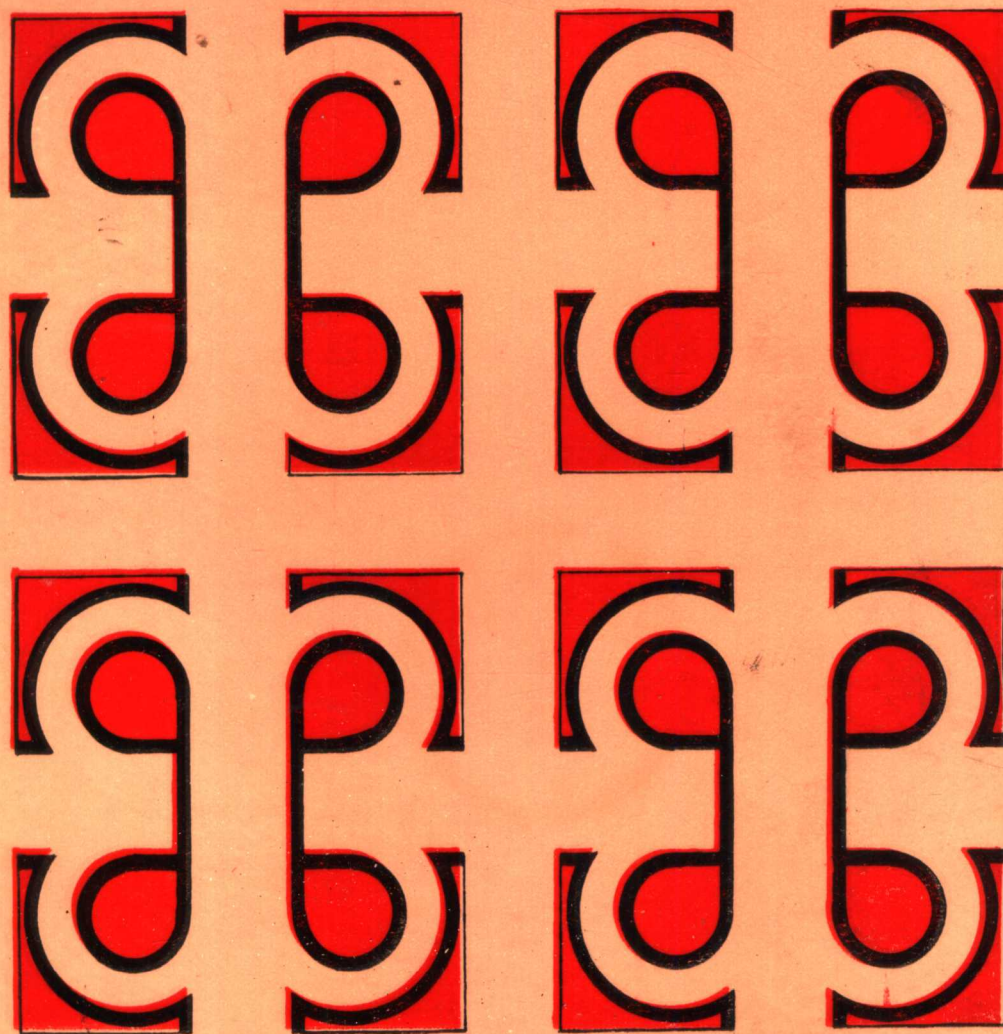


Interlink

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A Course in Integrating Skills in English



Samuela Eckstut and Tom Miller

PRENTICE HALL INTERNATIONAL ENGLISH LANGUAGE TEACHING

World Publishing Corporation

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ENGLISH LANGUAGE TEACHING
World Publishing Corporation



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Unusual Facts

Before You Read

Word Study

The following words appear in the article you are going to read.

compare notes – to study with someone else the similarities of and differences between things

extrovert – a person who is usually very friendly and enjoys being with people

former – earlier

genetic – having to do with genes (the characteristics a child gets from his or her parents)

in shock – so surprised or afraid that a person cannot do anything

resemblance – a similar look

reunion – a meeting after a period of separation

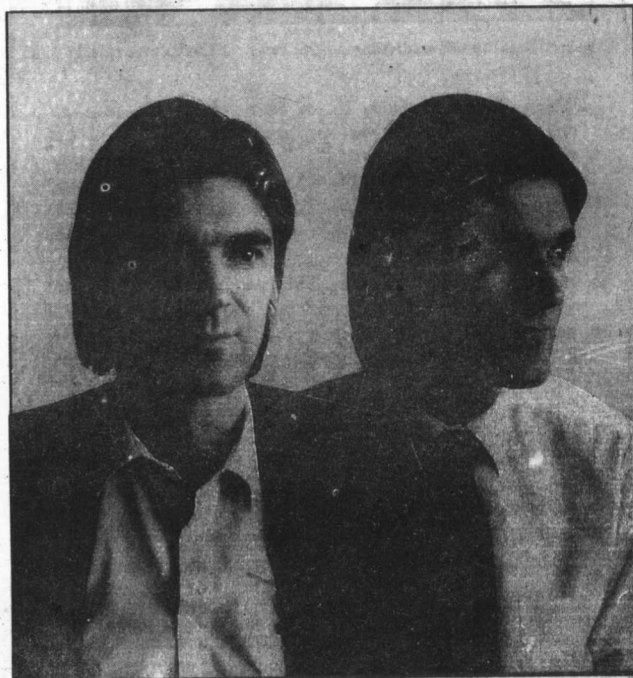
Fill in the blanks with the appropriate word.

Many people believe that 1. _____ factors affect the way we act more than our surroundings. But a 2. _____ classmate of mine, Maria Rivera, who is now a well-known journalist, proves the opposite. When I first saw Maria and her sister together, I was 3. _____. I couldn't believe my eyes. The 4. _____ between them was unbelievable. I thought Maria was standing next to a mirror!

But even though they are twins, Maria and her sister act totally differently. In fact, at family 5. _____, nobody can believe they are sisters, let alone twins. Maria

is a real 6. _____, but her sister is very shy and quiet. Maria likes to laugh, but her sister likes to sit quietly and think. When I 7. _____ with Maria's friends, we cannot find anything that is similar about them. So I ask myself, if these two women have the same genes, why are they so different?

Warm-up



- 1) Do you know any twins (triplets, or even quadruplets)? Are they identical or fraternal?
- 2) How can you tell if twins are identical?
- 3) Is there anything unusual about twins, especially identical ones?
- 4) Would you like to have a twin brother or sister? What would the advantages and disadvantages be?

Predicting

Look at the picture below, and read the caption underneath it. What questions do you think the article will answer?

Reading

Read the article, and see if it answers the questions you listed above.

BLOOD IS THICKER THAN SURNAME



Robert, David and Edward: After nineteen years, the triplets were reunited

When Robert Shafran, 19, of Scarsdale, N.Y., went to college this fall, he was surprised that so many of his classmates called him "Eddy". They told him he looked just like a former student, Edward Galland of New Hyde Park, 5 N.Y., and a friend of Galland's discovered they had the same birth date. When Shafran and Galland compared notes (both were adopted), they concluded they were identical twins separated shortly after birth. They were wrong: in fact they were triplets. After newspapers ran their pictures, Galland's mother got a call from David Kellman of Howard Beach, N.Y. "You're not going to believe this," he said, "but I believe I'm the third."

He was: as "Baby A," "Baby B" and "Baby C," Bob, David and Eddy had been born to the same mother in a 15 Long Island hospital on July 12, 1961. They were adopted by three different couples, none of whom was told their new son had brothers. Their reunion after nineteen years was "a real head trip" for the brothers and their families, said Galland's adoptive sister, Barbara, 21. "We were just in shock for a 20 couple of days," she said.

Relatives say their resemblance extends well beyond their looks. All three like active sports and have similar tastes in rock music and girlfriends. All three are extroverts who frequently express themselves with their hands, and all three 25 have a characteristic habit of wriggling their tongues to accentuate a grin. "They talk the same, they laugh the same, they hold their cigarettes the same," says David's adoptive mother, Claire Kellman. And genetic-code breakers take note: all three smoke the same cigarette - Marlboros, in the 30 hard box.

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Check Your Comprehension

A. What do the following words refer to?

- 1) *him* (line 3)
- 2) *they* (line 5)
- 3) *he* (line 11)
- 4) *I* (line 11)
- 5) *their* (line 16)
- 6) *we* (line 19)
- 7) *all three* (line 23)

B. Choose the word which is closest in meaning to the word from the text.

- 1) *concluded* (line 7)
 - (a) forgot
 - (b) decided
 - (c) remembered
- 2) *ran* (line 9)
 - (a) moved quickly
 - (b) published
 - (c) raced
- 3) *adopted* (line 15)
 - (a) made a member of a family through marriage
 - (b) made a member of a family because of the wishes of that family
 - (c) given birth to twins or triplets
- 4) *head trip* (line 18)
 - (a) shock
 - (b) game
 - (c) traveling experience
- 5) *extends* (line 21)
 - (a) stops
 - (b) begins
 - (c) goes
- 6) *tastes* (line 22)
 - (a) likes
 - (b) good food
 - (c) items that a person buys
- 7) *express* (line 24)
 - (a) view something
 - (b) listen to something
 - (c) communicate something
- 8) *wriggle* (line 25)
 - (a) eat quickly
 - (b) turn off and on
 - (c) move back and forth

C. Who probably said each of the following?

- 1) "You look just like Edward Galland."
- 2) "You have the same birth date as Edward Galland."
- 3) "I'm also a brother, I think."
- 4) "They are similar in more ways than just their looks."

D. Answer these questions.

- 1) Why did classmates call Robert Shafran "Eddy"?
- 2) Why did David Kellman think he had two brothers?
- 3) Why didn't the triplets know that they had brothers?
- 4) How old is David Kellman?
- 5) How are the triplets similar?

Talk It Over

- 1) What does the title of the article mean?
- 2) Do you think that environment (a person's surroundings) influences people more than genetic factors? Why?
- 3) Why do people adopt children? Is adoption common in your country? Do you think adopted children should be told that they are adopted?

Focus on Language 1

Describing habits and physical characteristics: simple present

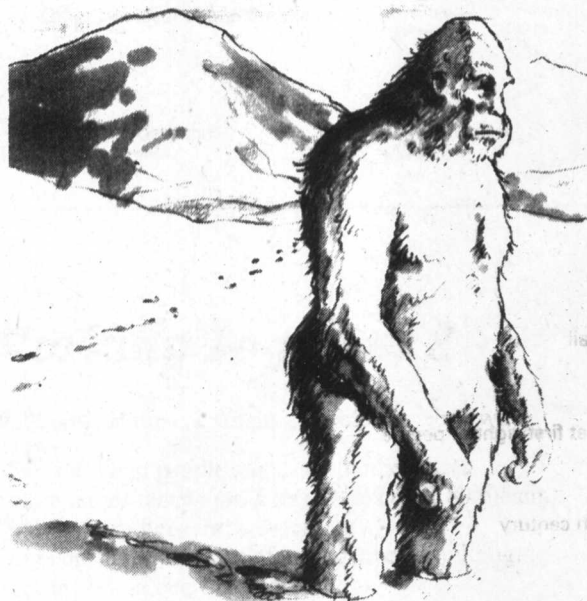
There are many uses of the simple present. One of these is to talk about habits. Look at the article on page 2, and find some examples of the simple present being used to describe habits.

EXERCISE 1

Think about the habits of people you know. Write down some of their unusual habits or some of your own, and then tell the others in your class.

EXERCISE 2

Fill in the blanks with the correct form of the verb, including negative forms where necessary. Use the verbs *come, cover, have, live, look, make, resemble and walk*.



THE STRANGE CREATURE OF THE HIMALAYAS

Boston, November 11 — Is there really an Abominable Snowman? That question has been asked over and over again. Explorers who have reported seeing it have given similar accounts.

It is very big, maybe even eight feet (2.44m) tall. Long brown hair 1. _____ all of its body except for its face, which 2. _____ that of a human. It 3. _____ erect like a human being on two thick legs; and it 4. _____ arms that reach down to its knees. Yeti, the Snowman's other name, 5. _____ in Nepal near the top of Mt. Everest, the highest mountain in the world. It is a nocturnal creature and, therefore, 6. _____ out during the day. According to the Sherpa, the people who 7. _____ in this area of Nepal, the Yeti 8. _____ strange whistling or hissing noises when it 9. _____ down from the mountains to attack villages.

Though many would like to believe the accounts of the existence of the Yeti, it has never been caught. No one has even taken any pictures of it. There are photographs of what are supposed to be the Yeti's footprints, but according to scientists, they 10. _____ like the footprints of a strange, half-human creature. Rather, they 11. _____ the prints of a bear or another Himalayan mountain animal.

UNIT 1

Working Together 1

Student A

You need the information that your partner (Student B) has in order to write up a short news report about a strange creature. Get the details by asking the appropriate questions, and fill in the chart below. Then write up the report. It should include a headline, the city and date of the report and a picture.

Name:

Other name:

Habitat:

Size:

Head:

Neck:

Other physical characteristics:

Habits:

Proof of existence:

Now switch roles. Your partner needs the information you have below in order to write up a short news report about another strange creature. Give whatever information he/she asks for.

Name: Loch Ness Monster

Other name: Nessie

Habitat: Lake in Scotland called Loch Ness

Size: 15-20 feet (4.50-6m) long

Head: Flat, small

Neck: Long

Other physical characteristics: Humped back (like a camel), long tail

Habits: Peaceful swimmer, seen lying on stone near shore, hides at first sight of people

Proof of existence: Photographs from far away, sightings since 6th century

UNIT 1

Student B

Your partner needs the information you have below in order to write up a short news report about a strange creature. Give whatever information he/she asks for.

Name: Big Foot

Other name: Sasquatch

Habitat: Mountains and forests of northwest U.S. and Canada

Size: 7-10 feet (2.10-3m) tall

Head: XXXXXXXXXXXX

Neck: Short

Other physical characteristics: Long arms, short legs, body covered with long black hair like ape

Habits: Runs away when people come near, deep growling sounds like other wild animals

Proof of existence: Huge footprints more than 26 inches (65cm) long and 7 inches (18cm) wide, sightings since 1840

Now switch roles. You need the information your partner has in order to write up a short news report about another strange creature. Get the details by asking the appropriate questions, and fill in the chart below. Then write up the report. It should include a headline, the city and date of the report and a picture.

Name:

Other name:

Habitat:

Size:

Head:

Neck:

Other physical characteristics:

Habits:

Proof of existence:

Working Together 2

Walk around the classroom and find someone who

- hates it when people smoke in public places.
- has a father taller than 5 feet, 9 inches (1.80 meters).
- has two brothers and a sister.
- lives on the third floor of an apartment building.
- never goes to bed before midnight.
- doesn't eat fish.

- comes to class on a motorcycle.
- never eats breakfast.
- likes to get up around 6:30 in the morning.
- never watches T.V.
- is an only child.
- likes to sleep with the window open.
- talks in his/her sleep.
- takes two showers a day in the summer.
- sings in the shower.
- plays a musical instrument.

Compare notes with the other students in your class.

Before You Listen

- 1) Have you ever been to a circus? If you have, when was the last time you went? What did you like the most?
- 2) What are some of the things clowns do at the circus? Do you think being a clown is a difficult occupation? Why or why not?
- 3) What does a clown look like?
- 4) How can a person learn to be a clown?



Listening

Listen to "To Tell the Truth" on tape. This is a game show in which one person (called a contestant) is telling the truth and the other is not. You will have to decide which contestant is telling the truth.

Listen and fill in this chart. The information you write down will help you decide who is telling the truth.

Contestant Number One

Name: Emmett Nugent

Occupation until recently:

Number of years:

Former occupation:

Activities:

Training:

Contestant Number Two

Name: Emmett Nugent

Occupation until recently:

Number of years:

Former occupation:

Activities:

Training:

Talk It Over

Before you find out who is telling the truth, tell the other members of your group who you think the real clown is and why. Discuss whether there is anything besides the information you wrote down that helped you make your decision. Also discuss whether the contestants' way of speaking gave you any clues.

Focus on Language 2

Talking about habits in the past: *used to* + verb

When English speakers talk about habits or events which happened frequently in the past but do not happen anymore, they often use *used to* + the base form of the verb.

EXERCISE 1

Long ago, people lived differently and had different beliefs than they do now. Look at these pictures and say what people used to and didn't use to do.



What other differences can you think of? Write them down and then compare your list with a classmate's.

EXERCISE 2

How has your hometown changed over the years? Make a list and then compare it with a partner's.

EXERCISE 3

Think of some things you used to do as a child that you don't do anymore and some things you do now that you didn't use to do. Make a list. Then find out how similar you and your classmates are by asking if they used to do the same things.

Writing Practice

Topic Sentences

A well-written paragraph contains a topic sentence. A good topic sentence gives the reader a clear idea of what to expect before reading the rest of the paragraph. Look again at the article on page 2. What is the topic sentence of the third paragraph? How do you know?

EXERCISE 1

The paragraph below is missing a topic sentence. Look at the following three sentences and read the paragraph.

- (a) People love to tell ghost stories.
- (b) Many people believe in ghosts and are even afraid of them.
- (c) Have you ever heard of ghosts?

People fear them most when they are alone, when it is dark and when they hear strange noises. Some people actually avoid going near empty houses because they have heard that ghosts live in them. Of course, they will give you other reasons why they do not want to go near such homes. But the real reason they avoid these homes is that they think ghosts are inside.

- 1) What topic do all three sentences have in common?
- 2) Which sentence a, b or c should be the topic sentence of the paragraph?
- 3) Underline the one word in your choice that tells you which should be the topic sentence.

EXERCISE 2

Read the following paragraphs and choose the best topic sentence for each. Discuss the reasons for your choices.

- 1) (a) There are many reasons why people believe in ghosts.
- (b) People who believe in ghosts also believe that ghosts have specific reasons for returning.
- (c) Nobody can explain why people are afraid of ghosts.

UNIT 1

The reasons have not changed much from ancient times up to the present. Some ghosts return for revenge, others to remind their loved ones about things they are supposed to do.

- 2) (a) Ghosts want to frighten people who are still alive.
- (b) Ghosts return to kill others.
- (c) The most famous reason for a ghost's return is revenge.

Usually the ghost wishes to frighten someone who has done something evil to the dead person or to a loved one. Other times, the ghost of a murdered victim returns to make sure that the killer does not go free.

- 3) (a) Then there are the ghosts who return because of money matters.
- (b) Some ghosts do not have any reason for returning.
- (c) Three more ghosts returned to take care of other problems.

For instance, the ghost of one wealthy woman returned to remind her husband to pay his workers. Another returned to ask her priest to pay a debt of hers. And still another returned to show his sons where he had hidden his money.

- 4) (a) This is the last reason we are going to mention.
- (b) Finally, we have the ghost that returns to protect people.
- (c) In conclusion, some ghosts have been appearing for centuries.

Such ghosts help to prevent death or disaster. People say that the ghost of a former 18th-century housekeeper still looks after the residents of her house. During a 1938 hurricane, the ghost was seen in the garden while all the trees fell down around her. As a result of her return, nothing happened to the house or the people in it.

EXERCISE 3

Read the following information about vampires.

Habits: go out only at night
wear black clothes
drink blood

Prevention: wear garlic around your neck
carry a cross

How to destroy: put a wooden stick through its heart

Write a paragraph based on this information. Choose the best topic sentence:

- 1) One of the world's most famous vampires, Dracula, lived in Hungary.
- 2) Some people don't believe that vampires exist.
- 3) Vampires are corpses that return to life.

Expand Your Vocabulary

- A. The words in parentheses appeared in the article on page 2. Using your dictionary, fill in the blanks with the noun, verb or adjective form of the word in parentheses.

- 1) (compare)

There's no _____ between the two; one is ten times better than the other.

- 2) (adopt)

The _____ is not legal until you have signed this paper.

- 3) (similar)

The _____ are really amazing. I never knew two people could be so much alike.

- 4) (frequently)

If you ask me, you'll probably find him at the Kit Kat Club. That's the place he most often _____ when he's upset.



UNIT 1

5) (express)

Did you see the _____ on her face when you said that? I thought she would start crying any minute.

9) (shock)

Don't pay any attention to them; they just like to _____ their friends.

6) (extend)

I'm sorry, but we can only give you a two-month _____ on your visa.

10) (shock)

The news was so _____ that she fainted.

7) (characteristic)

The book has ten main _____; that's what makes it so confusing.

B. Write sentences for each of the following words showing that you understand the meaning of the words as used in the article on page 2.

8) (conclude)

He finally came to the _____ that he had to find a new job.

- 1) former
- 2) habit
- 3) identical
- 4) reunite
- 5) taste (n.)

Language Summary

FUNCTION: Talking about personal habits and describing physical characteristics: simple present

I walk She walks	to work.	They don't He doesn't	ever walk.
---------------------	----------	--------------------------	------------

Do you	wear blue jeans to English class?	Yes, I do.
Does Sue		No, she doesn't.

Meaning: The simple present is used to talk about habitual actions or states.

FUNCTION: Talking about former habits and events: *used to* + verb

I	<i>used to play</i> football, but	I don't	anymore.
He		he doesn't	

She	<i>didn't use to study</i> English, but	she does	now.
They		they do	

Did	you	<i>use to study</i> so much?	Yes, I did.
	Nick		No, he didn't.

Meaning: When English speakers talk about habits or events which happened frequently in the past *but do not happen anymore*, they often use *used to* + the base form of the verb. This means the same as "I often did something, but I don't do it anymore." "I didn't use to do something" usually means the same as "I didn't do this before, but I do it now."

Famous Places and People

Before You Read

Word Study

Guess the meaning of the underlined words.

Many people consider the Taj Mahal one of the most beautiful buildings in the world. Even though it was built centuries ago, it is still 1. intact. No part of it has been destroyed. The building, which is 2. constructed completely of marble, is truly a 3. masterpiece of art in stone.

Perhaps 2,000,000 pieces of stone were used in the building, or perhaps only 1,000,000. We cannot be sure of the 4. accuracy of the numbers. But we do know that it was a 5. colossal building, one of the largest ever constructed.

The 6. layout of the church, which had the shape of a cross, was interesting. There was a large room for the dead villagers under the church. This 7. burial chamber was dark and dusty. The 8. passageway which led from the church to the chamber was long and narrow. People had to bend over as they walked through it.

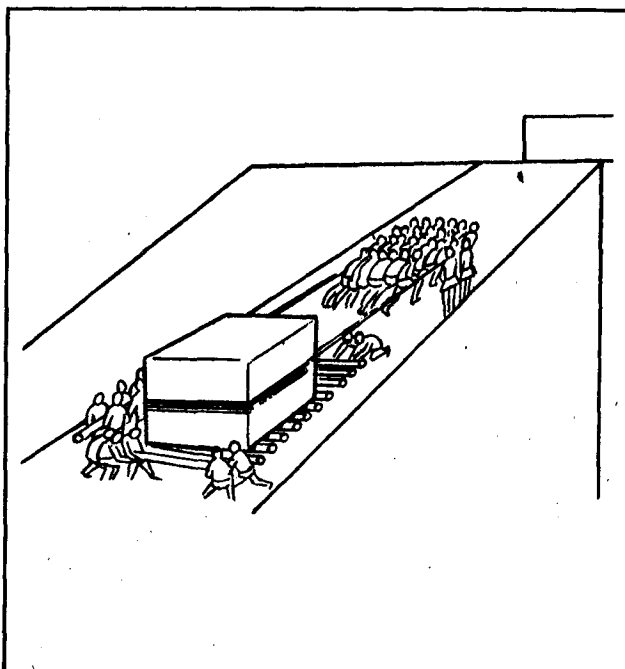
Warm-up

- 1) The pyramids of Egypt were among the Seven Wonders of the Ancient World. Do you know what the other six were?
- 2) Why were the pyramids built? Where were the most famous ones built?
- 3) Do you know how long it took to build the pyramids? How were they built?

Reading

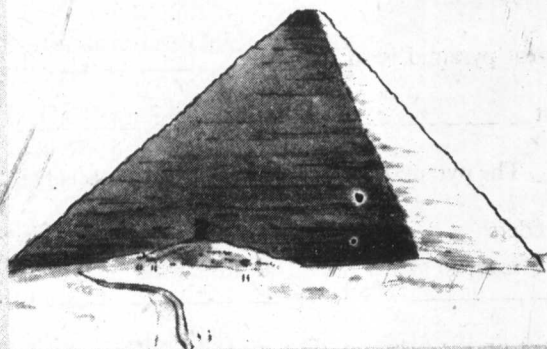
Read the text and find out:

- 1) how long it took to build the pyramid of Cheops.
- 2) how many people worked on the pyramid of Cheops.
- 3) if anyone knows exactly how the pyramid of Cheops was built.



Artist's impression of how the pyramids may have been built.

UNIT 2



Pyramids of Giza

The three great pyramids of Giza stand on a rocky plateau of the desert a few miles southwest of Cairo. They were built by the 4th-dynasty pharaohs Khufu (Cheops), Khafre (Khefren or Chephren) and Menkure (Mycerinus), and came to be numbered among the Seven Wonders of the Ancient World.

Khufu - The largest and oldest of them is that of Khufu, now known as the Great Pyramid and called "Horizon of Khufu" by the ancient Egyptians. Perhaps the greatest single building ever erected by man, the Great Pyramid's almost perfectly square base was,

when intact, 230m. long, thus covering an area of slightly over 13 ac.; . . . The original height was 146.59m., reduced 15 now to 137m. . . . The core is made of yellowish limestone blocks from the nearby Jabal al Moqattam; the outer casing (now mostly gone) and the inner passages are of finer limestone from Jabal Taura, while the burial chamber is built of huge blocks of granite from Aswan. Approximately 20 2,300,000 blocks of stone went into this stupendous structure, each weighing an average of 2½ tons.

The monument is a masterpiece of technical skill and engineering ability. The geometrical precision of its layout and the accuracy of the stonecutting are truly amazing, 25 particularly when one considers the colossal proportions of the whole and the size and weight of the blocks employed in it . . . The question of how the pyramid was built has not received a wholly satisfactory answer. The most plausible answer is that the Egyptians, who lacked tackle and pulleys 30 for lifting heavy weights, employed a sloping embankment of brick and earth, which was increased in height and length as the pyramid rose, and on which the stone blocks were hauled by means of sledges, rollers and levers. According to Herodotus the road for the conveyance of building material 35 from the river to the plateau on which the pyramid stands took 10 years to construct, while the pyramid itself took another 20 years and demanded the labour of 100,000 men . . .

(from the *Encyclopaedia Britannica*, 14th edition (1973) p.895 Volume 18)

Check Your Comprehension

A. What do the following words refer to?

- 1) *them* in line 8
- 2) *this stupendous structure* in lines 21-22
- 3) *it* in line 28
- 4) *which* in line 33
- 5) *which* in line 36

B. Choose the word or diagram which is closest in meaning to the word from the text.

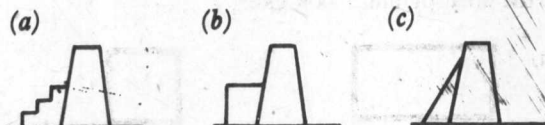
- 1) *erected* (line 12)
 - (a) seen
 - (b) built
 - (c) discovered
- 2) *stupendous* (line 21)
 - (a) very large
 - (b) very expensive
 - (c) very beautiful
- 3) *precision* (line 24)
 - (a) expense
 - (b) accuracy
 - (c) ability
- 4) *wholly* (line 29)
 - (a) religiously
 - (b) completely
 - (c) happily

- 5) *plausible* (line 29)
 - (a) probable
 - (b) unlikely
 - (c) exact

- 6) *lacked* (line 30)
 - (a) didn't know
 - (b) didn't carry
 - (c) didn't have

- 7) *employed* (line 31)
 - (a) found
 - (b) worked
 - (c) used

- 8) *sloping embankment* (line 31)



- 9) *hauled* (line 33)
 - (a) cut
 - (b) polished
 - (c) carried

- 10) *demanded* (line 38)
 - (a) required
 - (b) requested
 - (c) ordered

UNIT 2

C. Read the passage again, and find out why the great pyramid is considered the greatest single building ever erected. Then complete the chart below.

	Original	Present
Height		
Number of stones		XXXXXXXX
Weight of each stone		XXXXXXXX

D. Look at the following sentence from the text (lines 29-34):

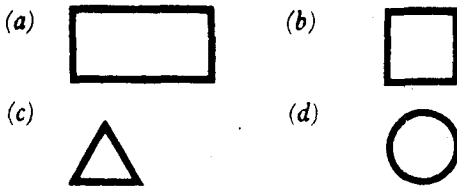
The most plausible answer is that the Egyptians, who lacked tackle and pulleys for lifting heavy weights, employed a sloping embankment of brick and earth, which was increased in height and length as the pyramid rose, and on which the stone blocks were hauled by means of sledges, rollers and levers.

Use the information in this sentence to complete the six short sentences below.

- 1) One answer is most _____.
- 2) The Egyptians didn't have _____.
- 3) They needed these to _____.
- 4) Instead they used _____.
- 5) As the pyramid got higher, the embankment _____.
- 6) The Egyptians used _____ to lift _____.

E. Choose the correct answer.

- 1) Jabal al Moqattam, Jabal Tura and Aswan are the names of
(a) people (c) places
(b) stones (d) pharaohs
- 2) Which of the shapes below does the bottom of the great pyramid look like?



- 3) Was the pyramid right next to a river? How do you know?
- 4) Why are the layout and stonecutting so unbelievable?
- 5) Why is it thought that the Egyptians used an embankment?

F. Complete the following sentences using information from the text.

The great pyramid is so large _____. It has about _____; each weighs _____. The pyramid _____, especially if one considers _____. We do not know _____. Probably _____ to haul blocks up the pyramid. The road _____ and the pyramid itself _____. It was a great accomplishment in such a relatively short period of time.

Focus on Language 1

Describing: passive voice

Look at the following sentence:

The Giza pyramids were built by the 4th-dynasty pharaohs.

Notice that we use the passive voice in this sentence because we are more interested in the pyramids than in who built them.

EXERCISE 1

Make statements about the following famous events.

Example: Chicago/destroy by fire/in the 20th century.
in the 19th century.

Chicago wasn't destroyed by fire in the 20th century.

It was destroyed in the 19th century.

- 1) John Kennedy/kill/in 1950.
in 1963.
- 2) The city of Dresden/bomb/during World War I.
during World War II.
- 3) America/discover/in 1350.
in 1492.
- 4) *Hamlet*/write/by William Shakespeare.
by Charles Dickens.
- 5) The telephone/invent/in 1942.
in 1876.
- 6) Beethoven's "Fifth Symphony"/compose/
between 1800 and 1807.
between 1900 and 1907.