport - it's really popular. They also like cross-country skiing and ice-hockey. Reindeer racing is quite popular too. Some people swim in rivers and lakes in the sub-zero temperatures.

I.

They say there are health benefits to swimming in icy water. It's a way to avoid colds. Also, it's a real community event. Everyone takes part - men, women and children .

J.

Well, to tell you the truth, I love it! In my home city, Liverpool, the winters are usually cloudy and mild, and I don't like them much. You don't get many days when the weather's fine - you know, sunny and not raining. In Siberia, it's different. On bright sunny days, it's very beautiful.

a. Read the text and complete the gaps (A-J) with these interview questions .

1. Does winter last a long time ?

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2. *And what's life like? Is it very difficult for people?*
3. *Really? Why do they do that?*
4. *How do people keep warm?*
5. *Is the climate changing? Are winters getting warmer?*
6. *Is it really cold?*
7. *What do Russians think about their cold winters?*
8. *I see. What about snow? How much snow is there in Siberia?*
9. *What about you? What do you think about winter in Siberia?*
10. *That's incredible! Why is it so cold?*

b. Match the topics to the paragraphs.

1. *The temperature in winter*
2. *How people keep warm*
3. *What life is like for people who live in Siberia*
4. *Why it's so cold in Siberia*
5. *How much snow there is*
6. *The warming of the climate*
7. *What Russians think about the cold winters*
8. *Why people swim in sub-zero temperatures*
9. *What Liam thinks about winter in Siberia*
10. *The length of winter*

2. Complete these sentences with words from the list.

freezing dark icy snows

1. *In my country, it a lot in the mountains in winter.*
2. *The days are short, and it's already at 4 p.m.*
3. *Driving on roads is very dangerous.*
4. *When the winds come from the north, it's very cold.*

Modifiers like **extremely, quite, really, very** give extra information about, and precede, adjectives

3. Match these sentences with the temperature degrees below.

A: 1°C

B: 8°C

C: -7°C

1. *It's extremely cold in Moscow in January.*
2. *It's very/really cold in Beijing in January.*
3. *In January, it's quite cold in London.*

4. Talk about the cities in the chart on using extremely, very/really and quite, and



weather adjectives

Examples:

- 1 It's extremely hot in Dubai in July .
- 2 It's very/really cold in Moscow in January.
- 3 It's quite cold in London in January.
- 4
- 5
- 6
- 7
- 8

5. Talk about places and things you know, using these adjectives and a modifier .

Crowded popular dangerous interesting quiet scary lively
e.g. My city is very crowded.

Gradeability

'very freezing' is not possible ('freezing' already has an extreme meaning).

Common ungradable adjectives include: boiling, correct, unique, perfect and dead.

Adjectives to Describe Places

crowded, dangerous, interesting, lively, popular, quiet, scary

Weather Adjectives

bright, clear, cloudy, cold, dark, dry, fine, freezing, hot, humid, mild, rainy, snowy, sunny, warm, wet, windy

6. Match 1-3 with a-c to complete these grammar notes.

1. When be is the main verb, you make present simple questions
2. When the main verb isn't be, you make present simple questions
3. You make present continuous questions
 - a. with the auxiliary verb do/does + subject + infinitive of the main verb.
 - b. with the auxiliary verb am/is/are + subject + -ing form of the main verb.
 - c. with am/is/are before the subject.

7. Choose the best word to complete these questions. Then answer them.

1. When **is / do / does** winter start in Siberia?

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2. Where **is / are / do** dangerous gases rising from the ground?
3. **Is / Does / Are** winter in Siberia getting warmer?
4. **Are / Am / Do** your fingers freeze in the very cold conditions?
5. **Do/Be / Are** winter sports popular in Siberia?
6. **What / Why / Where** does Liam like Siberia?

8. Put these words in order to make questions.

1. wearing / your / teacher / what's / today / ?

.....

2. holiday / you / how much / year / have / every / do / ?

.....

3. friends / doing / what / now / are / your / ?

.....

4. sad / you / days / do / on / feel / cloudy / ?

.....

5. English / are / fun / learning / you / for / ?

.....

6. time / your / how / spend / free / you / do / ?

.....

9. Discuss these questions.

1. What is life like for people in very hot countries?
2. Is it better to live in a very hot country or a very cold country?
3. What is the difference between weather and climate?
4. What, in your opinion, is the perfect climate?
5. Is the climate changing in your country?
6. How does the climate affect the way people live in your country?

10. Discuss these questions.

1. What are deserts and jungles? Consider differences and similarities.
2. What are the interesting or difficult things about living in those places?

11. Read the interview with James Moore, an expedition medical consultant.

NLL 101 (2017 – 2018)

My name's James Moore. I'm a nurse and I'm the director of a travel clinic down in the South West of the United Kingdom. I prepare people for travelling abroad overseas. I also lecture in travel and expedition medicine and I work as an expedition medic around the world.

I was attracted to this job because I wanted to combine my love of nursing and my love of travel across the world, and this seemed an ideal opportunity to do that.

Lots of different people come to me for help and advice before they travel abroad. It could be families having short holidays to Africa; it could be film crews shooting films in the jungle or in extreme environments; it might be business people working for short periods of time or even gap year students who travel for a year or more.

A hundred years ago, doctors and nurses who went away on expeditions were primarily responsible for looking at the local plants or the local people and the illnesses there. Nowadays the doctors and nurses that go on expeditions are there to look after the team.

One of the most remote places I've been to is the Sinai Desert in Egypt, and although you're not very far from the major cities, actually you feel incredibly remote at the same time. The temperatures in the day can reach about 37 degrees Celsius, which is very hot, but then at night it drops to an extremely cold temperature; it might be just above freezing.

Some of the extreme environments can be very different at night. For instance, in the desert we sleep in a sleeping bag under the stars; you don't need to sleep in a tent. Whereas in the jungle it's incredibly noisy where you can hear all the animals at night, and you can't sleep on the floor, you have to sleep in a hammock suspended between two trees.

The people who live in these environments have often lived there for thousands of years and are very well adapted to living in the extreme conditions that they may find. People don't move around very quickly; they move around very slowly in these hot environments. If you move around quickly, you get too hot too quickly and you become unwell.

As an expedition medic, you need to learn quite a lot from the people who live there all the time. It's important that you learn how they live, how they dress, what they eat, what they drink and how they move around in that environment. And at the same time, we look after them whilst they're with us; we provide a bit of health care for them if they need it.

For me personally I find the jungle a very challenging place to live and work. It's quite dirty, it's very, very hot and it's very, very humid, and unless you know exactly what you're doing and how to look after yourself, how to take care of your body, things can fall apart very, very quickly; your kit will break very, very easily.

My top tip for anyone spending any time in an extreme environment is to make sure they do their preparation: to learn from the locals, to read books, to speak to people who've been there before, but also to practise with the equipment that they've got, to put their hammocks up before they get into a country, to learn how to put a mosquito net up, to learn how to cook on a stove if they've never done it before and that makes life much more comfortable when you get into the country.

People learn an incredible amount about themselves working in extreme environments.

They learn how to work under pressure, they learn a lot about cultures and different societies and you realise that although on the surface societies look very different, underneath humans are actually quite similar in nature.

a. Put these topics in the correct order.

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1. James's personal difficulties with life in the jungle
2. Life in the Sinai desert
3. James's work experience and background
4. Local people
5. Important advice for travellers
6. Differences between the desert and the jungle
7. What people learn from travelling to extreme environments

b. Discuss these questions.

1. What different types of work does James do?
2. What information does he give about life in the desert and in the jungle?
3. What can visitors learn from local people?
4. What advice about preparation does James give?
5. Would you like to go on an expedition to an extreme environment? Why? / Why not?

12. Match the words with their definitions.

Word	Definition	Answers
1. expeditions	a. an area of land that has its own government, army, etc.	1.
2. last	b. large geographical land mass consisting of many countries	2.
3. melt	c. a sub-division of a particular country or an area which does not have fixed boundaries.	3.
4. country	d. to continue for a particular length of time	4.
5. region	e. to change from solid to liquid or to make something do this by heating it	5.
6. community	f. frightening	6.
7. preparation	g. to break open suddenly and violently	7.
8. scary	h. people living in the same area	8.
9. continent	i. trips to other countries to discover new things	9.
10. burst	j. equipment, the things you need to take on a journey	10.
11. kit	k. things to do before you go on a journey	11.
12. challenging	l. a nurse or doctor	12.
13. medic	m. difficult, and creates problems	13.
14. extreme information	n. (i.e. data at the highest/lowest point).	14.

13. Fill in the blanks with words from the list.

kit preparation expeditions challenging medic

Scientists sometimes go on 1..... to places such as jungles and deserts. Before the trip, there is a lot of 2..... to buy and 3..... to do. Every expedition team includes a 4..... in case people get ill. This can happen because these new environments are 5.....

Unit 1 Human Planet

1.3 Latin American Adventure

New Words / Vocabulary

Word	معنى	Word	معنى
adventure	مغامرة	conversation	محادثة
situation	موقف	discussion	مناقشة
advert	إعلان	boss	رئيس (في العمل)
retired	متقاعد	requirements	متطلبات
a range of	مجموعة من		
locations	مواقع	equipment	معدات
adventurous	مغامر	guide	دليل
customers	زبائن - عملاء	The Antarctic	القطب الجنوبي
adults	كبار - بالغين	whale	حوت
suggestions	مقترحات	holiday makers	شخص في عطلة - موجز
perhaps	ربما	destination	الجهة المقصودة
wildlife	الحياة البرية	Argentina	الأرجنتين
employees	موظفين	available	متاح
scenario		سيناريو - نص فيلم - وصف لكيفية حدوث شيء في المستقبل	

1. Match the different activities in the box with the photos (A-J). What do you think of the activities?

island cruise – white-water rafting - wildlife watching - snowboarding - skiing - sea kayaking - trekking - horse riding - snorkelling - mountain biking



2. Read this email from the boss of Double Action Adventures and the questions

below.

From: james.ross@daa.com

To: All staff

Dear all

We need your suggestions for two countries for our new holidays in Central and South America. Remember, an ideal country offers a) a range of activities and locations, and b) something unusual or different.

Our main customers are adventurous young adults, but we're interested in some new customers:

- 'first timers' - people having an adventure holiday for the first time
- older adults (40-65) - active, rich, perhaps retired.

Let's have a meeting next week to discuss all your ideas.

James Ross

1. What does the boss want his staff to do?

.....

2. What does an ideal country offer?

.....

3. What does "**Double Action Adventures**" mean?

.....

4. What kind of customers are **DAA's**?

.....

5. What kind of new customers is **DAA** interested in?

.....

6. What does the boss suggest having next week? Why?

.....

3. Complete the conversation with phrases a-e.

a. Do you? b. Don't you? c. No, neither do I d. OK, fine e. So do I

A: Let's look at these brochures and find something for our summer holiday.

B: 1 but I don't want a beach holiday this year.

A: 2 I think an activity holiday would be good, for a change.

B: 3 but I don't like water sports.

A: 4 I do. But there are other sports we can look at. I like the idea of a horse-riding holiday.

B: Yes, that's a good idea. Where can we go horse riding?

A: Well, there are holidays here in South America, but I think that's a long way for two weeks.

B: 5 I don't agree - the flights are only about nine hours to Brazil.

A: Oh, OK then. Let's look at South America.

4. Diana and Simone (two DAA employees) discuss southern Argentina. Read the

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conversation and answer the questions.

Sim one, Diana

S: So, Diana, any thoughts?

D: I think the Antarctic wildlife cruise is a great idea. I like that activity.

S: Mmm, so do I. It's unusual, and everyone loves penguins. It's certainly something for older customers.

D: I agree with you. I also think it's a good activity for our main customers.

S: Do you? I disagree. Our main customers like very adventurous activities. A cruise isn't very adventurous, is it?

D: Well, it's not adventurous, but it is something new ... and whale watching is great.

S: Yes, you're right. So, are there any problems?

D: Well, the holiday season seems very short.

S: I see. How long is it?

D: It's only four months long. I don't like that.

S: No, neither do I. It means we can't sell a lot of holidays. OK, what about the other adventure?

D: In the mountains? Well, let's see ... they can go walking and horse riding in the mountains. I don't like those activities.

S: Don't you? I do. Horse riding's always popular, and everyone can go walking.

D: Well, I disagree with you. I think they're very boring.

S: Well, I think those activities are fine, especially if we want new customers who are first-timers. Everyone can do those activities.

D: Well, everyone can read, but that doesn't mean we want to offer trips to a library, does it? Anyway, what about the weather? It says it's windy. That's not so good.

S: Mmm, you're right about the weather.

D: So, I think there are a few problems

S: I understand, but the Antarctic cruise is very different. Perhaps this is a good place for older customers and first-timers. Let's look at the other places, then decide.

D: OK, so where are the other destinations?

a. **Who has these opinions: Diana (D), Simone (S) or both of them (B) ?**

NLL 101 (2017 – 2018)

1. *The Antarctic cruise is a good thing.*
2. *The holiday season is not very long.*
3. *Horse riding is not a good activity .*
4. *It is OK to offer easy activities for first-timers.*
5. *The weather in the mountains is not good .*
6. *Argentina is a good place for older holiday makers.*

b. What do they think are the strong and weak points of this destination?

Strong points:

.....

Weak points:

.....

c. Complete these sentences from the conversation.

1. *D: I think the Antarctic wildlife cruise is a great idea .*

S: Mmm,do I.

2. *S: It's certainly something for older customers .*

D: I with you .

3. *D: I also think it's a good activity for our main customers .*

S: Do you? I Our main customers like ...

4. *D: And whale watching is great .*

S: Yes, you're So, are there any problems ?

5. *D: It's only four months long. I don't like that .*

S: No, do I. It means we can't ...

6. *S: ... everyone can go walking .*

D: Well, I disagree you. I think ...

7. *S: Let's look at the other places, then decide .*

D:, so where are the other destinations?

d. In which sentences do they think the same? In which do they think differently?

.....

5. Complete each statement with one of these modifiers and an adjective so that

they are true for you. (extremely, quite, really, very)

1. I think horse riding is really relaxing.
2. I think mountain biking is
3. I think scuba diving is
4. I think skiing is
5. I think wildlife watching is

6. Complete these lists with these activities (You can use the activities more than once.)

(scuba diving, horse riding, ice skating, mountain biking, sea kayaking, skiing, snorkelling, snowboarding, walking in a strong wind, white-water rafting, wildlife watching)

1. You do these on or in water: diving,,,,
2. You need animals for these activities:,,
3. You do these activities on snow:,,
4. You do these activities on land:,,,,

1.4 Study and writing skills

New Words / Vocabulary

Word	معنى	Word	معنى
dictionary	قاموس	skyscrapers	ناطحات السحاب
mattress	مرتبة	humid	رطب
bright child	طفل ذكي	cherry	كرز
mild cheese	جبين غير حار أو لاذع	blossom	برعم
distance	مسافة	coated in	مطلي بـ - مكسوب
mixture	خليط	gold leaf	ورقة شجر من الذهب
vibrant	نابض بالحياة و النشاط	bamboo grove	بستان الخيزران
manage to	تستطيع أن	on display	معروض
retain	يبقي عاى - يحافظ على	a variety of foods	مجموعة متنوعة من الأطعمة
traditional culture	الثقافة التقليدية	tranquil	هادئ
heritage	التراث	surprising	مدهش
temple	معبد	souvenir	هدية تذكارية
shrine	مقام مزار - ضريح مقدس	festivals	مهرجانات
accommodation	إقامة	skyline	أفق - مباني عالية
avoid	يتجنب	events	أحداث
organisation	تنظيم		

1. **Cloud**. (noun)

- a visible body of water vapour in the sky :

There were several grey clouds in the sky.

2. **Snow**. (noun)

- water vapour frozen into ice, falling from the sky or lying on the ground:

The ground was covered with snow.

Snow was falling all around .

3. **Autumn**. (noun)

- the season after summer and before winter SYNONYM fall (Am E):

In autumn, the leaves turn orange, brown and yellow .

4. **Sun**. (noun)

- The star in the sky that gives us heat and light:

The sun shines brightly in the sky. I Don't stay in the sun too long without a hat on .

5. **Sea**. (noun)

- The body of water that covers a large part of the Earth's surface:

I'm afraid of swimming in the sea when the waves are very strong .

6. **Horse**. (noun)

NLL 101 (2017 – 2018)

- a domesticated animal with four legs, used for riding, racing and transporting heavy loads:

Can you ride a horse ?

7. **Cool**. (adjective)

1. fairly (but not too) cold, usually used positively ANTONYM warm:

Although the days were hot, the evenings were lovely and cool.

I keep the water cool by putting it in the fridge .

2. (informal, in speaking) used to show that you approve of or like something or someone:

That's such a cool watch !

3. reasonable, calm, patient:

Are you the type of person who stays cool in a crisis, or do you panic?

8. **Hot**. (adjective) (hotter, hottest)

1. having a very high temperature ANTONYM cold :

Don't touch that saucepan - it's very hot.

Would you like a hot drink?

The weather is very hot, almost 40 degrees centigrade .

2. very spicy:

Did you add chilli to this dish? It's really hot !

3. most favourable:

The singer is the hot favourite to win the contest.

9. **Dark**. (adjective)

1. not light ANTONYM light:

It gets dark at 4pm in winter.

You can see the stars more clearly when it's dark.

The forest was dark and quiet .

2. (colour) close to brown, purple or black:

Let's paint one wall dark blue, and leave the other three white.

There's that famous actor - the one with the very dark hair and eyes.

10. **Warm**. (adjective)

1. fairly (but not too) hot, usually in a positive way ANTONYM cool:

It is usually warm enough to swim in the ocean in May.

Wear a warm jumper, and you won't get cold .

2. welcoming and friendly:

He greeted us warmly when we arrived.

11. **Fine**. (adjective)

NLL 101 (2017 – 2018)

1. (weather) pleasant and enjoyable **SYNONYM** good:

If the weather is fine tomorrow, we can go for a walk .

2. very good, admirable **ANTONYM** poor/ bad:

The pianist gave a fine performance .

3. (in speaking) well, without any problems:

'How are you?' 'I'm fine, thanks '.

4. (in speaking) acceptable:

'Should I open the window?' 'No, it's fine. I'm not too hot'.

5. very delicate and thin /small:

The shirt is made of very fine cotton.

Grind the salt finely on the top of the dish before you serve it.

12. **Clear**. (adjective)

1. (weather) without any clouds in the sky **ANTONYM** cloudy:

The sky was clear and you could see for miles .

2. when you are able to see, hear or understand something easily:

Are the instructions clear?

I can't see clearly because the windows are so dirty .

3. transparent, see-through:

The box is made of clear plastic .

4. you cannot doubt it **SYNONYM**: obvious, evident:

It was quite clear to me that you didn't want to go to the party .

13. **Dry**. (adjective) (drier, driest)

1. without water **ANTONYM** wet:

The ground is dry- it hasn't rained for a long time.

Have you got a dry towel for me to use after a shower ?

2. without rain:

The weather report says tomorrow will be a dry day .

3. without enough natural moisture:

My mouth is very dry. Can I have a glass of water, please ?

14. **Bright**. (adjective)

1. well-lit **ANTONYM** dull:

The sun is bright and the sky is blue.

A bright light shone in the room .

2. (colour) vibrant, intense .

3. *Intelligent; quick to learn*

4. *Cheerful and lively*

15. **Mild**. (adjective)

1. (weather) pleasant, not too hot, not too cold :

The weather is very mild for this time of year - it's usually much colder by now .

2. slight, not too serious:

I've got a mild headache.

3. not strong-tasting, spicy or bitter ANTONYM hot, strong-tasting:

'Is the curry hot?' 'No, it's very mild.'

16. **Hard**. (adjective)

1. something that is not soft

2. something that is challenging, not easy

3. a hard person is not kind or sympathetic

4. **Poor**. (adjective)

• someone who is poor hasn't got a lot of money ANTONYM rich:

He lost his job, and his family became very poor.

1. look at the dictionary entry for **hard**. Match the example sentences (a-c) below with the definitions (1-3).

a. Do you find Maths hard ?

b. I can't sleep well on a hard mattress.

c. The manager was a hard, unfriendly man.

2. The words in bold below can be used to describe the weather. Write the number of the correct definition in this case.

a. Some Thai fish soups are really **hot**.

b. They always give visitors a **warm** welcome.

c. His writing isn't **clear**

d. She's a **bright** child

e. That's a really **cool** film

f. He is tall, with **dark** hair

g. 'How are you?' 'I'm **fine**, thanks '

h. This shampoo is for **dry** hair.

i. I don't like **mild** cheese.

3. Look at the dictionary entries above and answer these questions.

1. When does it **snow** ?
2. What does the **sun** give us ?
3. Think of two uses of a **horse**.
4. What colour is a **cloud** ?
5. What happens in **autumn**?
6. What kind of water is in the **sea**?

4. Write the opposites of these adjectives from this unit.

Word	Opposite	Complete these sentences with the opposites.
1. interesting	a.	1. That's a really question. I don't know the answer .
2. long	b.	2. I don't like coffee.
3. strong	c.	3. It's only a distance to the coast .
4. popular	d.	
5. easy	e.	4. That music's very I can't study!
6. quiet	f.	

5. Read the text below from an online city guide to Kyoto and answer these questions .

Introduction

The capital of Japan until 1868, Kyoto is a vibrant, modern city that still manages to retain its traditional culture and heritage. It is the seventh largest city in Japan, and more than 1.4 million people live there. Famous for its many beautiful temples and shrines, the Kyoto skyline is also made up of modern skyscrapers, such as the Kyoto Tower at 131 metres tall.

When to go

The summer months are hot and humid, and the winters are cold. It is the rainy season from mid-June to mid-July, but it doesn't rain every day, so travel is still possible. The best times to visit are in the spring (April, May), when the cherry blossom is out, or the autumn (October, November), when there are fewer tourists.

Things to do.

*Visit the beautiful Kinkaku-ji temple, with its top two floors coated in gold leaf .

*Go for a walk in Arashiyama Bamboo Grove. It's like entering another world !

*Walk through Nishiki Market, in the centre of town, to see the variety of foods on display .

*Be sure to visit one of Kyoto's tea rooms, where you can try the local sweets and also a cup of thick matcha tea .

NLL 101 (2017 – 2018)

1. Does the text tell us how many people live in the city of Kyoto ?
2. What are the two best seasons to visit Kyoto? Why?
3. Name one historic place you can visit .
4. In which part of the text (Introduction, When to go or Things to do) would you put this information ?
 - a. It's a good time to visit if you don't enjoy crowds.
 - b. When you need a break from the noise of the city ,take a walk to one of the many temples - relax in the tranquil gardens .
 - c. Kyoto is more than 1,200 years old .

6. Complete these rules with the words in the box .

different - fact - time - words

You use ...

1. **when** to talk about thethat something happens .
2. **also** to add a new
3. **and** to join twoor parts of a sentence
4. **but** to add somethingor surprising

7. Choose the correct words .

1. The weather's good in spring. It's **and / when / also** good in autumn .
2. A good time to visit Venice is in winter **also / when / but** it isn't crowded .
3. You can buy souvenirs in the hotel **but / also / when** the prices are often very high .
4. The waiters are friendly **and / when / also** they speak good English .
5. You can go white-water rafting **but / and / also** you can't go kayaking .
6. The beach is beautiful **when / and** it's **and / also** a good place to go snorkeling.

Unit 2 People

2.1 Determination

New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
absolutely	بالتأكيد		similarities	تشابهات	
unique	فريد		differences	اختلافات	
cultural	ثقافي		reasons	أسباب	
anthropologist	العالم بعلم الإنسان		choice	اختيار	
anthropology	علم الإنسان		personality	شخصية	
engine	محرك		adjectives	صفات	
equipment	معدات		determined	ذو عزيمة واصرار	
support	يؤيد - يساند		creative	مبدع	
digital	رقمي		brave	شجاع	
media	إجهزة الإعلام		confident	واثق	
events	أحداث		nouns	أسماء	
the correct order	الترتيب الصحيح		dictionary	قاموس	
neighbour	جار		sociable	اجتماعي	
marry	يتزوج		desire	رغبة	
marathon	سباق العدو للمسافات البعيدة		rock climbing	تسلق الصخور	
award	جائزة		voiced	ذو صوت	
graphic design	تصميم جرافيك		unvoiced	صامت	
kayak	زورق جلدي قابل للنقل		consonants	حروف ساكنة	
attempt	محاولة		Antarctica	قارة تقع في القطب الجنوبي	
theme	موضوع		investor	مستثمر - ممول - موظف أموال	
outstanding	متفوق - ممتاز - بارز		president	رئيس	
determination	عزم - تصميم		MENA	الشرق الأوسط وشمال أفريقيا	
achieve	يحقق		scholarship	منحة دراسية	
success	نجاحا		common	شائع - مشترك	
field	مجال		adventurer	القائم بمغامرة	
nominations	تنصيب - ترشيح		rowing boat	قارب تجديف	
ordinary	عادي		surfing	ركوب الأمواج - تصفح الإنترنت	
example	قدوة أو نموذج يحتذى به		terrible	فظيع - سيئ جدا	
nominated	نصب - رشح لمنصب		storm	عاصفة	
community	مجموعة من الناس - جالية		rescue	ينقذ	
org (organization)	منظمة		ship	سفينة	
invested	استثمر - وظف أموال		pronunciation	نطق	
savings	مدخرات		evaluation	تقييم	
extremely	للاغاية		nervous	قلق - خائف	
creativity	إبداع		scheme	مخطط	
definition	تعريف		Kenyan	كينيني	
gave up	استسلم		role model	نموذج - مثال للتقليد	
			transport	نقل	

1. Read the webpage and answer the questions below.

International Women's Day Awards

The theme for this year is Outstanding Determination. We are looking for women who worked hard to achieve success in their field and did not give up when things were difficult .

The nominations for this year's award are :

Chimokel Chilapong: Chimokel is an ordinary Kenyan farmer, with a small family. She shows how determination can help other people. 'Go Chimokel! Go '!

Nominated by Eastern Kenya, Community/women's org .

Soula Zavacopoulos: Soula's a hard-working woman and a great role model. She started her own business from nothing. She invested all her savings and she worked extremely hard for a long time, but her business is a success now. She used her creativity and determination.

Nominated by UK, School community group

Sarah Outen: Sarah is the definition of determination! She travelled around the world alone by human power, travelling, for example, by kayak and rowing boat. She faced many problems, but she never gave up. She is a great example for us all.

Nominated by Matsumoto High School. Japan

1. What is the web page for?

.....

2. Why are these women on this webpage?

.....

3. What's the theme for this year?

.....

4. Who does the International Women's Day Awards celebrate?

.....

2. Write T for true or F for false?

1. Chimokel comes from a rich family .

.....

2. She lives on her own .

.....

3. Soula is a good example for people to follow.

.....

4. She borrowed money to start her business .

.....

5. Sarah used transport without engines and motors.

.....

6. Sarah travelled with other people .

.....

3. Match the words with their definitions.

Word	Definition	Answers
1. outstanding	a. establishing an opinion about how good, useful or successful something is by analysis of it	1
2. role model	b. energy produced by a person	2
3. kayak	c. a type of canoe, often for one person	3.....
4. savings	d. excellent; better than average	4.....
5. human power	e. money saved in a bank account	5.....
6. evaluation	f. a person who others should copy	6.....

Suffixes added to adjectives to form nouns, e.g. -ion, -ness, -ity, -ment, -ence, -ance

4. Write the nouns of these adjectives.

Adjective	Noun	Adjective	Noun
determined		hard-working	
happy		friendly	
creative		brave	
kind		confident	
ordinary		sociable	
		nervous	

5. Complete these sentences with words from above. Do you need a noun or an adjective ?

- Dad is very He's always at work .
- I'm sociable and I like meeting new people.
- He's very.....; he often draws pictures.
- is more important than money .
- is the desire to continue even when it is difficult .
- My sister says I'm very because I love rock climbing and surfing .
- My brother has a lot of He is never nervous when speaking in English .
- My mother is very and she always helps people who have problems.

6. Read about each woman's story and answer the questions below.

Extract 1

Chimokel married Benjamin when she was 16. She has two children and lives on a small farm. They wanted to send their children to school, but they needed a lot of money. A neighbour told her about the running races with money prizes, so she started running! She trained for one year, early every morning in the hills. Benjamin looked after the boys, and she did extra work on the farm. She was determined to do well. Then, amazingly, she won the Nairobi marathon. It was her first race! She was very happy when her boys went to school after that .

Extract 2

Soula is a creative person. She studied graphic design and, after working for a few companies, she started her own business five years ago. She designs and sells greetings cards and photographs. She started with nothing, and it was difficult to do everything. She is very hard-working, so she often worked through the night. She also spent a lot of time building the business through the internet, on social media like Twitter and Facebook. Last year, she won an award - 'Most Promising Young Designer' - and an important shop became a regular customer. That was a lovely reward for many years of hard work .

Extract 3

Sarah started her journey in April 2011. First, she travelled from London to France by kayak. In Asia, she kayaked from Russia to Japan. Then, she left Japan in a rowing boat in order to go to North America. On her journey, she saw many wonderful places and she got great support from all the local people. They were really kind and friendly. Many parts of their journey were difficult, but she never gave up! Some of the things that she did were very dangerous, but Sarah is brave and confident, and this helped her to succeed.

1. Who needed special equipment?
2. Who needed support from friends or family?
.....
3. Who needed digital media ?.....
4. Can you choose the best one for the award? What are your reasons for your choice?
.....
.....
5. What are the similarities and differences between each story ?
.....
.....
.....
6. How long did it take them to achieve what they wanted ?
.....
.....
.....

7. How much support did they receive?

.....
.....

8. Who do these adjectives describe ?

determined happy creative hard-working kind friendly brave confident

.....
.....
.....

7. Put these events in the correct order for each person.

1. get idea from a neighbour / marry Benjamin / run in the Nairobi marathon
2. work long hours / win an award / study graphic design
3. kayaked to Japan / kayaked to Europe / attempt to row across the Pacific Ocean

Grammar

Past Simple: Regular and Irregular Verbs

- You use the past simple to talk about finished actions and situations in the past. You know, and often say, the time of the action or situation .

Isa and I trained for the marathon last year .

- The past form of the verb **be** is **was** or **were** .

We were here last night . I wasn't at the school this morning .

- With other verbs, you use just the main verb in affirmative past simple statements. Regular past simple verbs add **-ed** to the infinitive .

train - trained, watch - watched

- The past simple verb does not change, i.e. it is the same after I, you, he, she, it, we and they .
- Note these spelling changes :

Verbs ending in -e, add -d: die - died, live -lived

Verbs ending in consonant + -y, change -y to -ied: study - studied, marry - married

Verbs ending in vowel + consonant, double the consonant and add -ed: stop - stopped

- Many common verbs in the past simple are irregular.
- You often say when the action happened, e.g. in (+ year/month), on (+ day) or at (+ time) .

The first modern Olympics were in 1896 .

I watched a great documentary on Sunday. We arrived at two o'clock .

Time Expressions

- You often use time expressions with the past simple, e.g. ago, last night (week/month/year), yesterday .

We moved to this house two years ago .

- You use *in* with years and months: *in 2006, in July.*
- You use *on* with days: *on Sunday, on Monday.*
- You use *at* with times: *at seven o'clock, at 8: 15 .*

Past Simple: Negatives, Question Forms and Short Answers

- Use *did* to form past simple negatives and questions .

She didn't give up hope. Did she paint every day ?

- Past simple short answers use *did* . *Yes, she did. / No, she didn't.*

Question Words

- Use *who* to ask about people . *Who came to class yesterday? Who did you speak to ?*
- Use *what* to ask about things . *What did you do yesterday ?*
- Use *when* to ask about time . *When did you start English classes ?*
- Use *where* to ask about places . *Where did you go yesterday?*

Asking About People

What's he/she like ? What does he/she look like? What does he/she like ?

Describing People

He seems (honest and shy). She certainly isn't (chatty). He's (hard-working) .

He's got (short brown hair). He looks like (that actor). She wears (nice clothes) .

He likes (watching sport on TV). He has similar interests to me .

Time Expressions and Phrases

last weekend, on Thursday, the day before yesterday, three days ago, yesterday, when he was a child, at the age of 16, in the early 1950s, over a period of 40 years

Personality Adjectives

chatty, cheerful, clever, confident, horrible, lazy, miserable, nice, polite, quiet, rude, shy, stupid, unfriendly

Linkers

afterwards, at first, at the moment, then, until

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8. Match the beginnings and endings of these sentences. Who would say each one ?

- | | |
|--------------------------------------------------------|---------------------|
| 1. I travelled to Antarctica | a in 2006 . |
| 2. I won the investor of the year award | b in 2011 . |
| 3. I was president of the MENA Businesswomen's Network | c for three years . |
| 4. I won a scholarship | d when I was 20. |

9. Complete these grammar notes with verbs from the texts.

1. You add -ed to the infinitive to make the past simple of most verbs. These are regular verbs, e.g
2. Sometimes you add -ed and make a small spelling change, e.g
3. Many common verbs in the past simple are irregular. We don't add -ed. We use a different word, e.g.

10. Complete this description of an adventurer's journey .

I 1. (leave) Japan on 13th May, 2012 in my special rowing boat. At first, the weather was good and there 2. (be) no problems. However, after three weeks, there 3. (be) a terrible storm. The wind was very strong, and the sea 4. (become) very rough. The storm 5. (break) my boat and I 6. (use) my radio to ask for help. 7 I (stay) inside my boat and 8 (wait). This was an extremely difficult time for me. Finally, the Japanese rescue ship 9 (arrive) and 10 (save) me, but I 11 (lose) my boat. After that, I 12 (go) back to London, but I never 13 (give up). I 14 (start) my journey again in 2013 .

11. Use these time expressions to make true sentences about you.

ten years ago	when I was 16	last week
in 2005	last night	last year on Sunday

12. Correct the mistakes in these sentences.

1. My mother leaved school when she was 14
2. Did she started a new job last year?
3. When did you born?
4. Last weekend, my brother married his fiancée.
5. We did not had a lot of money last year.
6. 'Did they have a good holiday?' 'Yes, they had.
7. We eated a lot of pasta last night.
8. She went to university at 2006.

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13. Complete this dialogue with the past simple of the verbs .

A: What 1 (do) you think of the exhibition ? I 2 (think) it was pretty good .

B: Really? I 3 (not/think) it was very good at all .

A: So you 4 (not/like) the painting in the first room ?

B: Oh, OK, yes, I 5 (like) that one - that's true .But I 6 (lose) interest after that. But the artist 7 (have) a really interesting life .

A: Yes, I admire her determination. She 8 (be) quite a woman!

14. Match the two parts of the sentences .

<u>First part</u>	<u>Second part</u>	<u>Answers</u>
1 Steve Ditko and Stan Lee created Spider-Man about	a. 50 years ago. It was a big hit.	1
2 I arrived in London last	b. three years ago. I loved the city .	2
3 We had an art class every week	c. year. My English is a lot better now.	3
4 The class went to the art exhibition on	d. Wednesday. It was good .	4
5 We had dinner at a Mexican restaurant	e. last weekend. I had tacos .	5
6 I visited Paris	f. at my high school. I didn't enjoy it.	6

15. Match three answers from a-i with each question .

<u>Questions</u>	<u>Answers</u>	<u>Matching</u>
1. What's your friend like ?	a. He's short and he wears glasses.	1
2. What does your friend look like?	b. He loves mountain biking .	2
3. What does your friend like ?	c. She seems really shy, but she isn't .	3
	d. Just sitting around and watching TV.	
	e. He looks like my brother .	
	f. He's very kind and patient .	
	g. He's quite good-looking .	
	h. Well, she certainly isn't stupid !	
	i. She likes cooking and eating good food.	

16. Match the parts of the words to make adjectives.

A	B	Adjectives	C	D	Adjectives
1. creat	a. able		1. miser	a. able	
2. soci	b. dent		2. determin	b. ful	
3. friend	c. ive		3. cheer	c. ary	
4. talent	d. ly		4. hard	d. ed	
5. confi	e. ed		5. ordin	e. working	

17. Use the adjectives from Exercise 16 to describe these people.

1. She's always at work very early and leaves late.
2. He likes designing and making things
3. She plays the guitar and she's very good at it
4. He loves going to parties and being with people.
5. She works very hard every day because she really wants to succeed
6. He is often happy and makes people smile

18. Complete these sentences with your experiences .

1. Last weekend, I
2. Three days ago, we
3. At the age of 16, I
4. When I was a child, we

19. Choose the correct word or phrase.

I'm at university, in my second year, and 1 **then** / **at the moment** I'm doing film studies. I started it last year and, 2 **at first** / **until**, I hated it! I thought about changing my course, but my tutor asked me to wait 3 **afterwards** / **until** the end of the first year. I decided to follow his advice, so I waited, and 4 **then** / **at the moment** in May, I took the exams. 5 **At first** / **Afterwards**, I looked back at the year and decided it wasn't really bad, so I decided to continue with the course. Now I'm really enjoying it.

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Irregular verb list

Infinitive	2 nd form (Past simple)	3 rd form (past participle)	Meaning	Infinitive	2 nd form (Past simple)	3 rd form (past participle)	Meaning
1. be	was/were	been	يكون	2. leave	left	left	يغادر
3. become	became	become	يصبح	4. let	let	let	يدع
5. begin	began	begun	يبدأ	6. lose	lost	lost	يفقد
7. break	broke	broken	يكسر	8. make	made	made	يصنع
9. bring	brought	brought	يحض	10. mean	meant	meant	يعني
11. build	built	built	يبنى	12. meet	met	met	يقابل
13. buy	bought	bought	يشتر	14. pay	paid	paid	يدفع
15. can	could	been able	يستط	16. put	put	put	يضع
17. catch	caught	caught	يمسك	18. read	read	read	يقرأ
19. choose	chose	chosen	يختار	20. ride	rode	ridden	يركب
21. come	came	come	يأتي	22. ring	rang	rung	يرن
23. cost	cost	cost	يكلف	24. run	ran	run	يجري
25. dig	dug	dug	يحفر	26. say	said	said	يقول
27. do	did	done	يفعل	28. see	saw	seen	يرى
29. draw	drew	drawn	يرسم	30. sell	sold	sold	يبيع
31. drink	drank	drunk	يشرب	32. send	sent	sent	يرسل
33. drive	drove	driven	يقود	34. shine	shone	shone	يسطع
35. eat	ate	eaten	ياكل	36. show	showed	shown	يعرض
37. fall	fell	fallen	يقع	38. sing	sang	sung	يغني
39. feed	fed	fed	يطعم	40. sit	sat	sat	يجلس
41. feel	felt	felt	يشعر	42. sleep	slept	slept	ينام
43. find	found	found	يجد	44. speak	spoke	spoken	يتكلم
45. fly	flew	flown	يطير	46. spend	spent	spent	يقضي
47. forget	forgot	forgotten	ينسى	48. stand	stood	stood	يقف
49. get	got	got	يحصل	50. steal	stole	stolen	يسرق
51. give	gave	given	يعطي	52. swim	swam	swum	يسبح
53. go	went	gone/been	يذهب	54. take	took	taken	يأخذ
55. grow	grew	grown	ينمو	56. teach	taught	taught	يعلم
57. have	had	had	يملك	58. tell	told	told	يخبر
59. hear	heard	heard	يسمع	60. think	thought	thought	يفكر
61. hold	held	held	يمسك	62. throw	threw	thrown	يرمي
63. hurt	hurt	hurt	يؤذي	64. understand	understood	understood	يفهم
65. keep	kept	kept	يحافظ	66. wear	wore	worn	يرتدي
67. know	knew	known	يعرف	68. win	won	won	يفوز
69. learn	Learn(t)ed	Learn(t)ed	يتعلم	70. write	wrote	written	يكتب

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Infinitive	2nd form (Past simple)	3rd form (past participle)	Meaning
1. <i>bear</i>	<i>bore</i>	<i>born(e)</i>	
2. <i>beat</i>	<i>beat</i>	<i>beaten</i>	
3. <i>bite</i>	<i>bit</i>	<i>bitten</i>	
4. <i>blow</i>	<i>blew</i>	<i>blown</i>	
5. <i>burn</i>	<i>burn(t)(ed)</i>	<i>burn(t)(ed)</i>	
6. <i>burst</i>	<i>burst</i>	<i>burst</i>	
7. <i>cut</i>	<i>cut</i>	<i>cut</i>	
8. <i>deal</i>	<i>dealt</i>	<i>dealt</i>	
9. <i>dream</i>	<i>dream(t)(ed)</i>	<i>dream(t)(ed)</i>	
10. <i>fight</i>	<i>fought</i>	<i>fought</i>	
11. <i>flee</i>	<i>fled</i>	<i>fled</i>	
12. <i>forbid</i>	<i>forbade</i>	<i>forbidden</i>	
13. <i>forgive</i>	<i>forgave</i>	<i>forgiven</i>	
14. <i>freeze</i>	<i>froze</i>	<i>frozen</i>	
15. <i>hang</i>	<i>hung(hanged)</i>	<i>hung(hanged)</i>	
16. <i>hide</i>	<i>hid</i>	<i>hidden</i>	
17. <i>hit</i>	<i>hit</i>	<i>hit</i>	
18. <i>lay</i>	<i>laid</i>	<i>laid</i>	
19. <i>lead</i>	<i>led</i>	<i>led</i>	
20. <i>lend</i>	<i>lent</i>	<i>lent</i>	
21. <i>lie</i>	<i>lay</i>	<i>lain</i>	
22. <i>sting</i>	<i>stung</i>	<i>stung</i>	
23. <i>stink</i>	<i>stank</i>	<i>stunk</i>	
24. <i>strike</i>	<i>struck</i>	<i>struck</i>	
25. <i>swear</i>	<i>swore</i>	<i>sworn</i>	
26. <i>sweep</i>	<i>swept</i>	<i>swept</i>	
27. <i>tear</i>	<i>tore</i>	<i>torn</i>	
28. <i>wake</i>	<i>woke</i>	<i>woken</i>	
29. <i>rise</i>	<i>rose</i>	<i>risen</i>	
30. <i>seek</i>	<i>sought</i>	<i>sought</i>	
31. <i>set</i>	<i>set</i>	<i>set</i>	
32. <i>sew</i>	<i>sewed</i>	<i>sewn</i>	
33. <i>shake</i>	<i>shook</i>	<i>shaken</i>	
34. <i>shoot</i>	<i>shot</i>	<i>shot</i>	
35. <i>shut</i>	<i>shut</i>	<i>shut</i>	
36. <i>smell</i>	<i>smelt(smelled)</i>	<i>smelt(smelled)</i>	
37. <i>spell</i>	<i>spelt(spelled)</i>	<i>spelt(spelled)</i>	
38. <i>split</i>	<i>split</i>	<i>split</i>	
39. <i>spring</i>	<i>sprang</i>	<i>sprung</i>	
40. <i>stick</i>	<i>stuck</i>	<i>stuck</i>	
41. <i>light</i>	<i>lit</i>	<i>lit</i>	

Unit 2 People

2.2 CREATIVE LIVES

New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
cookery	فن الطبخ		largely self-taught	تعلم ذاتيا بشكل كبير	
chef	رئيس الطهاة		feedback	تغذية راجعة	
recipe	وصفة طهي طعام		successful author	مؤلف ناجح	
skills	مهارات		except	ما عدا	
animal by-products	منتجات ثانوية حيوانية		negative	سلبي	
managed to	استطاع أن		positive	ايجابي	
summary	ملخص		infinitive	مصدر	
manuscript	مخطوط باليد		without	بدون	
is worth	يستحق		form	يكون	
university degree	درجة جامعية		rules	قواعد	
publishing	نشر		subject	فاعل – موضوع	
admire	يعجب ب		conversation	محادثة	
similar to .	مشابه ل		tense forms	أشكال الأزمنة	
increase	يزداد		interview	مقابلة شخصية	
positive influence	تأثير إيجابي		powerful	قوي	
consider	يعتبر		feelings	مشاعر	
fashionable	على الموضة		apparently	من الواضح	
competitions	مسابقات		serious	جاد	
talent	موهبة		disease	مرض	
siblings	الاخوة والاخوات		publisher	ناشر	
vegetarian	نباتي (لا يأكل اللحوم و لا الأسماك)		paintings	لوحات	
vegan	نباتي صرف (لا يأكل أي من منتجات الحيوان)		produce	ينتج	
vegetables	خضروات		task	مهمة	
collaboration	تعاون – اشتراك		including	يشمل	
in collaboration with	بالاشتراك مع		tell jokes	ينكت	
influence	تأثير		sequence	سلسلة متعاقبة	
passed on	نقل		report to	ينقل القول إلى	
literary	أدبي		invite	يدعو	
agent	وكيل		notes	ملاحظات	
surprised	مدهش		research	بحث	
contacted	اتصل ب		headings	عناوين	
although=despite	بالرغم من		personality	شخصية	
well - known	مشهور		abilities	مقدرات	
dialogue	حوار		guests	ضيوف	
inspiring	ملهم		expert	خبير	
valuable	قيم		illustrated book	كتاب يتم توضيح قصته بالصور	
professional	مهني		childhood	طفولة	
respect	احترام		century	قرن	
illness	مرض		published	نشر	

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<i>instead</i>	بدلاً من	<i>series</i>	سلسلة
<i>trained</i>	تدرب	<i>comics</i>	رسوم هزلية
<i>teenager</i>	مراهق	<i>manga</i>	الرسومات المصورة بالأبيض والأسود
<i>discovered</i>	اكتشف	<i>animation films</i>	أفلام الرسوم المتحركة
<i>bass /beis/ (violin)</i>	آلة موسيقية منخفضة الصوت	<i>interested in</i>	مهتم بـ
<i>bored with</i>	متمل من	<i>genre l'ʒɔʁə/</i>	نوع
<i>instruments</i>	ألات (موسيقية)	<i>horror</i>	الرعب
<i>album</i>	مختارات أدبية أو موسيقية	<i>science fiction</i>	القصص الخيالي
<i>Grammy music prize</i>	تمثال ذهبي تعطيه الأكاديمية الأمريكية الوطنية للعلم والفن المسجل ذوي الإنجازات في صناعة التسجيل		
<i>Portuguese</i>	برتغالي	<i>marvel</i>	اعجوبة ، معجزة
<i>blues</i>	أغنية كنيية	<i>newsagent</i>	صاحب محل لبيع الصحف
<i>jazz</i>	موسيقى راقصة	<i>illustration</i>	توضيح بالصور
<i>styles of music</i>	نمط من الموسيقى	<i>fantasy</i>	خيال
<i>international</i>	دولي	<i>sketch books</i>	كراسة لصنع الرسومات الأولية
<i>as though = as if</i>	كما لو	<i>irresponsible</i>	مستهتر، غير مسؤول
<i>myths</i>	أساطير	<i>soldiers</i>	جنود
<i>create</i>	يخلق - يبتكر	<i>invented</i>	اخترع
<i>creative lives</i>	أشخاص مبدعين		

1. Read the following text and answer the questions below.

Ken's blog

15 September

Cooking has become very fashionable these days. There are more cookery programmes on TV than ever before, and many different competitions to find new talent. A young chef I really admire is Sam Stern. He started cooking as a young child, and wrote his first cookery book for young people at the age of 14. His seventh cookery book came out in 2015 .

Sam grew up in a big family with three older sisters and a brother. Two of his siblings were vegetarians and the other a vegan, and one of them didn't like vegetables. Sam always helped his mother cook family meals, which was never an easy task !

One day he wrote some notes for an idea for a cookbook, which his mother passed on to some literary agents she knew. Sam was surprised and very pleased when a publisher contacted him with positive feedback about publishing his first recipe book .

Although Sam went to a well-known cookery school in Ireland for three months, where he learnt some valuable lessons and skills from professional chefs, he is largely self-taught .

Despite being a successful author, Sam went on to study for a degree at university. He worked hard on his studies and at the same time, he managed to publish yet more books. This young man is a role model for us all .

Comment

He is a very inspiring young man. I didn't know anything about him. How did you hear about him? I want to know more about his life. Where was he born? What kind of recipes do his books contain ?

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A. Correct these sentences about the text .

1. *There aren't as many cookery programmes on TV now as there were in the past .*
2. *Sam Stern is a chef who started cooking when he was **14** .*
3. *Sam Stern was the **oldest** of a family of five.*
4. *Sam sent his first book of recipes to a publisher for feedback .*
5. *He learnt **m ost** of his skills at a cookery school in Ireland .*
6. *He took a break from writing books while he was a student at university .*

1.
2.
3.
4.
5.
6.

B. Find words in the text that mean:

1. *brothers and sisters. (paragraph 2)*
2. *someone who doesn't eat meat or fish. (paragraph 2)*
3. *someone who doesn't eat any meat, fish or animal by-products. e.g. milk, eggs (paragraph 2)*
4. *someone whose job is to manage the relationships between authors and publishers (a person who reads a summary or manuscript of a new book, to see if it is worth publishing.) (paragraph 3)*
5. *someone we admire and want to be similar to (paragraph 5)*

C. Answer the following question.

Sam Stern's books have had a positive influence on young people. Why do you think this is ?

.....

2. Complete this conversation with past tense forms (positive, negative or question).

A: Tell me a little about Frida Kahle .

B: She 1 (be) a Mexican painter. Many of her works 2 (be) paintings of herself. In them, we can see her powerful feelings about herself and the world around her .

A: Apparently, she 3 (have) a serious disease when she 4 (be) young .

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B: Yes, that's right. But she 5 (not lose) hope .She 6
(be) a very determined young woman .She 7 (not have) an easy life, but
she 8 (become) famous .

A: When 9..... (do) her first paintings ?

B: When she 10 (be) about 13.

A: How many works 11..... (produce) in her life ?

B: About 200. Many people 12 (admire) her work, including Pablo
Picasso .

A: What 13(do) in her free time ?

B: She 14(like) singing and telling jokes at parties.

3. Ask your partner what he/she did yesterday / the day before yesterday / on Thursday / last weekend, etc.

.....
.....
.....

4. You are going to invite a famous person from the past or present to dinner. Read the example and complete these sentences.

I'd like to invite Esperanza Spalding. She's a jazz singer and a musician from the USA. Her early
life wasn't easy. She lived in a poor part of Portland, Oregon, with her mother. Her mother was
an important influence, and Esperanza has a lot of respect for her. Esperanza had a long illness
as a child, and didn't go to school all the time. Instead, she learnt at home. Erm ... she first
became interested in music at the age of four. She trained as a classical musician, but, as a
teenager, she also liked blues, hip-hop and other styles of music. She discovered the bass when
she was 14 ... because she was bored with other instruments. Er ... her first album 'lunjo' - came
out in 2005. In 2011, she won a Grammy music prize for Best New Artist. I admire her
determination and ability: she can sing in English, Spanish and Portuguese. She's also very
beautiful! What would I like to ask her? Well, um, perhaps this: 'How did you feel when you won
the Grammy'

Esperanza Spalding

1. She is a jazz and a musician.
2. Her early life
3. She became interested in music
4. She discovered the bass because she was bored
5. She won a Grammy music prize for in 2011.
6. 'How when you won the Grammy?'

5. Read the interview with Karen Rubins, comics artist. In what order does Karen talk about these topics ?

My name is Karen Rubins, I am a comics artist. I create, write and draw comic strips. I've drawn comics in all kinds of different genres: horror, comedy, science fiction, action and adventure. Comics are stories told mainly in a sequence of pictures with words used for dialogue.



I grew up reading comics with my sister. We used to get all kinds of different comics to read for example, Marvel super heroes which we bought from the newsagent and I used to read a lot of Asterix books. I really loved drawing when I was growing up and I studied illustration at university where I started drawing my own comics.

One of the first comics I read that I really loved was a fantasy story called Elfquest. It was written by an American woman called Wendy Pini and her husband Richard. Wendy Pini always said that one of her main influences was Japanese comics and manga and so that's what led me to find out more about it.

The word 'manga' was first used by an artist called Hokusai in the 19th century, who published a series of his sketch books under the title Manga. 'Manga' means 'irresponsible pictures'. Nowadays it's just used to mean 'comics.'

Osamu Tezuka is the father of modern manga. He was influenced by Disney films and American comics that American soldiers brought to Japan after the Second World War. He wrote a lot of different types of stories: children's stories, comics for girls, medical dramas and animal stories.

Tezuka has influenced all manga artists, including me, because he invented manga as we know it. What I like about Tezuka's work is that his style is very simple and cartoony, yet all his stories have a message and something to think about.

Manga is changing all the time. Japanese artists are becoming more influenced by comics from around the world and artists outside of Japan are becoming more and more influenced by manga. Manga started in Japan, but is now an international art form. I really love manga because it makes you feel as a reader, as though you're inside the story. With comics made in the West, it's almost as though you're watching the story as though it was a film. With manga, you really feel as though you're in the story with the characters and feeling what they feel.

I write stories and draw them myself, but sometimes I also work with a writer. My stories often have a theme of myths. For example, Greek myths or Japanese myths and others. I like my stories to have something to say and something to think about.

I take a very long time to create my work. I heard that Osamu Tezuka drew on average ten pages of manga a day. The most I've managed to do is two pages per day.

- 1 Her early interests in comics and art
- 2 Her stories and her drawing habits
- 3 Osamu Tezuka
- 4 Manga today
- 5 The first manga artist
- 6 Reasons she loves manga

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6. Match the sentence halves. Which of the topics in the previous exercise are they about ?

First Half	Second Half	Answers
1 He invented ...	a.and something to think about .	1.
2 I've drawn comics in all kinds of different genres: ...	b.and feeling what they feel .	2.
3 You're in the story with the characters ...	c.horror, comedy, science fiction, action and adventure .	3.
4 I like my stories to have something to say ...	d.manga as we know it .	4.
5 I really loved drawing ...	e.yet all his stories have a message .	5.
6 His style is very simple and cartoony ...	f.when I was growing up .	6.

7. What did you learn about these topics?

a. Karen's early years

.....

.....

.....

.....

b. Tezuka and manga

.....

.....

.....

.....

.....

.....

c. Karen's creative habits and work

.....

.....

.....

.....

.....

.....

Unit 2 People

2.3 Sharing a flat

New Words / Vocabulary

Word	معنى	Word	معنى
preparation	تحضير – إعداد	situation	موقف
share	يشارك	Ph.D.(doctor of philosophy)	دكتور الفلسفة- خريج دكتوراه
a flat	شقة	advertising	إعلان
imagine	يتخيل	company	شركة
flatmate	الشخص الذي يتشارك حجرة /سكن	a three-bedroom flat	شقة من ثلاثة غرف
compare	يقارن	conversation	محادثة
similar interests	اهتمامات متشابهة	nationality	جنسية
washing-up	غسل الأواني	personality	شخصية
tidy	مرتب – منظم	appearance	مظهر
honest	أمين	opinion	رأي
opposite	مقابل- عكس	sections	أقسام
horrible = terrible	فظيع – سيئ جدا	honest	أمين
confident	واثق	certainly	بالتأكيد
rude	وقح	discuss	يناقش
miserable	التعيس – بانس- حزين	phrases	عبارات
syllable	مقطع	headings	عناوين
pronounce	ينطق	scruffy	حقير – وضع – مهلهل

1. Imagine you are looking for a flatmate. Choose five of the things in the box that are important to you. What other things are important in a flatmate?

have similar interests to me
be friendly and sociable
do his/her washing-up
be a good cook

not smoke
be good-looking
be quiet and polite
be honest

have a job
be rich
be tidy
be clever

e.g. A flatmate should have similar interests to me .

2. Match these opposite adjectives .

Adjective	Opposite	Answers	Adjective	Opposite	Answers
1. polite	a. shy	1.	2. cheerful	b. stupid	2.
3. friendly	c. horrible	3.	4. hard-working	d. quiet	4.
5. confident	e. rude	5.	6. clever	f. lazy	6.
7. nice	g. unfriendly	7.	8. chatty	h. miserable	8.

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3. Robert (a PhD student from Poland) and Gao Ying (who works for an advertising company and is from Hong Kong) share a three-bedroom flat in London. They are looking for a new flatmate. Robert is in Poland at the moment and he missed the people who came to see the flat. Gao Ying telephones Robert and tells him about the different people.

Read the conversation and answer the questions below.

R - Robert, G - Gao Ying

R: Hello .

G: Hi Robert, it's Gao Ying .

R: Oh, hi. How are you? How did the interviews go ?

G: Oh, I'm fine. The interviews were fine, too. Have you got ten minutes or are you busy ?

R: I'm fine for time. Tell me about the people. Who did you see first ?

G: Well, the first person was a guy called Martin. He's a young doctor; he's Canadian .

R: Oh, that sounds good. What's he like ?

G: Well, I'm not sure. At first, he wasn't very friendly and he certainly isn't chatty. He works long hours, so he's hard-working, I guess: He seems honest .

R: I see, so, erm ... what does he like? What are his interests ?

G: Well, he likes watching sport on TV, but he doesn't play any. Urn, what else? He doesn't smoke, in fact he hates smoking. Oh, he said he likes cooking, when he's got time .

R: OK, so perhaps he's a bit quiet .What does he look like? Does he look tidy and smart' Or does he look scruffy, like a messy teenager or something ?

G: Well, he's a doctor, so he looks professional. He wears nice clothes. He's got short brown hair. In fact, he looks like that actor who plays Mr. Bean .

R: Really? I'm not sure that's a good thing! What about if he's like Mr. Bean, as well as looking like him? We don't want to him to damage the flat with his stupid accidents !

G: Indeed, but I'm sure he just looks like him .

R: You never know! Anyway, what do you think? Would you like to live with him ?

G: Mmm, yes, I think so. I'm happy to live with a quiet person .

R: What, like me !?

G: Yeah, exactly! And I'd like to live with a Canadian - you know, my sister lives in Toronto. Also, doctors are usually honest and responsible. What about you ?

R: Well erm ... he sounds quite quiet tell me about the others first.

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1. Do you think Robert wants this person to be the new flatmate ?

.....

2. Complete Robert's notes. Write one word in each gap .

A. Name/Nationality/Job: Martin, Canadian, 1.....

B. Personality: At first, not very 2..... Not 3.....

Hard- working. Seems

C. Likes/Dislikes: Watching on TV, cooking. Hates

D. Appearance: Looks Wearing clothes .

Short hair. Like Mr. Bean.

E. Gao Ying's opinion: Happy to live with a person.

Would like to share with a Canadian.

1 doctor 2 friendly 3 chatty 4 honest 5 sport 6 smoking

7 professional 8 smart 9 brown 10 quiet

DESCRIBING PEOPLE

4. Complete these questions from the conversation.

1. What's he? 3. What does he..... like ?

2. What he like ? 4. you like to live with him ?

5. Match the questions above with the following.

a. Personality c. Likes/Dislikes:

b. Appearance d. Opinion

6. Complete these sentences from the conversation. Which questions in Exercise 4 do they answer ?

1. He's short brown hair . 5. He works long hours, he's hard-working .

2. He like the actor who plays Mr. Bean . 6. He watching sport on TV .

3. He honest . 7. He nice clothes .

4. He certainly chatty . 8. Yes, I think

7. Match the words with their definition.

Word	Definition	Answers
1. sociable	a. a unit of speech which consists of one vowel sound	1.....
2. tidy	b. liking to keep things in the right place	2.....
3. syllable	c. untidy, wearing old clothes, dirty	3.....
4. scruffy	d. enjoying talking to other people	4.....

Unit 2 People

2.4 Study and writing skills

New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
improve	يحسن		reflective blog	يوميات في الانترنت - مدونة	
strengths	نقاط القوة		organise	ينظم	
weaknesses	نقاط الضعف		thoughts	أفكار	
questionnaire	استبيان - استطلاع		Track your progress	تتبع تقدمك	
diagram - chart - graph	رسم توضيحي		difficulties	صعوبات	
analysis	تحليل		concerns	هموم	
tips	نصائح		paintings	لوحات	
scores	مجموع النقاط المحرزة		sections	أقسام	
experiences	خبرات - تجارب		inferring	استنتاج	
statement	جملة		afterwards	فيما بعد	
instruction book	كتاب التعليمات		explained	شرح - فسر	
carefully	بعناية		realised	أدرك	
lectures	محاضرات		translate	يترجم	
strategies	استراتيجيات		alive = dead	حي - ميت	
cultures	ثقافات		The European Union	الإتحاد الأوروبي	
jewellery	مجوهرات		development	تطور	
worried	قلق		probably	من المحتمل	
print-outs	المطبوعات		visual	بصري, مرئي	
auditory	سمعي		involves	ينطوي على	
physical	بدني		regularly	بشكل منتظم	

1. Match the words with their definitions.

Word	Definition	Answers
1. a visual learner	a. a written list of questions that are answered by a number of people so that information can be collected from the answers	1
2. an auditory learner	b. exercise or sport	2
3. a physical learner	c. a learner who remembers best by moving around and touching things .	3.....
4. charts/ diagrams	d. ability to remember information	4.....
5. memory	e. a helpful piece of advice	5.....
6. physical activity	f. an audio recording that can be played by a computer or other electronic device	6.....
7. tip	g. a learner who likes to hear information	7
8. highlight	h. information arranged in the form of a simple picture, graph, plan, etc.	8
9. sound file	i. to mark words on paper or computer screen using colours so that they are noticed more easily	9.....
10. aloud	j. in a voice that people can hear	10.....
11. questionnaire	k. a learner who likes to see information	11.....

2. Listen to two people talking about their experiences of learning a new skill and answer these questions .

Speaker 1

I was 18 when I left my home town and went to live by myself. I didn't know how to cook anything! My mum prepared all my food. The first meals I cooked were really simple – pasta, things like that, very basic. But I felt very proud of myself – and also independent. I was really happy. It was fun to go to the shops and choose what to eat. I know a lot of people hate shopping for food, but at the time it was all new and quite exciting for me. I don't think anyone showed me how to cook. I just learnt by myself, little by little. There were lots of cookery books, so it was easy to learn. Later, when I was quite good at it, I invited my friends to dinner.

Speaker 2

About ten years ago, I got a job in Japan – in Tokyo, actually. I wanted to learn some Japanese, and I bought a book called Japanese for Busy People. I clearly remember the cover of the book – it was light blue. People say Japanese is a difficult language, but some things are quite easy – like the pronunciation. It's a bit like Italian. But it was very difficult to remember the words – they were so different to my own language. For example, the Japanese word for 'train' is densha. How do you remember that? It isn't like anything you know. So I didn't enjoy that part of it. But the main problem was that I was very busy with my job. It was funny, because the name of the book was Japanese for Busy People, but I was really busy myself, and didn't have time to study. So my progress was extremely slow. But, after some time, I learnt how to make full sentences, and that gave me a feeling of real power.

1. What did they learn ?

.....
.....

2. Did they enjoy learning it ?

.....
.....

3. How did they learn the skills ?

.....
.....

4. Was it easy or difficult to learn ?

.....
.....
.....

5. How did they feel when they could do it ?

.....
.....

3. Read the reflective blog below. Answer these questions.

Hi! I'm Amy and I'm at Grey University in Chicago, USA .At the moment, I'm studying for four months in Madrid ,Spain, as part of my program .

Wednesday May 10

Our class went to the Prado again. I love this museum - the buildings and the paintings are great. To be honest, I wasn't very interested in art until I came to this country. Now I realize it's important to see paintings in a museum-not just in books or on the internet. That's how they come alive. Afterwards, Alicia and I studied together for next week's exam on the development of the European Union.

Tuesday May 9

I really like the way people live here .In the evening, they have dinner late, around 10 or sometimes 11. The family-is very important, and you see whole families eating together in restaurants, or walking in the streets. At first, I was surprised to see very young children out with their families at midnight, but then it became normal. Things like this are making me think about the differences between cultures. For the first time, I can see with my own eyes that some things are better in other cultures than in my own culture.

Saturday May 6

At the moment, I'm doing a jewellery class in my free time. It's a lot of fun. At first, I was worried-my fingers are very big-but I now know that I'm good at making things with my hands and I'm pleased with some of my work. The teacher speaks very fast, but my Spanish is good now. When I came here in February, I didn't understand as much as I do now!

1. When did Amy come to Spain ?

.....

2. What did Amy do on Wednesday ?

.....

3. What can you see late in the evening in Madrid ?

.....

.....

4. In Amy's class on Saturday, what language does the teacher speak ?

.....

5. What language is Amy learning?

.....

6. What is Amy learning by touching or by using her hands .

.....

7. Give reasons for the following things:

Language which may indicate a reason (e.g. because / since / that's why / dashes).

a. Amy loves the Prado museum .

.....

b. Amy thinks it's important to see paintings in a museum - not in books or on the internet.

.....

c. Amy was worried about starting the jewellery class.

.....

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Inferring (i.e. the answers are not obvious from the text – you have to think for yourself).

4. Answer these questions .

1. What subject do you think Amy is studying at Grey University?

.....

2. Who is Alicia ?

.....

3. Is this Amy's first time abroad ?

.....

.....

4. Do you think Amy is happy in Spain ? Why? / Why not ?

.....

.....

at first and at the moment usually come at the start or end of a clause or sentence;

then and until usually connect clauses;

at first and then often appear together

5. Choose the best word to complete these sentences .

1. *At first / Until* I was shy and didn't ask any questions .*At the moment / Then* I became more confident .

2. I'm enjoying my course in this country *at first / at the moment* .

3. *At first / At the moment*, I couldn't do the homework but *until / then* a friend explained how to do it .

4. We had a very long and difficult exam this afternoon. I felt really tired *afterwards / at first* and went to bed early .

5. I didn't use a Spanish-Spanish dictionary *at first / then*, but *then / at the moment* I realised that it was better than translating words .

6. I was working hard *until/afterwards* my flatmate arrived !

3.1 THE INTERNET

New Words / Vocabulary

Word	معنى	Word	معنى
The media		popularity	
The Internet		refer to	
so that		an ISP (Internet	
such that		customers	
common sense		face to face	
advert		mentions	
article		conversations	
celebrity		Analysing	
channel		topic	
front page		background	
headline		interrupts	
homepage		inventor	
journalist		progress	
presenter		discovery	
social networking site		pronounce	
spam		online research .	
respect		websites	
upload		inventor	
violent		came across	
tell the truth		graduate	
statements		research	
soda! networking sites		as long as	
communication		improvements	
estimated		modify	
worldwide		distance	
accounts		empathy	التعاطف العاطفي
collocation			

1. Put these words into three groups. Some words can go in more than one group .
advert - article - blog - celebrity - channel drama - email - front page – headline - homepage - journalist - presenter - programme - social networking site - spam - video

A. (newspapers and	B. (television and radio)	C. (computers and the

2. Use the words above to make collocations with these verbs .

1. to read	
2. to watch	
3. to write	
4. to listen to	
5. to use/go on	
6. to like/respect	
7. to upload	

3. Read the following text then answer the questions below.

THE FIRST TIME

These days, email is the most commonly used form of communication. It is estimated that the number of worldwide email accounts will be over 4.9 billion by the end of 2017. But how did it all begin, more than 40 years ago? Who sent the first email, and why? What was the inventor hoping for when the first successful message came across on a computer ?



In the late 1960s, technology graduate Ray Tomlinson was working at a research and development company in the USA. In those days, computers were very expensive, and several people shared one computer. People were already using a computer program that allowed them to send messages to each other - as long as they were all working on the same computer. While Tomlinson was making improvements to this program, he got the idea to modify it so that people could start sending messages to different computers. In October 1971, he managed it .

Tomlinson said in an interview that he didn't remember the exact message, but that it travelled a distance of one meter, from one computer to another! It wasn't until the 1990s, with the birth of the internet, that email became quite so popular. However, that first message in 1971 was the start of something nobody ever thought would become such an essential part of the everyday lives.

1. When (and why) was the first email sent?

.....

2. When and where was the first email message sent?

.....

3. Why was that message so important ?

.....

.....

4. What led to the popularity of email in the 1990s?

.....

5. What do these words refer to ?

a. it (line 4)

- b. *they* (line 13)
- c. *it* (line 7)
- d. *their* (line 27)
6. *Why are these words important?*
-

4. Listen to three people talking about the early days of the internet and answer the questions below.

1. *In 1992, I was working for an Internet Service Provider. It was a new company, one of the first in the country to help people get onto the internet. We had two or three thousand customers. It was funny, though, because often they didn't really know how to use the service. They phoned us and asked questions like: 'OK, I'm connected. What do I do now?' So we said: 'Well, what do you want to do? Do you want to send an email?' And they said: 'Well, I don't know anyone with an email address.' Things became easier a year or two later when people started to find out about the World Wide Web.*
2. *The first blog probably appeared in 1994. Of course, we didn't use the word 'blog' back then, and it was very different to today's blogs. Actually, it was really a website. It belonged to an American journalist, Justin Hall. At first, Hall used it to give us a kind of guided tour of the internet. But then he started writing about his personal life – his relationships, his plans, his fears. This became his main subject. Once, while he was taking a road trip across America, he wrote about his experiences along the way, sharing everything with us. Hall was, I guess, the first blogger.*
3. *In 1994, I was living in a large house in west London with three friends from Australia. Together, we decided to set up an internet café – or cyber café, as we called it then. It was one of the first in the UK. We used the ground floor of a computer company in central London. It quickly became a very popular place – we had a lot of celebrities there. One day, an extremely famous pop star came in. Everyone was really surprised and stopped what they were doing. We worked very hard for about five years, but we didn't make much money. It wasn't a great business, but it was a great experience.*

1. Which of these topics do they talk about ?

- | | | |
|----------------------------------------------|-------------------------------------|----------------------------|
| a. <i>an internet café</i> | c. <i>a social networking sites</i> | e. <i>a radio stations</i> |
| b. <i>an ISP (Internet Service Provider)</i> | d. <i>a computer game</i> | f. <i>a blog</i> |

2. Which speaker(s),

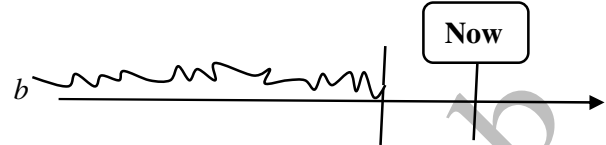
- a. *started his/her own business ?*
- b. *didn't talk to customers face to face ?*
- c. *enjoyed what he/she did ?*
- d. *mentions the different names things had in the '90s?*
- e. *tells us about his/her conversations in those times ?*
- f. *mentions an important visit ?*

PAST CONTINUOUS

- Use the past continuous to talk about a longer background action in the past, when a shorter action interrupts it or happens during it. Use the past simple for the shorter action.



What **was** he **hoping** for when the message **came** across on a computer?



While he **was making** improvements to his program, he **got** the idea.

- How do we make sentences in the past continuous (affirmative, negative and questions)?
- You use the past form of be + the -ing form of the main verb:
- Affirmative: subject + was/were + -ing form of the verb
- Negative: subject + was/were + not + -ing form of the verb
- Questions: Was/Were + subject + -ing form of the verb
- Use the past continuous on its own to talk about actions in progress in the past. You often use a time expression when you do this .

In 1992, I was working for an ISP?

What were you doing at 11 o'clock last night ?

What were you doing at four o'clock yesterday afternoon ?

At ten o'clock last night, Kristina and Marina were doing their homework.

Roman was doing online research .

5. Read these sentences .

1. What was the inventor hoping for **when** the first successful message came across on a computer ?
2. **While** Tomlinson was making improvements to this program, he got the idea .
3. Once, **while** he was taking a road trip across America, he wrote about his experience along the way...
4. Everyone stopped what they were doing.
5. I was living in a large house .
6. They stopped what they were doing .
7. 'Was he working at a research company?' 'Yes, he was '.
8. 'Were you using the new computers?' 'Yes, we were.'

6. Complete these sentences, using a past continuous or past simple form of the verb .

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1. Sir Tim Berners-Lee (invent) the world wide web while he (work) in Geneva, Switzerland .
2. I (finish) my homework , (turn off) the computer and (go) to bed .
3. What (do) at ten o'clock last night ' ? I (write) my blog ' .
4. I (send) an email to my sister when my computer (crash) .
5. In 2004, Mark Zuckerberg (study) at Harvard University when he and three other students (create) a social network site .
6. 'Where (work) when they (make) that discovery ' ? I don't know exactly. They (not work) in Europe - I'm sure of that ' .

5. Match the words with their definitions.

Word	Definition	Answers
1. collocations	a. the ability to understand another person's feelings, experience, etc.	1
2. billion	b. someone who has completed a degree	2
3. graduate	c. words which frequently appear together	3.....
4. modify	d. 1000 million	4.....
5. empathy	e. change, adapt	5.....

- Use the past continuous to talk about actions in progress at a time in the past .

e.g. He was working at the university in the 1960s . We were travelling to Mexico .

We weren't travelling to the United States. Were you travelling by car?

Yes, we were. / No, we weren't

• TIME EXPRESSIONS

- You often use time expressions with the past continuous, e.g. then, in + year (in 2012), at + time (at 9.00), at that time . *e.g. We were living in New York in 2012 .*

• PAST SIMPLE AND PAST CONTINUOUS

- Use the past simple for a finished action or series of actions in the past .

e.g. The doorbell rang, so I put down my book and answered the door .

- To talk about an action in progress when another shorter action happened, use the past continuous for the action in progress. Use the past simple for the short action. This action can interrupt or stop the longer action .

e.g. I was reading my book when the doorbell rang .

- Notice the difference between these two sentences .

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1. *He was speaking when the phone rang. (= He was speaking. Then the phone rang.)*
2. *He spoke when the phone rang. (The phone rang. Then he spoke.)*

6. Complete the questions in the past continuous. Then write true answers for you. Use full sentences if you can.

1. Were you (send) texts in the class ?

Yes, I was. I was talking to my mum . No, I wasn't. I was listening to the teacher .

2. you (sleep) at 11 o'clock last night ?

.....

3. What you (do) at eight o'clock yesterday evening ?

.....

4. you (study) English this time last year ?

.....

5. What else you (study) then?

.....

6. Where you (live) ten years ago?

.....

7. Complete these sentences with the past simple or past continuous of the verbs.

1. A journalist from an international news channel (stop) me for an interview while (shop) .
2. I (have) dinner last night when the phone (ring) .
3. When we (walk) home from work, we (stop) and (do) some shopping .
4. Sarah (run) in the marathon when she (fall) and (break) her arm .
5. I (meet) my husband while I (ski) in the Pyrenees .
6. He (write) a book while he (recover) from an accident .

3.2 WORLD NEWS

New Words / Vocabulary

Word	معنى	Word	معنى
channels		photographer	
in-flight magazine		photography	
global lies		politician	
regularly		psychologist	
broadcast		psychology	
advantages		reporter	
journalism		scientist	
'non-professional'		science	
encouraged		human rights .	
contribute to		removed	
flight		fairer place	
satellite channel		provides	
broadcasters		a recent story	
audiences		storytelling	
good-quality news		the general public	
journalists		a dramatic breaking	
experienced		Personal reflection	
of a high standard		opinions	
alternative		trust	
world events		disadvantages	
report		social networking	
normally		definitions	
variety		blogger	
internet sites		blogging	
developing world		citizen journalism	
politics		eye-witness	
certainly		domestically	
non-professional journalism		internationally	
citizen journalism		Crossword puzzle	
Across		down	

1. Read the article below from a British in-flight magazine and find out more about the news companies.

After a long flight, you finally arrive at a place where you can relax - your hotel room. You throw your bag on the bed, turn on the TV and watch an international news programme on a satellite channel that probably comes from the UK or the US.

The main international broadcasters have audiences of over 1.5 billion people. These are popular channels that offer good-quality news programmes. The journalists are experienced writers who produce journalism of a high standard. However, there are alternative news

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channels that people watch because they want a less traditional or non-Western view on world events. There are several other international channels that broadcast in English. These news companies say they give a fresh view on the big stories, and their experienced journalists often report from places where Western journalists do not work, so they give us stories that we don't normally see .

The internet offers more variety. There are internet sites where you can find stories about the developing world, rather than the usual stories about US politics and business. The writers for these news companies are often local people who write the stories for free. This non-professional journalism is increasing, and it certainly offers more choice .

This increase in citizen journalism means that you too can write the news. The main news broadcasters often use photographs and eye-witness stories that members of the general public send to them, especially when there is a dramatic breaking news story. Besides this, some blogs are popular sources of news, and they allow you to write stories with information that you can get from anywhere, including from sites like YouTube, Flickr and Twitter .

So, next time you are in a hotel room, think about the channel you choose for the news on the TV, or you can even turn on your laptop and write the news yourself.

A. Answer these questions.

1. Choose the best title (1-4) for the text.

1. The end of TV news 2. Choose the news 3. World news, global lies 4. Local news, real life

2. How many people regularly watch news broadcast by the main international companies?

.....

3. What are two advantages of watching news made by non-Western companies ?

.....

4. Why is some of the journalism for the internet described as 'non-professional'?

.....

5. In which two ways are we all encouraged to contribute to the news ?

.....

6. Name one advantage of this 'non-professional' journalism .

.....

B. What do these words in the text refer to?

1. these (line 2)

2. these news companies (line 7)

3. These news companies (line 13)

4. it (line 14)

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5. *them* (line 18)
6. *this* (line 19)

2. Choose the correct word to complete each of these definitions .

- a. A **journalist / journalism** is someone who writes reports for newspapers, news websites, television, magazines, television or radio .
- b. **Journalist / Journalism** is the job of writing reports for television, news websites, magazines, newspapers or radio, or a subject that people study .

3. Put these nouns into two groups: A for the person and B for the job or subject .

<i>art</i>	<i>artist</i>	<i>journalist</i>	<i>journalism</i>	<i>politics</i>
<i>politician</i>	<i>reporter</i>	<i>reporting</i>	<i>blogger</i>	<i>blogging</i>
<i>photographer</i>	<i>photography</i>	<i>science</i>	<i>scientist</i>	
<i>psychologist</i>	<i>psychology</i>			

A (the person)
B (the job or subject)

GRAMMAR

RELATIVE PRONOUNS

- A sentence can sometimes contain two pieces of information.

This example “*The journalists are experienced writers who produce journalism of a high standard*” tells us that:

- a. *the journalists are experienced writers* **and that**
- b. *the journalists produce journalism of a high standard* .

4. Identify the two pieces of information in each of these sentences .

1. With audiences of over 1.5 billion people, the main international channels make good-quality news programmes .
2. There are several internet sites that have stories about the developing world and human rights .
3. The writers for these' new companies are often local people who write the stories for free .

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4. *Their experienced journalists often report from places where Western journalists do not work .*
5. *Alternative news channels, which are often nonwestern, can give a fresh view on the big stories.*

5. look at the sentences in Exercise 4 and complete these grammar notes .

1. *You use and to link information about people .*
2. *You use to link information about things .*
3. *You use to include extra information about things that could be removed from the sentence .*
4. *You use to link information about places .*

6. Find more examples of this language in the text.

.....
.....

- Use **which** and **that** to refer to things or ideas .
- Use **that** when the information given defines/is essential to the subject .
*e.g. It's the programme **that** stars Katie Holmes.*
- Use **which** to add extra information, when the sentence would make sense without it .
*e.g. The programme, **which** aired in June, stars Katie Holmes.*

- Use **who** and **that** to refer to people .
*e.g. She's the actress **who/that** married Tom Cruise .*
- Use **where** to refer to places .
*e.g. You Tube is a website **where** you can upload video clips .*

- Use relative pronouns to link pieces of information about a person or thing .
e.g. Marie Curie was a scientist. She discovered radium.
*Marie Curie was the scientist **who** discovered radium .*

- The information after the relative pronoun often defines the subject .
*e.g. A search engine is a programme **that** finds information .*
*e.g. A newsreader is a person **who** presents the news on the TV or radio .*

Do not repeat the subject after a relative pronoun. The pronoun is the subject .
e.g. Bill Gates is the man who started Microsoft. (✓)

Bill Gates is the man who he started Microsoft. (x)

7. Match the two parts of the sentences. Then complete them with *who/that, that or where*.

1. A documentary is a programme that	a. continues a story each week .	1.....
2. A producer is a person	b. allows you to share personal news .	2.....
3. A search engine is a computer program	c. is famous for appearing on TV, e.g. a presenter.	3.....
4. A sitcom is a comedy series	d. makes programmes .	4.....
5. A celebrity is a person	e. looks for information on the internet .	5.....
6. A social networking site is a website	f. tells you facts about the world.	6.....

8. Correct the mistakes in these sentences.

- 1 That's the woman which bought my car
- 2 Richard Branson is the person who he started his own airline company
- 3 It's a word who means 'powerful'.
- 4 I bought a newspaper that it had the whole story.
- 5 It was on the programme what follows the news.

9. Join these pairs of sentences.

1. Politicians are very important people. Politicians make the laws in a country .
2. The United Nations is a global organisation .The United Nations tries to solve world problems.
3. Nelson Mandela was a great leader.He made his country a fairer place.
4. I visited a hotel .Chairman Mao stayed in the hotel in 1965 .

.....

.....

.....

.....

10. You often use relative pronouns to make definitions. Match 1-3 with a-c and join them using *who or that*.

Definition formula: noun + to be + umbrella term (e.g. place/idea/ concept) + relative clause.

1. A journalist is someone... ..	who	a. means 'international' or 'all over the world'.
2. It is a company ...	that	b. writes stories for television and newspapers.
3. Global is an adjective... .		c. provides news about the developing world .

11. Match the words with their definitions.

computer, radio, magazine, interviewer, politician, university, cinema, journalist, hospital, camera, television, library, celebrity, newspaper

1. *someone who/that collects and writes news stories for newspapers, magazines, radio or television*
2. *a place where sick or injured people are given medical treatment and care*
3. *something which/that takes photographs.*
4. *something with a screen which/that shows programmes with moving pictures and sounds*
5. *a place where collections of books, CDs, newspapers, etc. are kept for people to read, study or borrow*
6. *something which/that has large printed sheets of paper containing news, articles, advertisements, etc. and published every day or every week*
7. *someone who/that is famous.*
8. *something that/which can store, organize and find information, do calculations and control other machines*
9. *something which/that is used for listening to programmes that are broadcast to the public*
10. *something which/that has a paper cover that you can buy every week or month, containing articles, photographs, etc., often on a particular topic*
11. *someone who/that asks the questions in an interview*
12. *someone who/that is good at using different situations in an organization to try to get power or advantage for himself or herself*
13. *a place where you can study for a degree or do research*
14. *a place where films/movies are shown*

Unit 3 The Media

3.3 THAT'S ENTERTAINMENT! New Words / Vocabulary

Word	معنى	Word	معنى
entertainment		elderly	
situation		adults	
cooking programmes		teenagers	
wildlife		individually	
documentaries		prepare	
current affairs		planning	
talent		perhaps	
chat		content	
lifestyle		similar	
performances		different	
gossip		pronunciation	
information		intonation	
consumer		anything else	
development		designing	
brainstorm		department	
decide		select	
suggestions		target audience	
conversation		retired	
politics			

1. Listen to the introduction to a TV show, The World Today. Which of these things does the show include ?

1. Live music performances	2. information about important businesses	
3. An interview with a politician	4. Consumer information	
5. Celebrity gossip		

Hello and welcome to The World Today, the programme that brings you the freshest news and views from the worlds of politics, business and entertainment. In today's programme, we interview the Prime Minister about her family life, we meet young film directors in Ireland, and there's music from a popular new band. Our business specialist, Tony Cotton, visits an international company in the States, and Lynne Miller brings you the latest celebrity gossip. First, of all, over to the news studio for the headlines of the week ...

2. Listen to the programme development team brainstorm ideas for The World Today. What ideas do they decide to include in the programme? What ideas do they decide not to include?

J = Jeff, K = Kate, B = Bill

J: OK, then, Bill, Kate, you've read the brief for the new programme. To summarise, it's a magazine-style programme with a young adult audience, and it's for the early Friday evening slot. The working title is *The World Today*. Now's the time to sort out some details. Any ideas? Kate?

K: Well, Jeff, I think we should include some politics in the programme.

J: Politics? Really?

K: Yes, I know politics is usually a turn-off for this audience, but I think we can do it in a new way.

J: Oh yes, and how do we do that?

K: Well, um, why don't we get some politicians on the programme? However, let's not interview them about politics. Instead, let's ask them about their lives – you know, interests, family, perhaps their life before politics.

J: OK, so, er, politicians without politics. **K:** Exactly.

B: I like it.

J: So do I. Anything else? Bill?

B: What about music? We should have a live band on the programme.

J: I agree, but, then again, so many programmes do that.

B: That's true, but why don't we get the band to perform three or four songs, rather than just one?

J: Mm, nice idea, that way we get a much better idea about the band.

B: Fine, but what about the 'fortune' part of the programme? What about interviewing rich people?

K: Fine, but what about the 'fortune' part of the programme? What about interviewing rich people?

J: No, I... I don't think that's a good idea. We don't need more interviews, and rich people are often really boring. I think we should do something about high-profile businesses. You know, the big businesses that have all the exciting new ideas and products.

K: Great idea. So, we've got some politics, music and business, all with a fresh angle. I think these things are good for the target audience, but the programme is an hour long. What else shall we put in the programme?

B: What about something with animals? **K/J:** Animals?!

J: How do you see that being incorporated into the programme exactly?

B: Well, I thought that perhaps we could find pets that have unusual talents, you know, cats that can sing. And then we could have a competition, and, um, you know, make them famous.

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K: And you really think that young adults, after a hard week at work, are interested in that?

B: Well, I don't know, um, well, perhaps not, er, perhaps that's not a good idea. Why don't we

Include:

.....

Do not include:

.....

• MAKING SUGGESTIONS

1. <i>Let's / Let's not (interview them about politics).</i>	2. <i>What about (something on animals) ?</i>
3. <i>We should (have a live band on the programme).</i>	4. <i>What else shall we (do) ?</i>
5. <i>Why don't we (invite some politicians) ?</i>	6. <i>Any ideas ?</i>
7. <i>What about (interviewing rich people) ?</i>	8. <i>Anything else ?</i>

3. Complete the sentences below from the conversation in Exercise 2 with the words in the list.

let's - what - any - about - don't - should - not - shall - anything

- ideas ?
- Why we get some politicians on the programme ?
- Let's interview them about politics .
- ask them about their lives .
- else ?
- We have a live band on the programme .
- What interviewing rich people ?
- What else we put in the programme ?
- about something with animals ?

4. Which of the sentences above give ideas or suggestions (G), and which ask for ideas (A)?

.....

5. Match the patterns in the box with the key phrases below .

subject + verb - verb (infinitive without to)- verb + -ing - noun phrase

1. <i>Why don't +.....?</i>	2. <i>What else shall +.....?</i>
3. <i>Let's not +.....?</i>	4. <i>What about +.....?</i>
5. <i>Let's +.....?</i>	6. <i>What about +.....?</i>
7. <i>We should +.....?</i>	

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6. Complete the suggestions below from the prompts.

1. Why don't we (have/pizza) ?	2. What about (go swimming)?
3. Let's (try/vegetarian pizza)	4. We should (join /this month) .
5. We should (go I Monday) .	6. Let's not (do/aerobics).
7. Why don't we (go I leisure centre)?	

7. Choose the correct words .

1. My sister works for a TV **program me** - **station**.
2. I'm interested in international affairs, so I like newspapers with serious **adverts** - **articles** .
3. This magazine has a lot of information about **celebrities** - **producers** .
4. like a good story, so I prefer to watch **docum entaries** - **dram as** .
5. Her last job was as a **presenter** - **journalist** on a reality TV show .
6. The children love animals, so they watch lots of **nature** - **current affairs** programmes.

8. Complete these definitions with words from the list.

psychology - fame - noun phrase – scientist – politician – artist – journalism - fortune - photography

1. A is someone who does experiments to understand the world .
2. is the study of the mind and behaviour.
3. A is someone who works in parliament .
4. is taking pictures with a camera .
5. An..... is someone who paints pictures or makes sculptures .
6. is finding out about the news and presenting it in newspapers or on TV.
7. is the state of being known by a lot of people.
8. is a very large amount of money.
9. is a phrase where the main component is a noun.

Unit 3 The Media

3.4 Study and Writing Skills New Words / Vocabulary

Word <i>فعل</i>	Meaning <i>دلالة</i>	Word <i>فعل</i>	Meaning <i>دلالة</i>
collaboration		first-class	
experiences		castle	
solve problems		improve	
exchanging		the home of the	
tasks		shocks	
compare		female	
opinions		sense of humour	
body language		scenes	
successfully		husband	
term		at the heart of the	
carefully		intelligent	
agreeing		especially	
disagreeing		boss	
politely		set up a company	
showing interest		soap opera	
remaining		then and now	
Danish		follows	
discussion		famous for	
difficult		opposite sides	
evaluating		surprising results	
summarise		first-class	
review		positive	
details		negative	
description		pleasant	
recommends		in what way	
political		a common mistake	
government		alternatively	
leader		novel	
prime minister		errors	
Lean		nod	

1. What should you do if you want to work well with others?

.....

.....

.....

.....

.....

2. What do you understand by the term body language?

.....

.....

3. What body language do you use when you speak to others?

.....

.....

4. Look at this list of things you do when you are working well in a group. Match them with these examples.

1. Checking that you understand something
 2. Asking someone to explain something you don't understand
 3. Agreeing with someone
 4. Disagreeing (politely!) with someone
 5. Showing interest in what someone says
 6. Making suggestions
 7. Asking others for their ideas
 8. Asking others what they think about a Topic
 9. Remaining positive when the discussion is difficult
-
- a. Are you saying that?...
 - b. Sorry, I don't really understand. What do you mean, exactly?
 - c. Yeah, that's right; Absolutely; Uh-huh; Great idea! You're right, actually; I think I agree with you, basically; That's true; That's good; I like that
 - d. Yes, but ... ; No, I don't think we should do that; I'm not sure I agree with you.
 - e. That's an interesting point.
 - f. Why don't we ... ?, Let's...
 - g. What about ... ?, What kind of things do we want to put in the show?, Any other ideas?, Any more ideas?, Anything else?
 - h. Does everyone agree?, What do you think about that?, What's wrong with that?, Anyway, what do you think?
 - i. I'm sure we can ..., Right, now we're getting somewhere.

5. Read the following conversation and answer the questions that follow.

SI: OK. So, our programme is for families – does everyone agree?

S3: Yeah, that's right. **S2:** Absolutely.

S1: The time is from seven to eight on Wednesday evenings.

S4: Uh huh.

S1: Now, what about content? What sort of things do we want to put in the show?

S2: I've got one or two ideas.

S1: OK, good. Can we hear them?

S2: Yes, well ... er ... I think we could have something to do with health ... you know ... er ... how to keep your family healthy ... maybe something about exercise or eating healthy food.

S3: Yes, but those are very common topics. It's important to find something new or different about those topics.

S4: Exactly. But what?

S2: Well, I'm not sure at the moment...

S1: OK, let's come back to that later. Any other ideas?

S3: Well, what about something for places for family holidays? You know, to help families choose where to go for a really good holiday – in this country, or abroad. What do you think about that?

S4: Great idea!

S2: No, I don't think we should do that. **S4:** Why? What's wrong with that?

S2: Well, you see, it doesn't work with just one or two places.

S3: Sorry, I don't really understand. What do you mean, exactly?

S2: Well, we don't have the money to go all over the world. We can show one or two places, but if the programme is about choosing a holiday, it's not enough.

S1: You're right, actually. OK. We're not doing very well so far, but I'm sure we can find some things that we can put in the programme. Any more ideas?

S4: Why don't we do a different kind of programme? I mean, for a different audience.

S1: Are you...

S4: We're not making any progress like this.

S1: Are you saying that we should give up the idea of making a programme for families?

S4: Yes. Let's choose a different audience. I mean like students or...

S1: Hmm ... that's an interesting idea.

S3: I'm not sure I agree with you. I think families are a good audience for our programme. It's quite a broad audience. It includes young and elderly people ... teenagers and adults ... everyone, really.

S2: I think I agree with you, basically.

S1: OK. Let's do families then. Anyway, perhaps someone has still got some ideas for that programme?

S2: Well, actually, I've got another one. We can do something on money – how families can save money. That's important at the moment.

S3: Yeah, that's true.

S2: Let's show families how they can save money on their food bill. Food is very expensive now. Everything costs more ... food, fuel, electricity... people are having a hard time. Anyway, what do you think?

S4: That's good.

S1: Does everyone agree? S3: Mmm, I like that.

S1: Right, now we're getting somewhere. And don't forget that health idea we had before. Anything else?

S4: Yes, why don't we try ...

6. Sometimes you are asked to work with a partner or groups in your class. How can this help you to improve your English?

7. What can you do to work better with others in future?

.....

8. What kind of TV programmes do you know?

.....
.....

9. Where can you find reviews of TV programmes?

.....

10. What do you think is the best order for these things in a review of a TV drama or film?

1. a summary of the story
2. details of the main character(s)
3. a description of the place(s) where (and the time when) the action happens
4. a strong ending where the writer recommends (or does not recommend) the programme/series / film
5. comments on the actors' performances (and/or other opinions)
6. an interesting beginning

11. Read this review of a political drama and answer the questions below

Borgen

Did you miss Borgen first time? Well, now there's another chance to see this first-class political drama from Denmark. Borgen means 'castle' in Danish, and refers to the building in Copenhagen which is the home of the government .

Borgen tells the story of Birgitte Nyborg, a 40-year-old politician. Nyborg shocks everyone - even herself - when she becomes Denmark's first female Prime Minister. But to be a good leader she must work successfully with others .

Nyborg is an honest woman with a good sense of humour. She enjoys a warm family life, and the excellent scenes with her husband and two children are at the heart of the drama .

There are other strong female characters - for example, Katrine Fonsmark, the young TV journalist who interviews Nyborg. Borgen is a modern and intelligent drama with great performances by the main actors, especially Sidse Babett Knudsen as Nyborg. See it - or see it again !

1. *Is the review positive or negative?*

.....

2. *Do you think Nyborg is a pleasant character? Why? / Why not ?*

.....

3. *In what way are Nyborg and Fonsmark similar ?*

.....

4. *Why do you think the TV channel is showing this series again ?*

.....

12. What information do you find in each paragraph of the text ?

- *A common mistake when writing a review is to write a lot about the story, but very little about your opinions of the programme.*

13. Look at the texts on the right about two TV programmes. Make them shorter by taking out two sentences from text 1 and three sentences from text 2. Keep the sentences with important information about each story .

(1)

In the American comedy A Fresh Start, Cristina and DeeDee become good friends at work. Both of them are about 23 years old. They don't like their jobs - or their boss! Together, they decide to set up their own company .

.....
.....
.....
(2)

There's a great new soap opera on Channel 6. Then and Now follows the lives of two families in the small town of Boxville. The town is famous for its many black cats. One of the families is quite poor, while the other is extremely rich. They live on opposite sides of the town. Before long, members of the two very different families meet - with surprising results'

.....
.....
.....

8. Match the words with their definitions.

Word	Definition	Answers
1 collaboration	a. the person who is in charge of a country or group	1
2 government	b. (published information about the plot which can ruin people's enjoyment of a film or book, etc.)	2
3 leader	c. working with others	3.....
4 prime minister	d. the group of people who govern a country	4.....
5 spoiler	e. the leader of the government in countries with a parliament	5.....

Unit 4 Health

4.1 Medicine Around the World New Words / Vocabulary

Word <i>فعل</i>	Meaning <i>دفع</i>	Word <i>فعل</i>	Meaning <i>دفع</i>
wealth		organise	
health		promote	
medical		effective	
odd		charity challenge	
optician		raise funds	
paediatrician		local	
medicine		organisations	
dentist		so far,	
operation		in support	
vaccination		of Bahrain mobility	
ward		paddled	
unit		distance	
clinic		kayaks	
the RCSI (royal		outreach clinics	
MUB (the medical		extracts	
location		specialism	
a newspaper feature		degree	
training		attended	
was set up		proud of	
temporary site		achievement	
district		a rural clinic	
brand new		a period of time	
leading		the exact time	
international		treat	
nationalities		province	
chance		primary	
semester		nutrition	
medical care		deliveries residents	
a specific illness		food supplies	
community events		drought	
staff		soccer aid	
take part in		vital	
raise awareness of		several	
in-company events.		supported	
diabetes		diagnosed	
a serious illness		mobile pediatric	
a minor illness		an injury	
The Red Crescent		The Red Cross	

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1 Which word is the odd one out in each group? Why?

- | | | | |
|-------------------|---------------|-----------------|---------------|
| <u>1</u> a doctor | a optician | a paediatrician | a nurse |
| <u>2</u> medicine | a dentist | an operation | a vaccination |
| <u>3</u> a ward | a mobile unit | a hospital | a clinic |

2 Read a newspaper feature about RCSI-MUB and answer the questions below.

The RCSI (Royal College of Surgeons in Ireland) has a sister university in Bahrain - MUB (the Medical University of Bahrain).

In 2004, a new medical training university, RCSI Bahrain, also known as RCSI-MUB, was set up in Manama by the Royal College of Surgeons in Ireland. In 2008, the centre moved from its temporary site in the Seef District into its new home, a brand-new university building next to the King Hamad University Hospital. The KHUH is the main teaching hospital for RCSI Bahrain. RCSI-MUB is a leading international medical school, with over 38 different nationalities. The university offers students in both Bahrain and Ireland the chance to spend one semester in the other's country.

Community events

Staff and students also take part in events to raise awareness of health, for example, in-company events.

Shurooq Camp for Children with diabetes

For several years now, students at RCSI-MUB have supported this event, for children from Bahrain and the GCC countries who have been diagnosed with Type 1 diabetes. Using a mobile pediatric unit, they organise games and activities to promote effective control of diabetes.

Charity challenge

Each year, students at RCSI-MUB take part in a large charity event to raise funds for local organisations. So far, students have completed a six-hour fun run in support of Bahrain Mobility, and have paddled a distance of over 165 kilometres around Bahrain in open sea kayaks.

Outreach clinics

RCSI-MUB student nurses and doctors have travelled to other countries, e.g. Lesotho, to work in general wards of local hospitals and rural clinics.

- 1. Where is MUB (the Medical University of Bahrain).*
- 2. How old is it ?*
- 3. Can you think of one advantage of the university's location right next to the King Hamad University Hospital ?
.....*
- 4. In which section(s) have you read about ...*

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- a. medical care ?
- b. sports?
- c. events for businesses?
- d. a specific illness ?

3 Listen to four extracts and answer the questions below.

Match the four extracts with the items in question 2 (4).

Extract 1

I started my course at RCSI in Dublin in September 2011, and to be honest one of the factors that made me choose that university for my medical degree was the chance to go on an exchange programme in Bahrain. Spending a semester in Bahrain has been the highlight of my student life so far. I found the people I met so inspiring and motivating. I think the experience has helped me enormously in my personal and professional development. And it's not just the education that has been enjoyable. I've just come back from working at a summer camp for children with diabetes. The university runs this every summer, and as well as helping children manage their illness, it gives students so much of valuable experience as well. In fact, it's been a major factor in my interest now in diabetes management as a specialism, when I complete my degree.

- 1. Where did the student first start his course ?
.....
- 2. What specialism has he decided to follow when he completes his degree ?
.....

Extract 2

For me, one of the best things about studying at RCSI Bahrain is the quality of teaching. The staff are excellent. They have the ability to combine learning with having fun, which is not something you often find on demanding courses such as medicine. There are also lots of different opportunities to develop as a doctor, outside the lecture theatre. I've just taken part in a health awareness day in which we hosted an away day for about 100 members of staff from a large corporation here in Manama. It was really enjoyable. We gave presentations about different health issues and I think everyone found it really interesting and useful – the participants as well as students running the sessions.

- 3. What does the student like most about studying here ?
.....
- 4. Who attended the away day ?
.....

Extract 3

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I've completed three years of my course and I am so pleased I decided to study here. The staff are amazing, and the facilities are ultra-modern and up to date. What I really appreciate about being a student here is that although we are so privileged to be learning in such a well-equipped, comfortable environment, we still get the chance to practise our skills in the real world. I've just spent a month in a rural clinic, which didn't have the equipment we are used to here, and it was a really valuable learning experience. I'm not even a qualified doctor yet, but so far, in my time as a student, I've already saved about 100 lives.

5. How many years has the student been at the university ?

.....

6. Where did he spend a month working ?

.....

Extract 4

I'm in my second year of the Medical Course here. Even though I still have a long way to go before I become a qualified doctor, I've already learnt so much and have had such amazing experiences! It's not all work and no play, either. Last year, I took part in the Paddle Bahrain challenge. We raised a lot of money for a medical charity, and at the same time, I set myself a personal challenge which I am so proud of completing!

7. When did the student take part in a charity sporting event ?

.....

8. Why is she proud of that achievement ?

.....

GRAMMAR

• **PRESENT PERFECT**

- You use the present perfect to talk about experiences in the past. You usually don't say when you had the experience .e.g. *They've built a new clinic .*

- Form the present perfect with **have + the past participle** of the main verb .

- Regular past participles are the same as the past simple form of the verb, i.e. add -ed to the infinitive.

e.g. I've visited a lot of countries . She hasn't recovered from her illness.

Has the surgeon finished the operation?

- Present perfect short answers use *have/haven't*. e.g. *Yes, I have. / No, I haven't.*

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- You often use questions in the present perfect with **Have you ever ...?** to ask about experiences . *e.g. Have you ever been to Africa ?*

- Many common verbs are irregular .

be - was/were - been, go - went - gone, write - wrote - written, drive - drove - driven

- **PRESENT PERFECT AND PAST SIMPLE**

- You use the present perfect when you do not give (or do not know) the exact time you did something. You use the past simple when you give (or know) the exact time you did something .

e.g. He's travelled to a lot of different countries. In 2010, he travelled around the world .

- Use the present perfect to talk about finished actions or situations in an unfinished period of time.
- Common adverbs with this use of the present perfect are **today, this week/ month/ year, so far .**

e.g. The surgeon has done four operations so far today. (= the operations are finished but the time period -today - isn't.)

- When the time period is finished, you use the past simple .

e.g. The surgeon did four operations yesterday.

- **GRAMMAR TIP**

You often use the present perfect to talk about actions that have been completed before now. These actions were completed in a period of time that is unfinished. You do not say the exact time in the past of the action

- **ARTICLES**

- Use **a/ an** with a singular noun to mention something for the first time:

e.g. He works for a medical company .

- Use **a/ an** also to talk about a person's job . *e.g. He's a doctor .*

- Use **an**, not **a**, when the noun begins with a vowel sound (a, e, i, o, u): **an** artist.

- But note that some words that begin with the letter **h** take **an** and you do not say the **h**:

e.g. an hour .

- Use no article with plural nouns, when they refer to people or things in general .

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e.g. Medical dramas are exciting .

Use **the** with a singular noun to talk about **a specific/particular or unique noun .(person or thing), or one you already know about .**

e.g. The local newspaper doesn't have much news. (= There's only one local newspaper.)

e.g. the brain: unique (There is only one brain in our body.)

e.g. Put the flowers on the table. (We know which table.)

e.g. the behaviour of children: specific (Not everyone's behaviour)

Use **the** with plural nouns to refer to particular or known people or things .

e.g. I love the photos on this page. (= specific photos) The people at the party were all very friendly .(=We know which people.)

• FIRST AND SECOND MENTION

• Use **a/ an** (with singular nouns) and **no article** (with plural nouns) to talk about something for the first time . *e.g. He works for a medical company. He creates health reports .*

• Use **the** when you mention the noun again . *e.g. Medical dramas are exciting .*

The medical dramas are often on Channel 6 .

4 These sentences all describe completed actions. Underline the actions in each sentence .

1 *I've just spent a month in a rural clinic .*

2 *I started my course at RCSI in Dublin in September 2011 .*

3 *So far, in my time as a student, I've already saved about 100 lives .*

4 *Last year I took part in the Paddle Bahrain challenge .*

5 Answer these questions about the sentences above.

1 Which tense is each sentence in: past simple or present perfect ?

2 Look at the past simple sentences.

• Which one is about a period of time in the past?

• Which one gives the exact time of the action ?

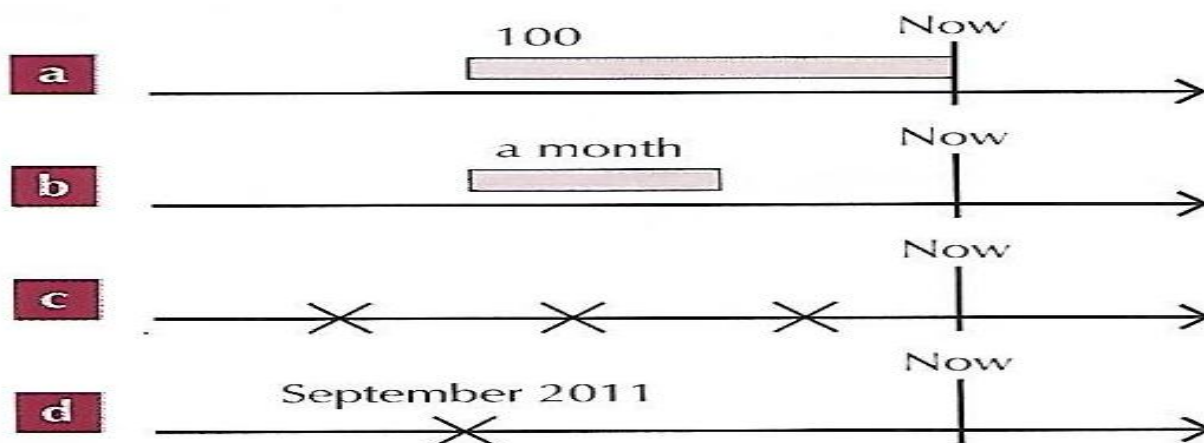
3 Look at the present perfect sentences.

• Are they about finished or unfinished periods of time?

• What is the period of time in sentence 1?

• Do they give the exact time of the actions ?

4 Match these time lines with the sentences.



6 Which of these time expressions can we use with the present perfect ?

five months ago last year yesterday this year at five o'clock today
in the last few days never this week on December 20th so far to date

7 How do we make the present perfect (affirmative and negative sentences, questions and short answers) ?

Affirmative: subject + have/has + past participle of main verb

I've completed three years.

Negative: subject + have/has + not + past participle of main verb

I have not completed three years.

Question: Have/Has + subject + past participle of main verb ? / question word + have/has + subject + past participle of main verb ?

Have I completed three years?

Short answer: Yes/No + subject + has/have.

Yes, I have.

8 Complete the summaries with the present perfect or past simple of the verbs in brackets. Underline the time expressions which helped you to decide which tense to use .

Medical charities around the world

1. Mobile pediatric clinic

In the last few weeks alone, hospital staff..... five mobile clinics to treat children in rural areas. (set up)

2. Training nurses

So far, this year, no local nurses training courses in Aceh province. (complete)

3. Primary Health Care

Last week, students a special primary health care day at a local school. (organise)

4. Healthier futures

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This year, we two child nutrition clinics in Sudan and we hope to build two more next year. (build)

5. No deliveries

Residents in two villages in the desert any food supplies this week as the drought continues. (not receive)

6. Soccer Aid

Nearly 12,000 people to raise vital funds for the medical charity at a charity football match. (help)

9 Complete the questions below with the verbs in the list. Ask and answer the questions.

see (x2) read give visit

1 Have you the dentist this year?

.....

2 When did you last an optician ?

.....

3 Have you ever a doctor in another country?

.....

4 Have you stories in the news about medical charities ?

.....

5 Have you ever money to a charity ?

.....

10 Complete the text below with the present perfect of the verbs in the box.

be (x2) - teach - employ - not finish - train - not visit - go - save - start

Our medical organisation came to Bangladesh three years ago and I 1 here since the beginning. We 2 about 80 men and women to become nurses, and they 3 to different parts of the country so that they can help people. We 4 a number of doctors and managers, too, and together they 5 smaller clinics in other parts of the country. We certainly 6 all our work here. There are a lot of small towns and villages that we 7 , but I'm sure we 8 a lot of lives. It 9 a wonderful experience so far, and it 10 me a lot of new things !

11 Choose the correct form .

1. I **visited** / **have visited** a lot of countries in Asia .
2. Last year, I **went** / **have been** to China .
3. The government **built** / **has built** ten new hospitals in the last five years .
4. **Did you ever go** / **Have you ever been** to the USA?
5. My mother **phoned** / **has phoned** me every week when I worked in London .
6. Qassim **didn't see** / **hasn't seen** me yesterday .
7. I **didn't finish** / **haven't finished** my essay last night.
8. I **wrote** / **have written** about 5,000 words of the essay so far .

12 Answer the following questions.

In your life

- 1 How many countries have you visited in your life ?
- 2 How ?
- 3 Have you ever ridden a motorbike ?
- 4 Have you ever ?

This year

- 5 How many exams have you done this year?
- 6 How ?
- 7 Have you had a holiday this year?
- 8 Have ?

This week

- 9 How much television have you watched this week?
- 10 How ?
- 11 Have you been to the cinema this week ?
- 12 Have ?

Today

- 13 How many phone calls have you made today ?
- 14 How ?
- 15 Have you eaten any fruit today ?
- 16 Have ?

Which country did you visit first? Did you like it?

.....

9. Match the words with their definitions.

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<i>Word</i>	<i>Definition</i>	<i>Answers</i>
<u>1</u> optician	a. where people get medical treatment	<u>1</u>
<u>2</u> clinic	b. can be moved, not fixed in one place	<u>2</u>
<u>3</u> vaccination	c. to get people to give money to help people or do a particular job	<u>3</u>
<u>4</u> minor	d. a medical expert of the eyes	<u>4</u>
<u>5</u> mobile	e. a medical process (often an injection) given to prevent a serious disease	<u>5</u>
<u>6</u> raise money	not/less important	<u>6</u>

Unit 4 Health

4.2 Brain Food

New Words / Vocabulary

Word <i>فعل</i>	Meaning <i>دفع</i>	Word <i>فعل</i>	Meaning <i>دفع</i>
usual diet		particular	
mental health		although	
mind		link	
carbohydrates		suggest	
depression		topic	
poor concentration		publicity	
junk food		singular	
nuts		countable	
motivation		plural	
brain		uncountable	
memory		refer to	
salmon		in general .	
mood		specific	
mental illness		unique	
the Scottish health authority		gaps	
campaign		blank	
report		cooked	
necessary		prepared	
summary		traditions	
article		conclusion	
concentration		healthy	
research		unhealthy	
recent		eating habits .	
minor		expert	
Oily fish		interview	
levels		specialises	
serious		sub-heading	
physical health		section	
recently		probably	
foundation		reveal	
produced		with regard to	
feeding		vegetables	
properly		prevent	
contain		medical professionals	
improve		test their claims	
behaviour		psychologist	
mention			
studies			

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patients		author	
bar chart		justifying	
states		culture	
sales		affect your mood	
over time		nutrition details	
subway train system			

1 Sort these words into two groups: A (food and nutrition) and B (mental health and the mind).

carbohydrates - depression - poor concentration - junk food - vitamins - nuts - motivation - rice - brain - memory - salmon - mood - mental illness - sugar

2 The Scottish Health Authority (SHA) is planning a public health campaign about food and the mind. Read their report on this subject below and answer these questions .

FEED YOUR MIND

INTRODUCTION

We have known about the link between what we eat and our physical health for a long time. Recently, we have learned more about the link between our diet and our mind .



RESEARCH REVIEW

The Mental Health Foundation produced a report called *Feeding Minds*. The report states that the brain is a physical part of our body that needs the correct food to work properly, just like the heart. **This food** should contain carbohydrates, vitamins and fish oil .

There is also research that shows how a good diet can improve the behaviour of children and their concentration (Tomlinson et al., 2009). Daniel Brown, the head teacher of Barnet School, says that after his school stopped selling junk food, there was an increase in the students' concentration levels .

With regard to serious mental illnesses, Jacka (2010) and Sanchez-Villegas (2009) say that eating fruit, vegetables and fish helps to prevent depression, but eating a lot of sugar makes depression more likely. Some research also reveals that a healthy diet can prevent Alzheimer's (a serious mental health problem for the elderly) (McCulloch and Ryrie, 2006) .

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However, many medical professionals feel that the research by Jacka and Sanchez-Villegas is early research, and that we need to test their claims. Dr John Powell, a psychologist, thinks that although many of his patients with depression have a poor diet, **that is probably not** the reason for their illness.

NUTRITION DETAILS

The research recommends that we eat particular food for particular mental health issues. To improve your memory, eat salmon and nuts. To improve your concentration, eat vegetables. If you have 35 problems sleeping, eat nuts. If depression is a problem, eat brown rice .

CONCLUSION

Overall, it seems clear that we need to eat healthy food for our mind. Although we do not fully understand the link between **the two**, we suggest that we choose this as an important topic for publicity.

1. Why does the SHA think this campaign is necessary?

.....

.....

2. Complete the summary below of the article with the words in the box .

concentration healthy illnesses mental research

Recent 1 has shown that a 2 diet is good for your 3 health, from minor issues such as 4 levels to serious 5 e.g. depression.

3. How many of each thing (1-3) does the article mention ?

1. **types of food**

.....

2. **mental health problems**

.....

3. **research studies**

.....

4. Write a sub-heading for each paragraph in the **Research review** section of the report .

.....

.....

5. What do these words refer to in the report ?

1. **this food**
2. **a serious mental health problem for the elderly**

-
3. *that* (is probably not ...)
4. *the two*

REPORTING VERBS

(verbs used to report what others have said or written. They are followed by **that**)

6. Match the verbs in A with verbs with similar meanings in B.

A: say - reveal - think - recommend

B: feel – state - suggest - show

-
7. Choose the best verb to complete each of these sentences.

1. The bar chart **shows** / **states** that sales changed over time .
2. The report **reveals** / **recommends** that we build a subway train system .
3. The numbers **think** / **show** that people travel more in the summer .
4. The author **feels** / **recommends** that things were difficult in the past .

- 3 Look at these words and phrases and use **a/an or no article** to complete the rules below.

a psychologist an important topic an increase a report junk food vitamins

1. Use with a singular noun (countable) to mention something for the first time .
2. Use to talk about a person's job .
1. Use with plural nouns, and uncountable nouns when they refer to people or things in general .

- 4 Look at these examples from the report. Is **the** used because the noun is **unique**, or because it is **specific** ?

- 1 the link between our diet and our mind
- 2 the heart
- 3 the head teacher of Barnet school
- 4 the students'
- 5 the research by Jacka

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5 Complete the gaps in these questions with a/an/the or leave them blank .

- 1** What was last meal that you cooked or prepared ?
- 2** Do you usually have drink with your meals ?
- 3** How often do you eat chocolate ?
- 4** In Britain, they say '..... apple a day keeps the doctor away'? What does this mean? What sayings and traditions about food and health are there in your culture ?
- 5** Do you agree with conclusion of SHA report ? What health publicity campaigns are there in your country ?

6 Complete the sentences with a/an, the or no article (write 0) .

- 1** Malaria is dangerous disease in many parts of world .
- 2** My sister's nutritionist. She works at hospital in north of England. My brother works in same hospital, but he's accountant .
- 3** children in this medical centre are all very brave .
- 4** local hospital has lots of patients .
- 5** There's really good video on YouTube .It's about Argentinian healthcare charity .Here's link to it .

6 Choose the correct meaning, a or b, for each sentence.

- 1** Jason was feeling ill. He's at the doctor's now .
a We know which doctor's . b We don't know which doctor's .
- 2** I liked that hospital. The doctors and nurses were excellent .
a I'm talking about all doctors and nurses . b I'm talking about particular doctors and nurses.
- 3** Pam works for a clinic in Atlanta .
a The listener knows which clinic . b The listener doesn't know which clinic.

4 Write a short description of your typical diet. Include your healthy and unhealthy eating habits .

5 Read an interview with Dr John Briffa, a doctor who specialises in nutrition, about brain food. Then answer the questions below.

I'm Dr John Briffa, I'm a doctor and author, er, I'm a specialist in nutrition, and in practice as a doctor I help people with health and well-being issues.

The brain is an organ and like other organs it needs certain nutrients, certain foods in particular, to function well. And any food or drink that enables the brain to function well is essentially a brain food.

So food can help the brain in lots of different ways, so one thing that it can do is ensure good basic brain function, so when the brain is properly fuelled it can learn better, it can remember things better, it can problem solve better. So on a day- today level feeding the brain with the right sort of food and drink can just help with basic brain function.

I think one of the key brain foods is not a food really it's a drink and it's water, and that's because the brain is about seventy per cent water, and if the brain doesn't have enough water in it, it tends not to work as well as when it does basically so one very simple thing people can do to improve brain function is just ensure that they drink enough water.

One of the other key brain foods are what we call omega three fats and these are found in oily fish like salmon, mackerel, trout and herring. Now, these appear to help the day-to-day running of the brain, and they also appear to help reduce the risk of things like depression and Alzheimer's Disease. So that would be another key brain food. Another thing that can help the brain is to make sure that we're eating enough protein rich foods. Protein rich foods include things like meat and fish and eggs and nuts, and that's because protein is made of what are called amino acids, and amino acids are the building blocks of the chemicals in the brain called neuro transmitters that dictate our brain function and our mood.

One of the good things about eating foods that are good for the brain is that they're also good for the body, and just drinking more water for many individuals will give them more energy, more vitality. We know for example the omega three fats are good not just for the brain but also help reduce the risk of heart disease. So you know the benefits of eating well for the brain extend way beyond the brain, and well into the body.

I think probably the worst diet really for brain health would be a standard western diet full of processed foods. Some of these foods, for example, cause highs and lows of sugar levels in the bloodstream that can cause people to lose mental concentration, and this process actually this specific imbalance appears to be at the root of things like diabetes.

Now for me for brain health and general health what we should be looking for really is a diet made of much more natural, unprocessed foods, many more traditional foods, and a good example of that would be the Japanese diet, and particularly with its emphasis on fish and vegetables.

Over the last few years we've seen an increasing number of foods that are sold with the idea that they have benefit for a specific aspect of health, like for example heart health or digestive health, and it's probably not too far away I think that we're gonna see similar foodstuffs that are for the brain if you like.

My feeling is that we don't need to wait for these foods to eat better for our brain, and a return to natural, unprocessed, more traditional foods will do a lot in order to improve our brain function as well as our general health.

1 What is the brain food ?

.....

2 Why is the food below important, for both the brain and the body ?

water oily fish meat fish eggs and nuts

.....

.....

.....

.....

.....

3 What kind of diet do you think is bad for brain health ?

.....

4 Which country do you think has the healthiest diet for the mind and body ?

.....

5 In shops, there are special food products for physical health. Are special products for brain health a good idea ?

.....

6 Complete the sentences with verbs.

1. ... any food or drink that the brain to function well is essentially a brain food .

2. ...if the brain doesn't have enough water in it ,it not to work as well ...

3. These to help the day-to-day running of the brain ...

4. the omega-3 fats [...] also help the risk of heart disease .

5. Some of these foods, for example, highs and lows of sugar levels ...

6. ...more traditional foods will do a lot in order to..... our brain function ...

Unit 4 Health

4.3 Health Issues New Words / Vocabulary

Word <i>فعل</i>	Meaning <i>دفع</i>	Word <i>فعل</i>	Meaning <i>دفع</i>
HEALTH ISSUES		minor health concerns	
well-being problems		Health Officer	
headaches		Background	
run-down - lacking		pills	
tired		breaks	
homesick		during	
concentrate		pieces of advice	
stressed by exams		eyesight	
workload		reduce	
Services		stress levels	
provide		logical connections	
advice		solutions	
a range of worries		Perform	
PREPARATION		role-play	

1. Universities often have Student Health and Well-Being Services which provide help and advice to students who have a range of worries, problems and minor health concerns. Mavis Much is a Health Officer at a university. Listen to two students talking to her, and complete Mavis's notes .

M = Mavis Much, A = Abigail Parker, D = Dane King

Interview 1

M: Hello, I'm Mavis. What's your name?

A: Hi, I'm Abi. Abigail Parker.

M: Nice to meet you, Abigail. What year are you in?

A: This is my final year, I'm studying History.

M: I see, so you've got your exams soon. So, how can I help you?

A: Well, it's about my exams, really. I get very nervous before exams, and already I'm not sleeping very well.

M: I see. Well, of course everyone gets nervous before exams.

A: I know, but I'm, like, really nervous. And not sleeping is a real problem.

M: Yes, I understand. Tell me about your study routine. How hard are you working?

A: Well, I'm studying all day every day. I usually go to bed at about one, and get up at six, but I don't sleep much in that time.

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M: I see, and are you eating well? Drinking much coffee?

A: I have three meals a day, and yes, I drink loads of coffee – it keeps me going, really.

M: OK, and, er, what about exercise?

A: Exercise? That's not a word I like! I've never played sports in my life.

M: I see, well, what I think...

Interview 2

M: Hello, I'm Mavis. What's your name?

D: Hi, I'm Dane. Dane King.

M: Nice to meet you, Dane. Are you in the first year here?

D: Yes, I am.

M: And what are you studying?

D: I'm doing Biology.

M: Right, and how can I help you?

D: Well, it's a bit embarrassing, really.

M: Go on.

D: Well, I really miss home. I'm from the US.

M: Yes, I guessed from your accent. So you feel homesick?

D: That's right. Really badly. I didn't make many friends here yet, and I miss my mom, you know, her home cooking and everything.

M: Well, there's no need to be embarrassed about that.

D: I know, but it feels like the only time I'm happy is when I go to a fast food restaurant, and I do that nearly every day now. And I'm losing interest in my studies. I just want to go home.

M: OK, well, I think ...

Name : Abigail	Subject :
Year : Final	Problem : nervous about exams + not..... well
Background: Studies all,	
Goes to bed at, gets up at	Has meals a day.
Drinks a lot of	Does exercise.

Name : Dane	Subject :
Year :	Problem : feels.....
Background: Not made many Misses her mother and her	
Only happy when goes to, goes there nearly	
Losing in his studies. Wants	

2. Listen to the advice which Mavis gives to the students, and complete her notes below.

M = Mavis Much, A = Abigail Parker, D = Dane King

Interview 1

M: I see, well, I think I can help with your sleeping problem. I think you should take more breaks during the day in order to relax a little. The problem is that you are too stressed all day. Also, you shouldn't drink a lot of coffee because it stops you from relaxing.

A: But I need it. I have to keep going during the day, and because I'm not sleeping at night, I need it to keep me awake in the daytime.

M: I know, but it causes you problems as well. Try drinking just two or three cups a day. And you certainly shouldn't drink coffee in the evening, because that definitely keeps you awake.

A: OK, but can't you just give me some medicine, like a sleeping pill or something?

M: Sleeping pills? No, I don't think you should take them. If you make a few changes to your lifestyle, you will be OK.

A: But my friend who's studying medicine said sleeping pills can work.

M: Yes, but your friend is still studying, so I think you should listen to my advice, honestly.

Interview 2

M: OK, well, I think you should join a sports club.

D: A sports club? Why?

M: To make friends, and also to stop you thinking about home all the time. If you play sport, your mind will stop thinking about home.

D: I guess so. But I only play baseball, and they don't play that in this country.

M: But you're from America, and you're pretty tall, so I'm sure you've played basketball before.

D: Sure, when I was at school, but I'm not that good at it.

M: I'm sure you're better than most of the British students who play it. And anyway, you need to meet other people in order to make some friends.

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D: I guess I can try joining the university basketball club.

M: Good. And you ought to change your eating habits. You know, you shouldn't go to fast food restaurants every day, because you need variety in your diet.

D: I know, but I have to eat, and I can't cook. My mom always cooked for me.

M: Well, perhaps you should join a cookery society as well, to learn how to cook.

D: Is that the only advice you have? Joining clubs and societies?

M: There's no need to be rude.

D: Heck, I'm sorry. It's just very difficult living in a different culture. I get stressed very easily.

M: That's OK. Let's talk a little more ...

ADVICE	REASON
Abigail	
Take more a little .
Drink less	
No coffee in the.....	Coffee keeps you
Don't take pills.	
Dane	
Join a club .	Make.....
	Stop home .
..... basketball	American and
Change eating.....	
Don't go to	Need.....
Join a cookery to cook.

3. Complete these sentences using the words in the list.

try - ought - because - shouldn't - If - should - order

- I think you take more breaks during the day in to relax a little.*
- You drink a lot of coffee it stops you from relaxing.*
- drinking just two or three cups a day.*
- you play sport, your mind will stop thinking about home.*
- And you to change your eating habits.*

• **GIVING ADVICE AND REASONS**

1. *You should (go to the optician's) .*
2. *You shouldn't (drink coffee at night) .*
3. *(You should eat garlic) because it fights colds .*
4. *(You should do exercise) in order to lose weight .*
5. *(You should eat a lot of fruit) to stay healthy.*

6. **Which phrases do you use to give a piece of advice?**

7. **Which phrases do you use to give the reasons for / explain your advice ?**

More examples.

And you certainly shouldn't drink coffee in the evening...

I don't think you should take them.

I think you should listen to my advice ...

I think you should join a sports club.

You need to meet other people...

You know, you shouldn't go to fast food restaurants...

Perhaps you should join a cookery society ...

8. **Match these pieces of advice (1-6) with the reasons below (a-f). Then choose the correct linking word or phrase .**

1. *You ought to eat some fruit every day **because** / **in order to***
2. *You should go to the optician's **because** / **to***
3. *You shouldn't play computer games all night **to** / **because***
4. *Try changing your chair **in order to** / **because***
5. *You should do some yoga **to** / **because***
6. *Try eating a good breakfast **in order to** / **because***

a. *that gives you a lot of energy for the day .*

b. *check your eyesight .*

c. *it has a lot of vitamins .*

d. *reduce your stress levels .*

e. *that makes you tired in class .*

f. *make your back better .*

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9. Match the information in the table with the information in the boxes.

A

Lacking energy, lacking motivation to study and go to classes .

First

Psycholog

Get books from the library, but don't read them .
Always work late the night before an essay deadline .
Sometimes miss classes .
Tutors are not happy with my work.

Many friends, like to meet them for coffee.
Live in a Shared house, frequent parties.
Vegetarian. Eat well, as often have dinner parties at home .
Go swimming once a week.

B

Frequent headaches, can't concentrate, make simple mistakes, sometimes get stomach aches .

Snd.

Chemistry

Eat a lot of snacks, as no time to cook.
Cycle to college, but do no other exercise.
Take a lot of headache medicine .
Few friends and not much social life.

Often study late in the laboratory, doing experiments .
Also like to work sitting on my bed using my laptop .
Never late with assignments and essays (work hard to do this) .

A	B
1. Name	1. Name
2. Year of study	2. Year of study
3. Subject	3. Subject
4. Health problems	4. Health problems
5. Study routines/Habits	5. Study routines/Habits
6. General Lifestyle	6. General Lifestyle

10. Match the words with their definitions.

Word	Definition	Answers
1. unique	a. unique in a particular context	1
2. specific	b. the way in which someone lives	2
3. sleeping pill	c. what you normally eat or drink	3.....
4. lifestyle	d. only one example	4.....
5. get stressed	e. a drug that helps you sleep	5.....
6. diet	f. to feel so worried you cannot relax	6.....

11. Match the words with their definitions.

Word	Definition	Answers
1. reporting verb	a. desire to do something	1
2. motivation	b. a place for scientific research	2
3. vegetarian	c. a continuous pain that is not very strong	3.....
4. ache	d. a piece of work that a student is asked to do as part of a course	4.....
5. laboratory	e. a verb used to report what others have said or written	5.....

6. assignment

f. a person who does not eat meat

6.....

Khaled Afifi Abo Hattab

Unit 4 Health

4.3 Study and Writing Skills

New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
statement			cut out coffee		
strategies			completely		
ignore			By the way		
immediately			guys		
look it up			a bank manager		
coping with			features		
skills			contractions		
a quick recovery			Greetings		
the doctor discharged her two days early			Take care		
The scan shows that			Cheers		
massive doses of painkillers			support		
crumpled prescription			delicious		
nonsense words			possessive		
coughing			wheelchair		
He survived the			plaster		
minor gloobers. gloobers = injuries			flu injections		
tong			stethoscope		
the exact details			pay attention		
case			punctuation		
medical danks			Inferring		
clest			relationship		
awful			pile of mail		
earache			junk		
pain in my chest			basically		
crowded			strict		
a horrible red rash			interrupt		
don't panic			time-consuming		
Healthcare			prevent		
health insurance			private hospital		
heart disease			serious illness		
high blood pressure			state hospital		
insomnia			surgeon		
poor concentration			surgery		
poor memory			treatment		

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1. Look at these sentences. What kind of word (noun, adjective, or verb) goes in each gap ?

1. This course has given me many skills .
- 1 That doctor has probably saved about a hundred
2. At the clinic, they people with serious illnesses .

2. Which of these sentences have a positive sense? Which are negative? Explain your choices .

1. She made a quick recovery, and the doctor discharged her two days early .
2. The scan shows that he has broken his arm .
3. The massive doses of painkillers made me sick .
4. Luckily, I found the crumpled prescription in my back pocket.

3. Look at the nonsense words in these sentences. What do you think they mean ?

- 1 He survived the accident with only minor **gloobers**.
- 2 She's very healthy. She has never spent a day in **tong** in her life .
- 3 I can't remember the exact details of his case. I need to check his medical **donks**.
- 4 Eating a good breakfast gives you a lot of **clest** for the day .

4. Read this text. What is the situation ?

My health has been good in the last few years, but this morning I felt awful. I had a bad earache and a stomach ache and a pain in my chest, so I went to the local doctor. The waiting room was crowded. One man had a horrible red rash on his face. A woman was coughing all the time. A young man in a wheelchair had his leg in plaster. There were a lot of elderly people. They were probably waiting for their flu injections. I waited for ages. Finally, the doctor called my name. When I went into her room, she was sitting at the computer, with a stethoscope beside her .

5. Read the informal email below and answer these questions.

Hi Mum

Hope you're OK. Have you watched any of the tennis this week ?

Thanks very much for that pile of mail. Most of it was junk, but there was one very important letter from the bank !

Anyway, this is basically to let you know I'm feeling a lot better about things now. On Monday, I went to see one of the Health Officers here at the uni. She was really helpful. though quite strict, too! She's given me some ideas to help me sleep. I've now cut out coffee in the evenings completely, and there's already a big difference. And ... guess what? I'm even thinking about doing some sport - but not until after the exams !

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By the way, have those guys finished in my room yet? I can't wait to see what it looks like !

Thanks again for sending my mail. See you next month .

Love

Abi

1. *Why has Abi written this email ?*

.....

2. *Where do you think Abi is living at the moment ?*

.....

3. *What do you think is happening in Abi's bedroom at home ?*

.....

4. *What kind of relationship do you think Abi has with her mother ?*

.....

5. *How do you think Abi's mother felt when she read this email ?*

.....

6. *Which of these people can you send an informal email to ?*

1 a brother or sister

2 a bank manager

3 a doctor

4 a friend

• *Here are two features of informal writing :*

informal vocabulary (e.g. guys)

contractions (e.g. I'm)

7. *Find other examples of these in the email.*

.....

.....

.....

8. *Find phrases in the email that you use when you want to :*

1. *tell someone about something that you have just remembered*

.....

2. *change the subject you are talking about .*

.....

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- Other features of informal writing in the email is the phrasal verb: cut out

9. Find one phrase in each box that we do not use in informal emails (or letters).

Greetings: Hello Hi Dear Jane Hiya Dear Sir/Madam

Opening phrases: How's life? How are things? How are things going ?
Hope you're OK/well. How are you ? Hope everything's OK.
Thank you for your message of 26 May. Hope all's well .

Endings: Take care Yours faithfully Bye for now Love
See you soon Cheers With love Love from

10. Are these statements true or false?

1. You use **thanks** with **for** + a noun (phrase) or a verb ending in -ing.
2. You can put other words after **thanks**, e.g. very much, again

11. After saying thanks, we often add another sentence for support. Match the phrases (1-4) with the supporting comments (a-d).

1. Thanks for your advice . 3 Thanks for dinner .
 2. Thanks for doing the shopping. 4 Thanks for the chocolates .
- a. It's my turn next time ! c It was lovely .
b. They were delicious ! d It's been really useful

12. Look at these sentences. What does ('s) mean: is, has or the possessive (e.g. Simon's health)?

1. She's had an operation . 4 The doctor's skills are very useful there .
2. It's a boy ! 5 John's broken his leg .
3. There's no problem with Dana's eyesight.

13. Complete the advice for these problems. Use should/ shouldn't and a way of giving a reason.

I've had about three colds this winter - I'm getting really fed up with it '!

1. You take vitamin C keep your immune system healthy .
2. You close all the windows you need fresh air .

I'm studying and I also do a part-time job in a restaurant. I get up really early to study, but I don 't go to bed until about one in the morning. I always feel really tired.'

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3. You work so late you need your sleep .
4. You speak to your tutorsthey understand your problem .

I sit at my desk for hours every day. Now I find that my back hurts nearly all the time ' .

5. You stay in the same position at your desk your body needs to move .
6. You get up and stretch every 20 minutes..... reduce the tension in your back .

14. Can you think of another piece of advice for each person ?

.....

.....

.....

.....

.....

12. Match the words with their definitions.

Word	Definition	Answers
1. insomnia	a. a person who performs operations	1
2. surgery (hospital, clinic)	b. a problem with sleeping	2
3. injury	c. the place where you usually see your doctor	3.....
4. lack of motivation	d. the person who looks after your teeth	4.....
5. surgeon	e. a physical problem, often the result of an accident	5.....
6. depression	f. when you feel sad all the time	6.....
7. private hospital	g. a medical building where you stay and pay for your treatment	7.....
8. dentist	h. when you don't want to do anything	8.....
9. poor memory	i. when you can't remember things very well	9.....

5.1 ISLANDS New Words / Vocabulary

Word	معنى	Meaning	Word	معنى	Meaning
natural			popular with tourists		
islands			climate		
marvellous			extracts		
landscapes			neighbours		
cliff			magical		
coast			peaceful		
forest			pleasant		
lagoon			romantic		
lake			paradise		
rock			impressive		
mountain			feature		
wave			shallow		
hill			transparent		
peak			amazing		
steep			different blues		
deep			feed		
tropical			sharks		
sandy			friendly rays		
abroad			thirsty		
single			coconut		
map			cuts off		
			huge		

1. How many of these things can you see in the photos (A-C) ?

sea - hill – peak - river – beach - cliff - coast – forest-
island - lagoon -lake -rock - mountain - sand -wave



2. Which of these adjectives do you often use with the words in Ex. 1 ?

cold - steep - deep - high – long- tropical - warm - sandy

3. Read the text and answer the questions below.

Bora Bora

Many people have called it the most beautiful island in the world - a paradise of clear blue water and white sandy beaches in the Pacific Ocean .

On the main island there are green hills and two impressive peaks. At 127m, Mount Otemanu is the highest point. The main island has a large ring of smaller islands around it. In between is the calm water of the lagoon .

The lagoon is the most important feature of Bora Bora and is three times bigger than the main island. The water is shallow and transparent, with an amazing number of different blues. You can go on trips to feed the sharks and friendly rays .

The town of Vaitape is on the east coast of the main island. There is an airport on a smaller island north of the main island. You can drive round Bora Bora in about an hour (it's only 6km long and 3.5km wide), but it's better to travel by bike. When you're thirsty, stop for a coconut drink. A man cuts off the top of your coconut with a huge knife!

A. Are these sentences true or false? If false, say why .

1. There is a single mountain
2. The water in the lagoon isn't very deep
3. The colour of the water is the same everywhere
4. You can drive round Bora Bora very quickly because it's a small island

4. Listen to a TV programme about islands and answer the questions below.

1. Islands have their own kind of magic, and Greenland is one of the most magical of them all. Greenland lies off the coast of North America. It's the biggest island in the world; 2,655 kilometres from north to south, and 1,290 kilometres from east to west. So there's a lot of land, but it's not very green. That's because an ice cap – a thick layer of ice – covers 85 per cent of Greenland. Snow falls on Greenland in every month of the year. The snow gets deeper and deeper and turns to ice. As a result, Greenland has the second largest ice-cap in the world. On average, the ice is one and a half kilometres thick, but in some places it's

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thicker than that more than three kilometres thick, in fact. In large parts of the island, there are no people at all. About 55,000 people live around the coast, where the climate isn't as cold as in the centre. Their main work is fishing.

- 2. Yes, it probably looks familiar ... and of course it is. I'm in Trafalgar Square, in the heart of London. Sometimes it's easy to forget that Great Britain is an island, too. In fact, Great Britain is the eighth largest island in the world, and the largest in Europe. It's interesting, too, because it's actually three countries: England, Scotland and Wales. It's rich in history, and people come from all over the world to visit famous churches, museums and castles. Great Britain is more crowded than many of its European neighbours, and has a population of more than 60 million. But in parts, it's as beautiful as Italy or Switzerland. Mountains cover a lot of Scotland, where there are many long, deep lakes. Wales and the north of England are hilly, while the south and east of England are flatter. The area around London isn't as impressive as other parts of the island.*
- 3. Madagascar is a world apart. It's the fourth largest island in the world. It lies off the coast of Africa, and split away from the rest of Africa about 100 million years ago. It's a land of contrasts and surprises. There's rainforest on the east coast of Madagascar. In the south, it's hot and dry, but the climate is cooler in the middle of the island, where there are mountains. So some parts are not as tropical as others. The population is about 18 million, and most of the people are farmers. But what makes Madagascar special is that there are unusual types of animals and plants that you can't find anywhere else in the world. The island's most famous animals are the lemurs – they look a little like monkeys and they've got long tails. But they're in danger now, because people have destroyed the forests where they live. In all, about 50 kinds of wildlife are at risk on Madagascar.*

A. What do these numbers refer to ?

Greenland: 1,290; 85%; 1.5km; 55,000

Great Britain: 3; 60 million

Madagascar: 100 million; 18 million; 50

.....

.....

.....

.....

.....

B. Can you remember which island each one refers to?

- 1. It's popular with tourists*
- 2. The animals and plants are different from other places*
- 3. There are big differences in climate between different parts of the island*
- 4. Its name doesn't describe it well*
- 5. There are big problems for the animals*

• **COMPARISONS**

• **Comparative and superlative adjectives**

- Use comparative and superlative adjectives to make comparisons between people or things.
- Comparative adjectives compare one person/thing with another .
e.g. The Apennine Mountains in Italy are quite high.
The Carpathians in Romania are higher .
- You usually make comparisons with *than* . *The Carpathians are higher than the Apennines .*
- Superlative adjectives compare one person/thing with several other people/things (more than two).
- Use *the* before the superlative adjective .*e.g. The Alps are the highest mountains in Europe .*

- Note the different ways of forming the comparative and superlative adjectives .

1. one-syllable adjectives	<i>cheap</i>	<i>cheaper</i>	<i>cheapest</i>
2. ending in -e	<i>strange</i>	<i>stranger</i>	<i>strangest</i>
3. ending in -y	<i>dry</i>	<i>drier</i>	<i>driest</i>
4. ending in vowel + consonant	<i>flat</i>	<i>flatter</i>	<i>flattest</i>
5. most two- syllable adjectives	<i>peaceful</i>	<i>more peaceful</i>	<i>most peaceful</i>
6. ending in -y	<i>pretty</i>	<i>prettier</i>	<i>prettiest</i>
7. ending in -ow	<i>narrow</i>	<i>narrower</i>	<i>narrowest</i>
8. ending in -er	<i>clever</i>	<i>cleverer</i>	<i>cleverest</i>
9. adjectives of three or more syllables	<i>popular</i>	<i>more popular</i>	<i>most popular</i>
	<i>mysterious</i>	<i>more mysterious</i>	<i>most mysterious</i>
10. irregular adjectives	<i>good</i>	<i>better</i>	<i>best</i> / <i>bad</i> <i>worse</i> <i>worst</i>
	<i>far</i>	<i>farther/ further</i>	<i>farthest!/furthest</i>

AS AS

- Adding **as** **as** to adjectives allows you to compare similar features; it doesn't matter how many syllables the adjective has .
e.g. Rome is as beautiful as Paris. (= Rome and Paris are beautiful.)
- Adding **not as ... as** to an adjective is another way of comparing two things. Use **not as ... as** with all adjectives .
e.g. The Atlantic Ocean is not as calm as the Mediterranean.
This lake isn't as big as the first lake we saw

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C. Complete these extracts from the listening with the comparative or superlative form of the adjectives in brackets.

1. In the south, it's hot and dry, but the climate isin the middle of the island. (cool)
2. The island's..... animals are the lemurs(famous).
3. Great Britain is many of its European neighbours. (crowded)
4. Wales and the north of England are hilly, while the south and east of England are (flat)
5. Greenland is island in the world. (big)
6. Madagascar is fourth island in the world. (large)

D. Look at this sentence and answer the questions below .

About 50,000 people live around the coast, where the climate is not as cold as in the centre .

1. Which part of the island is cold ?
2. Which part is very cold ?

E. Choose the correct form.

1. You use **as ... as / not as ... as** to say that two things are the same .
2. You use **as ... as / not as ... as** to talk about differences between things .

F. Complete these sentences using (not) as ... as and the adjective in brackets .

- 1 Greenland is Great Britain (green)
- 2 The south of England is the north of England. (hilly)
- 3 Parts of Great Britain are its European neighbours. (beautiful)
- 4 In Bora Bora, the main island is the lagoon. (important)

G. Write about the four islands using the adjectives in the box.

beautiful	calm	cheap	exciting	impressive	interesting	
magical	peaceful	pleasant	popular	romantic	strange	wild

.....

.....

.....

.....

.....

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5. Match the words with their definitions.

Word	Definition	Answers
1. cliff	a. the land next to the sea	1
2. coast	b. a raised line of water that moves across the surface of the sea	2
3. lagoon	c. not deep	3.....
4. peak	d. a large area of rock with steep sides, usually near the sea	4.....
5. wave	e. an area of seawater that is separated from the sea by sand or rocks	5.....
6. collocation	f. the top of a mountain	6.....
7. shallow	g. words which commonly appear together	7.....

6. Match the words with their definitions.

Word	Definition	Answers
1. transparent	a. not having many waves	1
2. calm sea/lake	b. difficult to explain or understand	2
3. calm weather	c. clear and easy to see through	3.....
4. impressive	d. not windy or stormy	4.....
5. mysterious	e. very good, very important, big	5.....
6. wild	f. living in a natural state	6.....

7. Complete these sentences with the comparative or superlative form of the adjectives .

- Samira is (clever) girl in the class .
- Paris is (romantic) Sydney .
- The Canary Islands are (tropical) other places in Spain .
- The (good) way to see the countryside is to go trekking .
- The pollution in Bangkok is (bad) in London .
- I think Moscow is (expensive) city in the world at the moment .

8. Write a) a comparative and b) a superlative sentence about each set of figures .

- Lewis 175cm / Kevin 185cm / Jason 166cm (tall) a Jason / Lewis

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a. *Lewis is taller than Jason*

b. *the tallest boy* .

2. *Lake Erie 19m / Lake Ontario 86m / Lake Superior 147m (deep)*

a. *a Lake Ontario / Lake Erie*

.....

b.

3. *a Porsche £35,000/ a Hyundai £18,000/ a Smart car £7,000 (expensive)*

a. *a Smart car / a Hyundai*

.....

b.

9. Rewrite these sentences so that they mean the same. Use (not) as ... as .

1. *Nottingham is more dangerous than Oxford .*

Oxford is

2. *London and New York are expensive .*

New York is

3. *All the other lakes are more impressive than this one .*

This lake is

4. *Carnac is more mysterious than Stonehenge .*

Stonehenge is

5. *The north of France is flatter than the south .*

The south

6. *All the other Greek islands are more popular than this one .*

This island is.....

5.2 Invasion New Words / Vocabulary

Word	معنى	Word	معنى
invasion		uncountable	
environments		expressions of quantity	
affect		instead	
similarities		unfortunately	
invaded		continent	
squirrels		industry	
red deer		century	
rabbits		pollution	
apple snails		global environment	
to raise awareness		survive	
invasive		workplace	
extinction		giant	
native animals		opposite	
invaders		pets	
'obvious reasons'		escaped	
amount		destroy	
increasing		harm	
border controls		economy	
species		forests	
danger		spread	
imagine		farmers' crops	
neighbourhood		damage	
suddenly		insects	
without		lose	
countable		nature	
justifying		fore ground	
background		beyond	

1. Name the animals in the photos (A-E) below?

- A.
 B.
 C.
 D.
 E.



2. Read this magazine article and answer the questions below.

Animal invaders

How much danger are we in? How many invaders are there ?

Imagine you run a small food shop in your local neighbourhood. Suddenly, a giant supermarket opens for business opposite your shop. What happens to you and your business ?

In the natural world, things are often the same. The red squirrel was living happily in England when, in the 1880s, many people brought grey squirrels from North America as pets. These pets escaped into the wild and ate the same food as the red squirrels, which means that now there aren't many native red squirrels in England and they are in danger of extinction .

There are many invaders that don't cause extinctions, but they do destroy plants and harm the economy. For example, European red deer are destroying the forests in South America because they eat the young trees. Rabbits have spread from Europe and now eat farmers' crops all over the world. These kinds of invaders cause problems for humans, unlike the grey squirrels, which cause little damage to plants and don't damage the economy .

Few invaders are large land animals; most of them are plants or small animals like insects. These smaller animals often mean farmers lose a lot of money. For example, the apple snail from South America doesn't cause much harm in Europe, but it causes a lot of damage in South-East Asia because it loves to eat rice plants .

For several obvious reasons, the number of animal invaders is increasing in every country in the world, and many countries hope to control this situation with, for example, strong border controls .However, it seems impossible for us to bring such animal invasions to a stop, perhaps because changes are always part of nature.

A. Choose the best summary .

- 1. It is about the problems that new animals face in new environments .*
- 2. It is about how foreign animals affect local animals and environments .*
- 3. It is about the similarities between the natural environment and the business world .*

B. Complete this table.

<i>Animal</i>	<i>Where from ?</i>	<i>Invaded where?</i>	<i>Problem caused?</i>
<i>grey squirrels</i>			
<i>red deer</i>			
<i>rabbits</i>			
<i>apple snails</i>			

C. Answer these questions.

1. What do you think happens to the small food shop when the supermarket starts business ?

.....

2. Is the red squirrel like the small shop or the supermarket ?

.....

3. How did the grey squirrel come to England ?

.....

4. Do all invasive animals cause the extinction of native animals ?

.....

5. Are there more large animal invaders than small ones ?

.....

6. Why do you think the apple snail doesn't cause many problems in Europe ?

.....

7. What do you think are the 'obvious reasons' for the fact that the amount of animal invasion is increasing?

.....

8. Can you think of any examples of border controls ?

.....

9. Are there any problems with invasive species in your country?

.....

- Many words are both nouns and verbs, without any change in form.

3. Look at these examples. In each sentence, is damage a noun or a verb ?

1. Grey squirrels don't damage the economy.

2. Apple snails cause a lot of damage in Asia

4. These words can be both nouns and verbs. Are they nouns, verbs or both in the article?

shop hope cause

harm control stop

plant change

5. Are these nouns countable (C) or uncountable (U)? With which can you use a/an/the? Which have plural forms ?

damage: shop: cause: harm: plant:
hope: stop: change: control:

GRAMMAR

• **EXPRESSIONS OF QUANTITY**

- Use **a lot of**, **many** and **much** to talk about large quantities and amounts.
- You use **many** with countable plural nouns and **much** with uncountable nouns .

Many animals are in danger because there isn't much food for them .

- You use **a lot of** with both countable and uncountable nouns .

A lot of animals are in danger because there isn't a lot of food for them .

- It is quite formal to use **many** in affirmative sentences.
- In informal English, you use **a lot of**. *I have a lot of squirrels in my garden .*
- You use **many** in affirmative and negative statements, but you only use **much** in negative statements .

There are many grey squirrels in the UK, but there aren't many red squirrels now .

There isn't much damage to the environment here .

- Use **few** and **little** in affirmative statements to talk about small quantities and amounts. They mean 'not many / not much'.
- Use **few** with countable plural nouns and **little** with uncountable nouns .

There are few tigers in the world. There's little hope for some animals .

- You do not usually use **few** and **little** with questions and negative statements. You use **not many** / **not much** .

We haven't got many trees in the garden. Is there much rain in the desert ?

How much danger are we in? How many invaders are there ?

- In spoken and informal written English, you often use **not a lot of**, **not many** and **not much** instead of **few** and **little**,

e.g. There aren't a lot of students in my class.

There aren't many cinemas in my city. There isn't much time left .

6. Which of these words and phrases mean a large quantity/ number/ amount, and which mean the opposite ?

a lot of few little several many much

7. Are these statements true or false?

1. You never use **much** in questions
2. You often use **many** in positive sentences
3. You don't usually use **much** in positive sentences .Instead, you use **a lot of**.

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4. You never use **much** in negative sentences.
5. You can use **many** in questions and negative sentences

8. Complete this paragraph with **much, many, a lot of, little or few** .

There are 1..... animals that are invaders, but perhaps there are 2
....., if any, invaders that are worse than humans. Two hundred thousand
years ago, there were very 3 humans; now there are nearly six billion of
them. Unfortunately, there isn't 4 information about the early history of this
species, but it seems certain that the first humans came from Ethiopia in east Africa. After 5
..... thousands of years (150–180), humans were living on every continent on
Earth .How 6 damage have these invaders caused ?Unfortunately, they
have caused 7 damage .They have destroyed 8
native plants and animals. Before humans developed industry in the 19th century, there was 9
..... pollution. Now ,there is 10 pollution and it is causing
11..... harm to the global environment. It seems that humans need to change
12 things about their lifestyle in order to survive .

9. Choose the correct answer.

1. In my city there are (**much -many**) bicycles on the streets.
2. Are there (**much -many**) in your city?
3. No, but there are (**much -many**) cars.
4. In my city there is always (**many - a lot of**) rain.
5. Are there (**much -many**) dangerous animals in your country?
6. What do you spend (**many - a lot of**) time doing?

10. Cross out the incorrect word or phrase in each sentence .

1. **Many / Much / A lot of** animals are in danger of extinction .
2. We **don't have much / don't have many / have little** hope for these animals .
3. There is **few / little / not much** snow in this part of the country .
4. We haven't got **much / many / a lot of** time to save the planet !
5. There's not **much / little / few** life on this island .
6. There are not **many / little / few** tigers in the world.

7. Complete the conversation below with a-f.

a the way this one

b creates the wrong impression

c It looks

d this one is better because

e It makes me feel

f one is

A: Which photo do you think we should choose ?

B: Well, this 1..... powerful, but I don't think it has the right message .

A: SO do you think it 2, then ?

B: Yes, I think so. I think 3 I think our message is clearer here .

A: Really? 4 very unusual to me. 5 sad .

B: Yes, but that's a good thing in this case. In fact, I like 6 makes you feel unhappy.
It means people will remember it for that reason .

8. Correct the mistakes in these sentences.

1. I can see mountains at the background.
2. In this photo, a man waits at a bus stop.
3. On right of the picture, there's a river .
4. The people all talk about something .
5. In second photograph, a woman is going into a shop .
6. On the left on the photo, there's a sports car.
7. It looks like very fast .

9. Circle the odd one out in each group.

- | | |
|--------------------------------|-----------------------------------|
| 1. sea / forest / river / lake | 3. lagoon / lake / river / rock |
| 2. beach / coast / hill/sand | 4. mountain / hill / wave / coast |

10. Use the words in the list to complete these questions. Change the form if necessary.

cause, change, control, damage, harm, hope, plant, shop, stop

1. What problems does the world face? What are the of these problems ?
2. What do you to do in the future ?
3. Do you have any house ? Have you got green fingers ?
4. In what ways does junk food your health ?
5. Do you have a favourite clothes or music ?
6. Where do you for most of your food ?

11. Add commas to these sentences if necessary . (contrast :but, in contrast, whereas)

1. I like the sea but I don't like mountains .
2. My sisters all have brown eyes. In contrast my eyes are blue .
3. Red squirrels come from the UK whereas grey squirrels come from North America .
4. Madrid is very hot in summer but very cold in winter.

Unit 5 Natural world

5.3 and 5.4 animals online / study and writing skills

New Words / Vocabulary

Word <i>كلمة</i>	Meaning <i>معنى</i>	Word <i>كلمة</i>	Meaning <i>معنى</i>
organisation		striking	
a charity		hiking	
an academic		position	
a government		a safe haven	
appreciation		living things .	
natural resources		sustain ability	
providing		aim	
leisure interests		promote	
involvement		heritage	
conservation of		recreation	
communications		provide a variety of	
director		making use of	
appreciating		people power	
protect		encourage	
make a decision		local communities	
selection		support	
donate		Developing	
go up a volcano		self-awareness	
erupt		corrections	
eruption		carefully	
effects		common	
active		mistake	

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<i>dormant</i>		<i>punctuation</i>	
<i>cone</i>		<i>leaving words out</i>	
<i>steep sides</i>		<i>hopeless</i>	
<i>reference words</i>		<i>useless</i>	
<i>natural feature</i>		<i>take out</i>	
<i>code</i>		<i>unnecessary</i>	
<i>volcanoes</i>			

1. Match the information in A with the links in B.

A	B	Answers
1. appreciation of the natural and cultural importance of the area	a. Flora and Fauna: Our National Parks provide a safe haven for all living things .	1.....
2. the best use of the natural resources of the area	b. Sustainability: We aim to promote the best use of all the resources we have .	2.....
3. providing opportunities for leisure interests	c. Our national treasures :We aim to promote our National Parks as an important part of our heritage .	3.....
4. involvement of the local towns and villages around the area	d. Recreation: We aim to provide a variety of leisure activities, making use of the Park's natural resources .	4.....
5. conservation of wildlife and plant life	e. People power: We encourage local communities to support us in many different ways.	5.....

1 C 2 D 3 B 4 E 5 A

2. The NPC (National Park Conservation) Website Manager, Neil, and the Communications Director, Katie, are choosing some photos for the new NPC website page. They have each brought two pictures to discuss. Listen to their conversation and answer these questions .

1. In what order do they discuss the photos (A-D) ?
.....

2. Which two photos do they most like ?
.....

3. Which one of the links (a-e) in ex. 1 are they choosing a photo for ?
.....

4. What descriptions and comments do they make about each picture ?



A: Description:

Comment:

B: Description:

Comment:

C: Description:

Comment:

D: Description:

Comment:

N = Neil, K = Katie

N: OK, Katie, well, I've brought a couple of pictures which both highlight recreation in the national parks. Here's my first one.

K: OK.

N: So, in this one, in the foreground, you can see two photographers. They are taking photos of deer in a national park. And you can see here, in the background, the trees of the forest where the deer are walking.

K: Yeah, it's not bad. I like the way it shows people appreciating the wildlife, and pursuing their hobby at the same time.

N: Yes, they seem very professional, don't they? **K:** Sure. And what about your second picture?

N: Well, it's very different. I think this one looks very striking. Have a look.

K: Oh yes, I see. It really shows the landscape well, doesn't it, with the hills in the background, behind the herd of deer.

N: Exactly, and I like the way we can see the beauty of the surroundings. I think that's pretty eye-catching. I think it's more appealing than the first one.

K: Um, I agree. It's just a pity that it doesn't show people interacting with the wildlife, as the first picture does. Remember, these pictures are for our website, and we need to create the right image, showing people doing different activities in the national park.

N: Sure, that was my worry, too. In the first picture, that message is clear. You can see that people are enjoying pursuing their interest in photography, within the national park.

K: Exactly, so I think that one is the best of your two photos. Shall I show you mine now?

N: Sure. What have you found?

K: Well, I've got two pictures showing people who are hiking in the national park. This is the first one. I like the fact that the hikers in this one are quite elderly. I think it shows people that

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the parks are there for people of all ages to enjoy. This is the first one. I like the colours in this picture, too.

N: *I think the picture is a little boring.*

K: *I know what you mean, but I do think it fits the aim of our campaign to encourage people to use the national parks for lots of different things.*

N: *That's true. What about your second picture?*

K: *I think this one is more dramatic. Here it is.*

N: *Oh yes, that's a very strong image, it's definitely stronger than the first one. I like the way the picture shows a group of young people hiking with a leader. It's a very positive image.*

K: *Yes, it's more powerful than the first one, somehow. I also think it emphasises the educational aspect of the national parks.*

N: *So, I think we agree that this second one is the best of yours. The first one is more boring, so I don't think we can use that one.*

K: *Indeed. So which one of our two choices is the best overall? Which one shall we choose as the final one for the website.*

N: *Well, the landscape with the hills in the background one is more dramatic, but I think we also need to show that people are enjoying leisure activities in the park.*

K: *So you think we should choose the photographers' picture.*

N: *Yes, I do. What about you?*

K: *Well, I do like the power of the landscape photo, but does it give the right message? I think the photographer picture shows something more emotional, or more unusual and eye-catching.*

N: *OK. We need five pictures in total, so we should be able to create a good balance for the home page.*

K: *Fine, so our first choice is the photographer picture. What's next?*

3. Complete these sentences from the conversation.

1. ...in this one, in the foreground, you can
2. They taking photos of deer in the national park .
3. ...in the background, you can see the trees in the forest where the deer are
4. I like the it shows people appreciating ...
5. ... theyvery professional ...

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6. ...this one very striking .
7. ... we need to create the right
8. In the first picture, that message is
9. I've got two pictures of peopleare hiking ...

4. Answer these questions about the sentences above.

1. Which tense do we use to describe someone's actions in a picture ?
.....
2. What type of word do we use after the verb look ?
.....
3. Write the phrases for describing the position of something in a picture .
.....
4. Look at sentences 2 and 9. What are the two pieces of information in each ?
.....
.....
5. Which sentences in Exercise 3 give facts, and which give opinions or ideas?
.....

10. Match the words with their definitions.

Word	Definition	Answers
1. couple	a. picture, photograph	1
2. eye-catching	b. something precious	2
3. image	c. a peaceful place that is safe and provides protection	3.....
4. dramatic	d. two	4.....
5. treasure	e. unusual or attractive in a way that makes you notice it	5.....
6. flora	f. impressive, amazing	6.....
7. fauna	g. plants	7.....
8. haven	h. animals	8.....

11. Read an interview with Gareth Philips, a professional photographer, about the selection of photos and answer the questions below.

I'm Gareth Phillips and I studied documentary photography at Newport University. I graduated in 2008 and I've been a freelance photographer since then.

I like taking photographs because I like to be able to connect with people and being dyslexic. I find that hard. So the use of images allows me to be able to express my feelings and emotions in a way that people can relate to.

My photographic style could be described as abstract. I like being able to take a certain subject matter or scenario and make something different out of it, mostly for Sunday Times magazine, Financial Times magazine, Wall Street Journal and the Guardian.

My best-known work is in the Brecon Beacon mountain ranges in Wales, where I spend a lot of time in extreme conditions; in winter, or maybe under full moon where I photograph the scenes that surround the landscape there.

When I start a photographic story, I get a small brief or paragraph from a client. I then turn up to the scene or scenario, I let the landscape or person inspire the images that are going to be taken.

The amount of images taken for any type of assignment vary [varies]. It could be anything from 250 to 2000 images. For a basic portrait assignment, I would probably give the client out of 250 images, I would supply them 30 of which they would choose between one and six for the feature. For my most recent project the selection process for imagery is the same as I have done from the very beginning. I always choose images that are honest and convey a sense of feeling to the viewer. I want the images to stay with the viewer when they take it away and so it lives on with them. For example, a recent project on the Meow province in China, I focused on the people and the ancient ways in which they live and engage with the landscape.

I select different images for different things. For my website the most important thing for me is conveying memory and power. I want the viewer, when they see the image, to remember what they've seen and to be, to be moved by the power of the imagery. So when they leave the web site the images will remain with them.

I ultimately have the final say within the images that are used with any, any type of publication I work for because I'm the one that edits and sends them in. The picture editors, they have the final say, because they're the ones that publish the piece, but I'm always happy with what they produce because I know that the images that have been sent are of the highest standard I could make. The most important thing to remember when selecting images is a connection to the viewer.

The viewer must be able to feel or even taste what's in the image. For example, photographing under a full moonlight in the Brecon Beacons, for me adds a dimension that the viewer could connect with, and it could really feel exactly what I was feeling at that time taking the image.

A. Which of these things does Gareth mention ?

1. When he took his first photographs
2. His reasons for liking photography
3. His photographic style
4. What he does on a photo assignment
5. Money and fees
- 6 Choosing the images for use

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B. Gareth talks about the work process and selecting photographs. Look at these sentences. Change the incorrect ones.

1. *I let the landscape or person inspire the images .*
2. *...out of 215 images, I would supply them with 30.*
3. *I always choose images that are difficult to understand.*
4. *I want the images to stay with the viewer .*
5. *The viewer must be able to feel or even taste what's in the image .*

.....
.....

12. Correct the mistakes in the sentences and match them with these common types of mistake.

grammar - vocabulary - spelling - punctuation - word order - leaving words out

1. *That s an interesting idea .*
2. *Greenland is the bigger island in the world .*
3. *Great Britain is as not cold as Greenland .*
4. *These animals have caused a lot damage .*
5. *The situation is bad! but it isn't useless .*
6. *Their advise was very helpfull.*

13. Change the position of one word in each sentence to make it correct .

1. *A mountain bigger than a hill is*
.....
2. *Are many dangerous animals there in your country?*
.....
3. *Pollution damages the environment natural .*
.....
4. *What you can see in the first picture ?*
.....

14. Add one word to each sentence to make it correct. Are the missing words similar in any way ?

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1. *It's fourth biggest island in the world .*
2. *These animals difficult to control .*
3. *Great Britain is crowded than many other countries.*
4. *This picture shows team of people .*

15. Correct the punctuation in this piece of writing. Use full stops and capital letters! and take out unnecessary com mas.

the natural world is very important to us and we must be careful, not to destroy it or damage it, today, many beautiful places are in danger, from greenland to madagascar

16. Look at this student's writing. The teacher uses a correction code. Correct the mistakes using these correction code.

Gr = grammar

Sp = spelling

P = punctuation

Λ = missing word

WW = wrong word (vocabulary)

WO = word order

Many mountins are impressive and magical, but its important remember that they can also have dangerous. If we climbing them, we should make sure, for example that we have the equipment correct. The wether can change very quick and it's easy lose your way. If you don't have much experiment, its better go with someone who can you guide. If you have any difficulties.

17. Answer these questions.

1. *What is a paragraph ?*

.....

2. *How long are paragraphs ?*

.....

3. *Why do we use paragraphs when we write ?*

.....

18. We use special terms to talk about volcanoes. Match these words with their meanings.

Word	Definition	Answers
1. active	a. a shape that has a point at one end and sloping sides	1
2. cone	b. when a volcano erupts	2
3. dormant	c. 'alive', can erupt at any time	3.....

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4. erupt	d. 'sleeping'; not currently active, but may become active in the future	4.....
5. an eruption	e. to explode and send smoke, fire and rock into the sky	5.....

volcanoes' names: Vesuvius, Etna, Krakatoa

19. Read this paragraph about a volcano in Iceland. Then put the points below (a-h) in the order they appear in the paragraph .

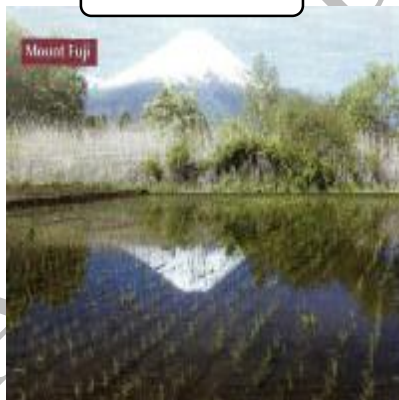
Eyjafjallajökull (pronounced: eh-a-fyat-la-yo-kutl) is an active volcano near the south coast of Iceland. It's 1,666m high. This means it's not in fact one of the largest volcanoes on the island. Also, it's not as dangerous as its neighbour, Katla, about 25km away. But in 2010, it erupted and caused a lot of problems for air traffic in Europe .

- | | |
|-------------------------------|------------------------|
| a. how dangerous it is | e. location |
| b. effects of recent eruption | f. name |
| c. height | g. size comparison |
| d. date of recent eruption | h. active or dormant ? |

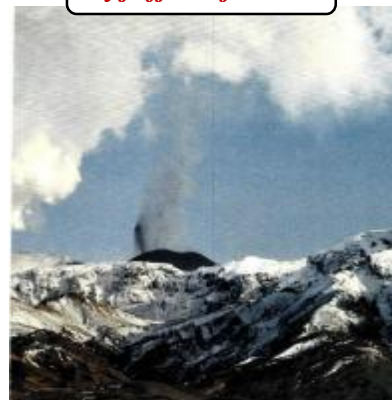
Mauna Loa



Mount Fuji



Eyjafjallajökull



20. How is the information in the paragraph organised? Put these points in the correct order. Why is this a good order ?

- the eruption
- general information about the volcano
- comparison with other volcanoes

21. Look at these topic sentences. What information do you think we can find in the rest of the paragraph? Think of two or three points .

1. Russia is the world's largest country .

.....

.....

2. My favourite photo shows a family holiday when I was about ten years old .

Reference words: it, its, it's To avoiding repetition, increase the cohesion

22. Look at the use of it, its and it's in the paragraph in Exercise 19. Then improve this paragraph about Mount Fuji by using it, its and it's .

Mount Fuji is perhaps the world's most famous volcano. Mount Fuji is about 100km from Toyko, in Japan. Mount Fuji is 3,776m high, and Mount Fuji's shape is almost perfect - a cone with quite steep sides. Mount Fuji is a dormant volcano which last erupted in 1707 .

23. Use these notes to write a paragraph about the volcano Mauna Loa. Think about the best order for the points, then join them up, and use reference words (it, its, it's) .

.....

.....

.....

.....

.....

.....

.....

.....

Location: Hawaii, Pacific Ocean

Height: 4,170 metres

Name: Mauna Loa

Last eruption: 1984

Active or dormant: active

Shape: quite flat

Size: largest active volcano in world

Unit 6 Society and family

6.1 Future Opportunity New Words / Vocabulary

Word	فعل	Meaning	دفعه	Word	فعل	Meaning	دفعه
future				domestic			
opportunity				leisure			
a great deal				activities			
retire				Contextualising			
abroad				'cruise ships'			
institute				definitely			
services				probably			
politicians				statistics			
academics				bungee-jumping.			
fashions				education			
chance				trade			
possibility				technology			
consumer				transport			

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<i>prediction</i>		<i>entertainment</i>	
<i>analysis</i>		<i>environment</i>	
<i>investor</i>		<i>electric</i>	
<i>profit</i>		<i>university</i>	
<i>description</i>		<i>elderly</i>	
<i>organisation</i>		<i>spenders</i>	
<i>future trends</i>		<i>middle-age</i>	
<i>society</i>		<i>teenagers</i>	
<i>behaviour</i>		<i>futurologists</i>	
<i>considers</i>		<i>Informant</i>	
<i>constantly</i>		<i>predictor</i>	
		<i>informative</i>	
		<i>analytically</i>	

1. Read the advert and answer the questions that follow.

A. Who uses the institute and its services: politicians, business people or academics? Why ?

.....

B. Find words in the advert that mean:

1. someone who studies the future
2. fashions, or changes over time

Are you planning for the future ?

Do you know what's coming next?

The world and your markets are constantly changing.

Will the elderly be the big spenders of the future?

When will middle-age begin? When will people retire?

What will tomorrow's teenagers want to buy ?

Our futurologists can help you profit from the future.

We provide:

- *information about future trends in society .*
- *predictions about future consumer needs .*
- *analysis of your company and its future plans .*
- *advice for business investors .*

Call us now and improve your future opportunities.

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3. *someone who puts money into a business*

4. *a chance to do something; a possibility of doing something*

C. Find these words in the advert. Are they verbs or nouns ?

consumer **information** **prediction**

improve **profit** **analysis**

needs **advice** **investor**

retire

D. What are the verbs for the above nouns, and the nouns for the above verbs ?

.....
.....
.....
.....
.....

E. Complete this description of the organisation with a noun or verb.

Our organisation 1 p future trends and 2 a business people
so that they can 3 i well and 4 i their chances to make a
good 5 p We 6 a key data and 7 i about
society, e.g. the age of 8 r and 9 c behaviour, and it also
considers what people are likely to 10 n

2. Listen to a meeting between Louis, a futurologist, and Patrick, a business investor and answer the questions below.

P = Patrick, L = Louis, B = Bob

P: Hello, Louis. Good to see you again.

L: Hi, Patrick. How are you?

P: I'm fine. Can I get you a drink? Coffee? Tea?

L: Oh, a coffee would be lovely, thanks.

P: Sure, I'll just ask Bob to do that. Bob, could you make us two coffees, please? So, what does the future hold for me?

L: Well, hopefully, good business opportunities. I've got the full report here, but I'll go through the main points first.

P: Fine. Go ahead.

L: Well, I think the two most important trends for you are about technology and age.

P: Age?

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L: Yes, basically Britain is getting older. In 15 years' time, more than a third of the UK's population will be over 55 years old. And these older people will live for much longer – we know that from the statistics. They might live until they're 95, or even 100.

P: Oh. But that definitely won't be good for business. They won't have jobs, so I'm sure they won't have much money.

L: Oh, it'll definitely be good for business. First, of all, they'll retire a bit later than now, so they will have some money. But the main point is that these people will definitely need things to do with this extra time, for sure, and they'll need things that improve the quality of their lives.

P: OK. Any examples?

L: Well, we predict that older people will travel more, so there'll be more companies that specialise in holidays for them. At the moment, holiday companies focus on families or young adults. But, in 2030, there'll be more elderly people, the over-65s, than under-25s. So, for example, holidays on cruise ships will increase. They may also want activity holidays, but that'll depend on their health and on how demanding the activities are – they probably won't go bungee-jumping, but they might go hiking and sailing.

P: OK. Er, what about daily life?

L: Well, this connects to the other trend I mentioned, technology.

P: Technology.

L: Yes, and, in particular, robots.

P: Robots?

L: Yes. Older people need things to make life easier. In the future, they might have a robot that cleans the house, they may have a robot that drives the car, they might have a robot that does the gardening.

P: You say 'might' and 'may', rather than 'will' Why's that?

L: Well, we can't be definite about this because it all depends on the technology. At the moment, robots are very basic.

P: Yes, I think there's a robot vacuum cleaner and that's about it. Oh, and robot pets.

L: Exactly, so the technology needs to improve. Perhaps it will, perhaps it won't. But, older people will definitely want robots.

P: Well, that's all very interesting. Now, where are those coffees? Perhaps I need a coffee robot!

Bob, how's that coffee-making going?

B: Oh. Hi, sorry. I think the machine's broken.

I'll go to the café. OK? Just got to clean up this mess the machine's made.

P: OK. Sorry about that. Now, where were we? Oh yes, technology. I guess the internet will be important.

L: Of course, in several different ways.

P: Any specific examples?

L: Well, for a start ...

A. Tick the future changes he discusses .

- | | |
|-------------------------------|----------------------------------|
| 1. domestic use of technology | 4. people working from home |
| 2. longer lives | 5. leisure activities and travel |
| 3. use of the internet | |

B. Complete Patrick's notes .

- Main trends are about 1..... and 2.....
- In 15 years' time, more than a 3..... of people over 55, also people live 4.....
- In 2030, more over-65s than 5.....
- Fewer party and adventure holidays, more holidays on 6.....
- Robots: to 7....., to 8....., to do the gardening.
- Currently, robot technology is 9.....
- 10..... Important in a few ways

C. Why does Louis use 'cruise ships' as an example ?

.....

D. What do you think of the three robot examples that she gives ?

.....
.....
.....
.....

E. How is the internet important for the elderly ?

.....
.....
.....
.....

GRAMMAR

• WILL, MIGHT AND MAY FOR PREDICTIONS

- Use **will** ('ll), **won't** (will not), **might** (not) and **may** (not) to make predictions, i.e. to say what you think about the future .

e.g. *People will retire later in the future.*

They won't have big families .

We might use the internet for a lot more things. It may not be good for business .

- Use contractions **'ll**, **won't** and **mightn't** for speaking and informal English .

e.g. *We'll live longer in the future because there'll be better medicine .*

There won't be many serious illnesses. But we mightn't find a cure for cancer .

- You do not use the contraction **mayn't**; you use **may not** instead .

I mayn't be at work tomorrow. x

I may not be at work tomorrow. ✓

- You often use **I think / I don't think** to introduce a prediction .

I think there'll be problems with pensions in the future .

- You often say **I don't think + will** instead of **I think + will not** .

I don't think the government will have the money for pensions .

- You use **will** when you are more certain about the future.

- You use **might** or **may** when you are less certain .

Older people will work for longer in the future, and young adults might start working later .

- **Might** is more common than **may** to make predictions, especially in informal English .

- You usually use **will** when you ask for predictions about the future, not **might** or **may**, and you often start with **Do you think?**

Do you think we will live longer in the future?

Will people have cars in the future ?

What do you think the future will be like ?

• ADVERBS OF CERTAINTY

- You often use adverbs with **will/won't** for predictions, to say how certain you are. In affirmative sentences, you usually put the adverb after **will**; in negative sentences, you put it before **won't** .

We definitely won't use petrol in the future. We'll probably use a biological fuel .

- The adverbs **definitely** and **certainly** mean you are very **certain**; the adverbs **probably** and **possibly** mean you are **less certain** .

People will certainly have smaller families in the future, so they probably won't live in big houses .

- You don't use these adverbs with **might** or **may** .

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3. Complete the sentences below from the meeting with the words in the box.

definitely (x2) might may will won't probably

1. These older people live for much longer - we know that from the statistics .
2. They live until they're 95, or even 100 .
3. That won't be good for business .
4. I'm sure they have much money .
5. These people will need things to do with this extra time, for sure .
6. They also want activity holidays, but that'll depend on their health .
7. They won't go bungee-jumping.

4. Answer these questions about the sentences in Exercise 3.

1. In which sentences is the speaker certain that his/her idea about the future is true ?
.....
2. In which sentences is the speaker less certain ?
.....
3. What verb form do you use after will, might and may?
.....
4. Do you usually put adverbs (e.g. definitely) before or after will? Do you put them before or after won't ?
.....

5. Correct the mistakes in these sentences .

1. He might lives to the age of ninety .
2. Many people will probably to work from home .
3. I will live definitely in my own country .
4. There won't probably be big families .

6. What do you think will happen to society in twenty years' time? Choose the correct word to complete your predictions .

1. **More / Fewer** people than now will leave my country to find work .
2. People **will definitely / may** spend more time using the internet than watching TV .
3. **More / Fewer** people will probably live alone .
4. Most people **will/won't** retire at the age of fifty-five.

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5. The differences between young and old people will probably be **greater** / **smaller** .
6. People will have **more** / **less** free time .

7. Match these words with their definitions.

Word	Definition	Answers
1. consumer	a. someone who buys or uses goods and services	1
2. prediction	b. to join two or more things together	2
3. retire	c. what you think is going to happen	3.....
4. profit	d. to get something good from a situation	4.....
5. focus	e. a machine that cleans floors by sucking up the dirt from them	5.....
6. connect	f. a mechanical device like a human	6.....
7. vacuum cleaner	g. to stop work because you are old	7.....
8. robot	h. to give all your attention to one thing	8.....

8. Correct the mistakes in these sentences.

1. I think people might to live longer in the future.
2. May people retire later in 20 years' time ?
3. Families might probably get smaller.
4. Definitely I will retire when I'm 60
5. The number of students at university will increases

9. Rewrite the sentences below without changing the meaning. Use the words and phrases in the list.

probably won't might 'll definitely won't 'll probably

1. I'm almost sure that we'll get our news only from the internet .
.....
2. I'm not sure if couples will divorce more .
.....
3. I don't think humans will go back to the Moon .
.....
4. I'm 100% certain we won't have more leisure time !
.....

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Unit 6 Society and family

6.2 The Family

New Words / Vocabulary

Word	معنى	Meaning	معنى	Word	معنى
immediate				parental	
parents				percent	
adolescent				factors	
a middle-aged				responsible for	
a young adult				economic difficulties	
mid-thirties				the recent recession	
retired				concentrating on	
grandparent				trend	
nuclear family				a social worker	
extended family				flatmates	
multi-generational				purely	
beneficial				financial necessity	
adversity				unsure	
recession				afford	
consisting of				degree	
grandchildren				census	
financial hardship				cases	
article				generations	
topics				on a daily basis	
family structure				privilege	
getting married				wellbeing	
mature				involved	
evaluating				studies	
predicting				upbringing	
comfortable				handle life's adversities	
Contractions				husband	
solutions				daughter	
relationship				aunt	
mention				niece	
nephew				cousin	
Move out of your parents' home					



1. What age are these people ?

<i>an adolescent</i>	
<i>a middle-aged person</i>	
<i>a young adult</i>	
<i>a person in his/her mid-thirties</i>	
<i>a child</i>	
<i>an elderly person</i>	
<i>a teenager</i>	
<i>a retired person</i>	

2. Match these words with their definitions.

Word	Definition	Answers
<i>a. nuclear family</i>	<i>1. good for you</i>	<i>1</i>
<i>b. extended family</i>	<i>2. consisting of parents and their children</i>	<i>2</i>
<i>c. multi-generational</i>	<i>3. negative situations, problems</i>	<i>3.....</i>
<i>d. beneficial</i>	<i>4. grandparents or elderly people, their children and their grandchildren</i>	<i>4.....</i>
<i>e. adversity</i>	<i>5. consisting of parents, their children and other members of the family</i>	<i>5.....</i>
<i>f. recession</i>	<i>6. financial hardship across a whole country</i>	<i>6.....</i>

3. Read the following newspaper article and answer the questions below.

The future of the family

In many countries, including the UK and the USA, it has always been the norm for young adults to move out of the family home once they start university or get their first job. Yet today this situation is very different. More and more young people - married, childless or with children of their own - are choosing to live with their parents and siblings in the parental home .

In 2012, 36 percent of young Americans aged 18-31 were living with their parents. Factors responsible for this change include economic difficulties caused by the recent recession, a return to college as mature students and the fact that many young people are concentrating on getting their careers off to a good start before getting married. 'If this trend continues, we will see more and more multi-generational family units - and in my opinion, that's a good thing,' says Dr Patrick Hodges, a social worker .

Sarah, 28, says, 'I used to share a flat with two flatmates, but I moved back in with my parents when I returned to college last year to do an M.A. It was purely a financial necessity at first, and I was really unsure about it. I thought 'if I don't move in with them, I won't be able to afford to be a student again.' But I get on really well with my parents. If they are not unhappy with the situation, too (and I don't think they are!), I'll continue to live here even once I finish my degree' .

Another interesting trend is the change from Irving-as a traditional nuclear family to extended families sharing one home. A recent US census shows that about 10 percent of all under 18s are growing up with at least one grandparent in the house. In most of those cases, three generations are Irving together. Many grandparents say that seeing their grandchildren on a daily basis is a privilege. 'Being with young people is also beneficial to the health and wellbeing of grandparents', adds Dr Hodges .

A recent University of Oxford study found that teenagers, too, are happier when grandparents are involved in their daily lives. Studies show that if grandparents play an active part in the upbringing of their grandchildren, those children will be more able to handle life's adversities.

A. Complete this sentence in six or seven words.

This article is about

B. How is the article organised? Put these topics in order. (1-4)

- a. reasons for the change in family structure*
- b. advantages for grandparents*
- c. advantages for young people*
- d. the change in family structure*

C. Are these sentences true or false? Correct the false ones.

- 1. Nowadays fewer young people live at home once they have left university than they did in the past .*



-
- 2. Less than 40% of young people aged 18-31 live with their parents .*
-

- 3. Young people are getting married later now than they used to in the past .*
-

- 4. Grandparents often live with their children because they want to go to university as mature students .*
-

- 5. Living in multi-generational units is beneficial to both grandparents and grandchildren .*

• **NEGATIVE ADJECTIVES**

- We can use **un-** and **-less** to make adjectives. **Un-** means 'not' and **-less** means 'without'.

*Un = prefix less = suffix ex (former), bi (two), re (again) or
phobia (fear), ward (direction), er/ ist (job).*

4. Make negative adjectives of these words. Add an example if possible .

Adjective	Negative Adjective	Adjective	Negative Adjective
1. <i>child</i>		6. <i>hope</i>	
2. <i>sure</i>		7. <i>kind</i>	
3. <i>care</i>		8. <i>lucky</i>	
4. <i>comfortable</i>		9. <i>use</i>	
5. <i>home</i>		10. <i>usual</i>	

5. Choose an adjective from Exercise 4 to complete these sentences .

1. *Multi-generational families are not in the USA today .*
2. *It is dangerous for people to sleep outside in winter .*
3. *The chairs in our living room are very hard - they're so.....!*

GRAMMAR

• **FIRST CONDITIONAL**

- Use the *first conditional* to talk about the result of a possible future action .

Possible future action	Result
<i>If I get a better job ,</i>	<i>we'll have more money.</i>
<i>If I don't get a better job ,</i>	<i>we won't have a holiday .</i>

- Note the formation of the first conditional .

If-clause (conditional)	Main clause (result)
<i>If + present simple ,</i>	<i>will / won't + infinitive</i>
<i>If you go to university,</i>	<i>you'll find a good job.</i>
<i>If you don't go to university ,</i>	<i>you won't get a qualification .</i>

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- You usually put a **comma** after the if-clause. You can put the main clause first; if you do this, you don't use a **comma**.

You'll find a good job if you go to university.

- You can also use **might** and **may** in the main clause. Then the action in the main clause is **less certain** than when you use **will**.

If I get a good degree, I might apply to work for Microsoft. (= I'm not sure about this.)

6. Match the beginnings (1-3) and endings (a-c) to complete three sentences.

1. If I don't move in with them ,	a. we will see more and more multi-generational family units .	1.....
2. If they are not unhappy with the situation,	b. I won't be able to afford to be a student again.	2.....
3. If this trend continues ,	c. I'll continue to live here .	3.....

7. Complete these sentences with the correct form of the verbs in brackets .

1. If I (see) him, I (tell) him the news .
2. She (be) ill if she (not rest) more .
3. What (you do) if you (not pass) your next exam ?
4. We (not arrive) on time if we (not hurry) up .
5. If you (not move) your car, I (not be) able to park .
6. I (do) the washing-up if I (have) time .

8. Read these sentences.

1. If I see him, I'll tell him the news.
2. She'll be ill if she doesn't rest more.
3. What'll you do if you don't pass your next exam ?
4. We won't arrive on time if we don't hurry up.
5. If you don't move your car, I won't be able to park.
6. I'll do the washing-up if I have time.
7. If I have time, I'll wash my hair tonight .
8. If I see Aysha later, I might ask her to the party .

9. Listen to the conversation and answer these questions .

S = Sam , E = Ellie

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S: You know, Ellie, I'm thinking about getting my own place.

E: What? You want to leave home?

S: Yeah, I think it'll be good for me. I'll be more independent.

E: That's true, but what'll you do if your parents don't like the idea?

S: Oh, I think they'll be pleased to see me go. If not, I'll persuade them.

E: Really? I don't think your mum will be happy.

S: Oh, she'll be OK about it. You wait and see.

E: I hope you're right. But ... what'll you do if you lose your job? You won't have any money to pay your bills.

S: Well, if that happens, I'll get some help from Mum and Dad until I get a new job.

E: Well, that's not so easy these days. You seem very confident. Sam, I don't think this is a good idea, you know. What'll you do if you feel lonely?

S: Really, Ellie. I'm not thinking of going very far away. I'll still have my family and friends just around the corner.

1. What is Sam and Ellie's relationship?

.....

2. What does Sam want to do ?

.....

3. What three problems does Ellie mention?

.....

2 What are Sam's solutions ?

.....

4. What does Ellie think of Sam's plan ?

.....

10. Consider what you will do in these two situations.

Situation A

You want to borrow some money from your rich aunt to start your own business.

The problems you might face

Your aunt refuses to lend you any money .

No one in your family will lend you any money .

The solutions to those problems .

Borrow some money from other family members .

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Get a job with a company or other family organisation .

What'll you do if your aunt refuses to lend you any money?

I'll borrow some money from other family members.

Situation B

Your younger brother/sister is a university student. He/She spends too much time having fun and not working .

Problems

He/She doesn't do well in his/her exams

He/She doesn't listen

Solutions

Persuade him/her to study more .

Ask his/her friends to help. to you.

11. Match the two halves of these sentences .

1st half	2nd half	Answers
1. If people live longer ,	a. they won't be able to afford childcare .	1
2. We might see the late film tonight	b. they might get more diseases when they're older.	2
3. If more students go to university ,	c. if the children go to bed early .	3.....
4. If parents don't earn much money ,	d. they might not all find good jobs when they leave .	4.....

12. Complete these first conditional sentences so that they are true for you.

1. If the class finishes a bit early today ,
2. If the weather/ s good at the weekend ,
3. If I get a good/better job,
4. If I earn a lot of money in the future,

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6.3 and 6.4

New Words / Vocabulary

Word <i>فعل</i>	Meaning <i>دفعه</i>	Word <i>فعل</i>	Meaning <i>دفعه</i>
presenter		critical thinking	
audience		lecture	
takes part in		increase	
discussions		according to the expert	
responsibilities		look for	
statements		think critically	
prioritise		events	
realise		landing	
household		the moon's surface	
arguments		flight	
personally		judging reliability	reliable
consonant		reliable	trustworthy
vowel		sources	treat with caution
looking after		trust	
permission		a major international	
pocket money		considering evidence	
family matters		population	
birth rate		claims	
childcare		normal	news channel
employer		human being	parents
graduate		studies	government website
old-fashioned		took place	census data
responsible		results	broad
suitable		developing self-	develop
as		experience	self-awareness
because of		for good causes	reasons
however		a positive future	results
so		give something back .	recently
birth rate		sentence structure	
communicated her ideas		related sentences	
clearly		join	
pay attention to		the judges' report	
paragraph		a wide	
give up their time		:range of topics	
for nothing		standard	
communities		winners	
raise money		the judges were	

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<i>entered a competition</i>		<i>arts</i>	
<i>prize</i>		<i>science</i>	
<i>win a prize</i>		<i>multicultural</i>	
<i>the global council for</i>		<i>different races</i>	
<i>invites</i>		<i>religions</i>	
<i>young people</i>		<i>create</i>	
<i>proud of</i>		<i>mixed</i>	
<i>entries</i>		<i>peaceful society</i>	
<i>decide</i>		<i>obvious</i>	
<i>creativity</i>		<i>out of sight</i>	
<i>modern vision</i>		<i>voluntary</i>	
<i>official census</i>			

1. Listen to an extract from ‘Speak Out’, a television talk show and answer the questions below.

- *Speak Out* is a television talk show. Robert Hughes is the presenter, and the audience takes part in the discussions. This week, the topic of the show is problems and responsibilities in families .

M = Moham mad, S = Sara, H = Huda, I = Isa, H = Hassan, A = Amina

M: OK, so that’s the expert’s view – let’s see what you, the public, think. Now, what’s your name ?

S: Sara.

M: OK, Sara, are you a mother?

S: Yes, I am. I’ve got two young girls. M: Great, so what do you think?

S: Personally, I think everyone in the family has a responsibility to help with the housework. It’s not only the mother’s job.

M: What do you mean, exactly?

S: Well, you know, kids should have jobs to do, too. Everyone should take responsibility for a task, and make sure it is done.

M: OK, so does anyone disagree? Yes, you – what’s your opinion?

H: Well, I understand her opinion, but children have a responsibility to their home work as well. They have to study when they come home from school. It’s not fair to ask them to help with the housework as well. The same goes for working men, or in fact, any grown- up children in the house who go out to work.

M: Indeed. What do you say to that, Sara? S: Well, that’s a good point, but

I still think everyone needs to be taught that a

family works as a unit. If children never learn to share tasks, they won't grow up knowing how to run their own homes one day, and I think that's wrong, I really do.

M: OK. Does anyone else have anything to say on this?

I: Er, I do, Mohammad. M: Yes?

I: I agree with Sara. I know loads of mothers who work just because they like to have a job, not because they need to. And that's a real pity, because they're missing out on the best time in their children's lives. You can work any time, but your children are only young once.

M: OK, well, while we're on the subject of children, let's look at another question. Basically, should we limit the amount of TV young kids watch? Are they watching too much TV these days? What's your name and what's your opinion?

H: Hi, I'm Henry and I'm a dad.

M: OK, then, Henry, what's your view?

H: Well, what I think is that they shouldn't watch any TV.

M: What, none at all?

H: None at all. I never watched TV when I was a kid, and I don't think my kids need to watch it now, especially when they're young.

M: Right, well, I'm sure many people will disagree with you. Let's see. Um, yes, madam, yes, you in the red dress.

C: Well, personally, I completely disagree. TV is part of the modern world, like computers and phones. We can't hide TV from our kids. I think it's better if they know that TV is a normal thing, as normal as having dinner or whatever.

M: Henry?

H: Well, that's an interesting idea, but TV is different to phones and having dinner. The kids just sit there, like vegetables. It's not good for them, not good at all.

C: But why not just control how much they watch? You know, have a maximum of two hours a day or something.

H: Well, I know we won't agree, but the best control is to sell your TV. If you do that, they'll do something else.

S: That's just silly.

H: You're the one that's silly.

M: OK, OK, calm down everyone. Let's take a break now, and after the ads we'll look at the role of the father in the family

A. Which of these issues do they discuss ?

1 All children should help with the housework .

2 Working men do not need to share the housework.

3 Children shouldn't watch many hours of TV a day.

4 Parents should let teenagers choose when to come home at night .

B. Look at the different points made on the show and put them in order (1-8).

a. Children shouldn't prioritise house responsibilities over homework .

b. Children should realise how a family unit works.

c. People in the household who go out to work shouldn't have to do housework as well .

d. The housework isn't only the mother's responsibility.

e. TV is an everyday thing and children should know about it .

f. Parents should not let children watch TV at all .

g. Only let children watch a couple of hours of TV a day .

h. TV is bad for children .

• **EXPRESSING OPINIONS**

1. Listen and answer the questions below.

1. Personally, I think everyone in the family has a responsibility.

2. Well, I understand her opinion, but children have a responsibility to their homework as well.

3. Well, that's a good point, but I still think everyone needs to be taught that ...

4. I agree with Sara.

5. Well, what I think is that they shouldn't watch any TV.

6. Well, personally, I completely disagree .

7. I think it's better if they know that TV is a normal thing .

8. Well, that's an interesting idea, but TV is different to phones.

A. Complete these sentences .

1., I think everyone in the family has a responsibility ...

2. Well, I understand her, but children have a responsibility to their homework as well.

3. Well, that's a good, but I still think everyone needs to be taught that ...

4. I agree Sara .

5. Well, I think is that they shouldn't watch any TV .

6. Well, personally, I disagree .

7. I think it's if they know that TV is a normal thing .

8. Well, that's an interesting, but TV is different to phones .

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B. Match the sentences above with these functions.

- a. giving an opinion
- b. accepting an opinion and then disagreeing

C. Student A gives an opinion; Student B accepts that opinion and then disagrees. Do the same.

1. 1st idea: Children should tidy their own rooms.

2nd idea: Sometimes children are too busy with homework to tidy their own rooms .

A: 'Personally, I think children should tidy their own rooms.'

B: 'Well, I understand your opinion, but sometimes children are too busy with homework to tidy their own rooms. They have to study '.

2. 1st idea: TV teaches children about the world .

2nd idea: Children should read books to learn things .

A:

B:

3. 1st idea: Husbands should help clean the house .

2nd idea: Men are tired after a day at work.

A:

B:

1. Complete the conversation with a-f.

a. I agree with	b. I think it's better	c. I understand her idea,
d. Personally, I think	e. That's a good point	f. what I think is that

A: I saw Jo and Steve earlier. They're looking for some childcare for Amy so that Jo can go back to work .

B: Childcare? 1 if the mother stays at home .

A: Really, Matt! Jo's got a good job. 2 that women need to get back to work .

B: 3 you - if they need the money, but Jo and Steve don't need the money .

A: Well, 4 it's better when young children can play with other children in childcare .

B: 5 but maybe for a couple of hours a day ...

A: Mmm. Jo feels that if she finds childcare, she'll have the choice of working or not, anyway .

B: 6 but I think she'll go back to work.

A: Yes, so do I.

2. Match the sentence halves.

<i>First half</i>	<i>Second half</i>	<i>Answers</i>
1. We need to look at future	a. future trends .	1.....
2. They'll need to get an analysis	b. to business investors .	2.....
3. 3 Marketing companies predict	c. consumer needs to choose what to produce in the next five years .	3.....
4. A financial advisor gives advice	d. of the company to decide if they make an investment .	4.....

3. Match these words with their definitions.

<i>Word</i>	<i>Definition</i>	<i>Answers</i>
1. expert	a. sad situation or feeling	1
2. pity	b. to allow only a certain amount	2
3. miss out on	c. money given to children by their parents each week/month	3.....
4. control / limit	d. someone with special skills or knowledge	4.....
5. househusband	e. to not have the chance to do something you would enjoy	5.....
6. pocket money	f. a man who is the primary caregiver for children / looks after the house	6.....

4. Match these words with their definitions.

<i>Word</i>	<i>Definition</i>	<i>Answers</i>
1. retired person	a. an old person (a polite term)	1
2. teenager	b. someone between about 35 and 60	2
3. middle-aged person	c. a very young person	3.....
4. young adult	d. a young person between 13 and 19	4.....
5. child	e. a person over the age of about 20	5.....
6. elderly person	f. someone who is over about 60 and doesn't work any more	6.....

5. Complete these sentences with the negative adjectives in the list.

unkind – unlucky - hopeless/useless – careless – homeless - unusual

1. My brother is very, so he makes a lot of mistakes .
2. His father was very and treated him badly .
3. There are too many people living on the street .
4. I never win any competitions -I'm very
5. It's a very.....film - you've never seen anything like it !
6. I can't do this homework. I'm at maths !

6. Choose the correct words .

1. Mona can't go out this evening **as** / **because of** she needs to finish her history essay .
2. I don't think Nabil is **suitable** / **responsible** to be a teacher - he isn't very patient .
3. The advert says they only want **employers** / **graduates** who left university last year .
4. I hate housework, so / **however** I don't often do it.
5. It's difficult to find **birth rate** / **childcare** in this city.
6. Alana studied very hard, **as** / **so** she passed her exams.

7. Read the lecture and answer the questions below.

Stella Champion

SC: Good morning, everyone.

All: Good morning.

SC: Thank you for inviting me to speak to you today. My name's Stella Champion and I work in the Academic Skills Centre. Actually, I've been at this university for three years, but this is my first visit to the Department of Languages, so I'm very pleased to be here .

As you know, our topic today is critical thinking. Now this is one of the things that's very important when you study at this level but what does it mean exactly? This morning, I'll explain some of the most of the important ideas about critical thinking and I'll explain how critical thinking can help you as a language learner. If you have any questions, I'll deal with them at the end if that's OK. Now, I'm sure we all know what we mean by 'thinking', but what about the word 'critical'? Maybe 'critical' sounds rather unfriendly to you, like saying someone or something is bad or wrong. But when we talk about critical thinking, we don't just mean critical in this rather negative sense. It's true, we're talking about an attitude or a way of looking at the world, but it's not a negative attitude.

Instead, critical thinking means that we have a questioning attitude towards things. We ask questions about things. But these questions are not questions about facts. Let me give you an example. If I ask, 'What's the longest river in Australia?', maybe you know the answer already or you can check quickly on the internet. So, this isn't the kind of question we ask when we do critical thinking. Instead, in critical thinking, we ask about the reasons for something or we try to judge something to form an opinion about it, to decide if it's good or bad. So, we ask questions like, 'Why is he or she saying that?', 'What's the reason for that?', 'Is that a good idea?' These are critical thinking questions.

OK, but how can this critical thinking help us learn a language? Well, let's think about reading texts for a minute. If you ask questions about the text while you're reading, you'll probably

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understand the text better. So, critical thinking can help you to improve your reading comprehension.

One question you can always ask is, 'Why is the writer writing this text?' What's the writer's aim? Look for reasons why the writer wrote that text. Is the writer just giving you some information? Or trying to persuade you that his or her ideas are good?

Another question you can ask when you read is, 'How do I know that what I am reading is true?' To do this, you must look for evidence or proof. If the writer makes a point, see if he or she gives evidence to support that point. If someone gives us evidence, for example some data, then that makes the argument stronger. If there's evidence, it's more difficult for us to say, 'Your ideas are wrong.'

Finally, another question that you can ask is, 'What's the relationship between the ideas in the text?' Maybe this is a little difficult to understand but, for example, ask yourself, 'Is the text describing a problem ... and giving a solution to that problem?' Or 'Is the text comparing and contrasting two things – looking at similarities and differences?' Or again, 'Is the text looking at causes and effects – the reason why something happens and the results of that?' If we understand these relationships between different parts of the text, we can understand the whole text a lot better.

So, as I've said, critical thinking in its simplest form is about asking questions and don't forget, too, critical thinking doesn't mean thinking only by yourself; you can work with other students and discuss things together. Critical thinking can be a group activity. So, what I'd like you to do now ...

A. Choose the best way to complete this sentence.

'Critical thinking' means :

- a. thinking about very serious or important things .
- b. saying that you think a person or thing is bad or wrong.
- c. asking questions about what you see, hear or read .

B. Which questions are examples of critical thinking ?

- 1. How many children are there in your family ?
- 2. Is it true that most people will live until the age of 90 in the future ?
- 3. Why do many people continue to live with their parents after they leave university ?
- 4. How high is Mount Fuji ?
- 5. How do we know that the gap between rich people and poor people will increase ?
- 6. What will you do if you don't pass your next exam ?

C. Name three things you can look for in a text. Make notes about what the expert says about each thing.

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1. Look for reasons
-
2. Look for
3. Look for
-

- 1 Look for reasons why the writer wrote the text. Was it to provide information, or to persuade you of something?
- 2 Look for evidence, e.g. data. This makes an argument stronger.
- 3 Look for relationships between different ideas in the text, relationships between different parts of the text, e.g. problem and solution, cause and effect.

8. Match these words with their definitions.

Word	Definition	Answers
1. evidence	a. the ability to think of new ideas	1
2. creativity	b. cannot be seen	2
3. race	c. information which shows if something is true	3.....
4. out of sight	d. a way of grouping people according to the colour of their skin and physical appearance	4.....

9. You can also think critically about events. Ask one or two critical-thinking questions about these events.

1. the first Moon landing in 1969
-
2. the day in 1990 when Nelson Mandela walked free
-
3. the Wright brothers' first flight in 1903
-

1. How do we know that someone really stood on the Moon's surface? What kind of technology did they use to get to the Moon? What impact did it have?
2. Why did Mandela walk free then? Did anyone help him to get out of prison?
3. Was this the most important event in the 20th century? Why were the brothers so interested in flying?

10. Look at these facts. How do you know they're true?

1. The population of Germany was nearly 82 million in 2011.
-
2. People cannot live without water.
-

1 from official census data

2 from science and broad human experience

11. Compare these claims. Which do you believe more? Why?

1. A mother's love is important for her children.

2. A mother's love is important for her children. Without it, it is difficult for a child to grow up into a normal, healthy human being. A number of studies over many years have shown this. These studies took place in several countries around the world, with very similar results.

2 gives evidence (number of studies, many years, several countries, similar results)

entered a competition

12. Read this poster. How can you win a prize? How many people will win a

INTERNATIONAL WRITING COMPETITION

What makes you proud of your society today?

The Global Council for Youth invites young people around the world to write about what makes them proud of their society today (maximum 200 words). The top 20 entries will receive a prize of 250 US dollars and will appear on the Council's website.

You need to write a maximum of 200 words on the topic of what makes you proud of your society today. 20 people will win a prize.

4. Read this article and answer the questions below.

What to choose? It's difficult to decide, as I feel proud of many things in my society today: for example, our education system, our creativity in the arts and our science.

Two things, however, make me especially proud of my society. First, our big cities are very multicultural, so you see people of many different races, colours and religions. These people all live and work side by side. I think it's a great example of how people can come together and create a mixed, peaceful society.

The second thing is less obvious, as it often happens out of sight. It's the fact that every day of the year, thousands of British people do voluntary work. They give up their time to help others for nothing. They help their local hospitals and communities, look after old people and do things to raise money for good causes.

Because of these things, I feel proud of my society and see a positive future for it. However, I also want to contribute to it. In my life, many people have helped me, so now I would like to give something back.

Sara Hussein, 20-year-old business student from Birmingham

A. What do you think the judges liked and disliked about it?

.....
.....
.....
They liked: her choice of topics, its modernity, her willingness to contribute herself, her positive outlook, her good writing style

The only thing they did not like was her failure to write using paragraphs.

B. Divide Sara's answer into four paragraphs.

Paragraph 1 ends our science; paragraph 2 ends peaceful society; paragraph 3 ends good causes

C. What is the topic of paragraphs 2 and 3 of the writer's answer?

.....
.....
.....
D. What evidence does the writer give for the two main things she is proud of?

.....
.....
.....
13. Join these sets of sentences to make one sentence.

1. They help their local hospitals. They look after old people. They collect money for good causes .
2. Sara studies business at university. She lives with her parents. She helps in her parents' shop at weekends .
3. Her sister studies at school. She likes music. She wants a car .

1. e.g. They help their local hospitals, look after old people and collect money for good causes .

.....
.....
.....
14. Then use these linking words to complete this report .

so, as, however and because

There were a very large number of entries (over 3.000), 1 it took a long time to read them all. 2 the judges' task was interesting, 3 the young people wrote about a wide range of topics. The standard of entries was also very

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high, 4 it was extremely difficult to choose the winners. After much discussion, 5, the judges agreed on the top 20 entries .

The judges were impressed by the writer's article, 6 her modern vision and a feeling for other people. They also liked the style of her entry, 7 she communicated her ideas very clearly. 8, they were not happy with her paragraph organisation .

Khaled Afifi Abo Hattab