



State of Libya
Ministry of Education
Curriculum and Educational Research Centre

21st CENTURY

English for Libya

Secondary 2 Course Book

Scientific Section
(القسم العلمي)



١٤٤١-١٤٤٠ هـ

مطبوعة لـ مركز المناهج التعليمية والبحوث التربوية - ليبيا ٢٠١٩-٢٠٢٠ م

Garnet
EDUCATION



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CONTENTS

Unit 1 Culture and Customs	6
Unit 2 Communication	18
Unit 3 The Environment	32
Unit 4 Fun with English 1	44
Unit 5 Food and Drink	50
Unit 6 The Media	64
Unit 7 Leisure	78
Unit 8 Fun with English 2	92
Grammar and Functions	98
Checklist for Written Work	107
Transcript	108
Key Words	128
Phonetic Symbols	149

ICON KEY

Throughout the Course Book and Workbook, you will find the following icons:



Pairwork activity



Group work activity



Project work



Functional grammar



21st Century Skills

Book Map

	UNIT 1 Culture and Customs Page 6	UNIT 2 Communication Page 18	UNIT 3 The Environment Page 32	UNIT 4 Fun with English 1 Page 44
Listening and speaking				
Reading and writing				
Structure and language				
Vocabulary				

UNIT 5 Food and Drink Page 50	UNIT 6 The Media Page 64	UNIT 7 Leisure Page 78	UNIT 8 Fun with English 2 Page 92



Communication Skills:

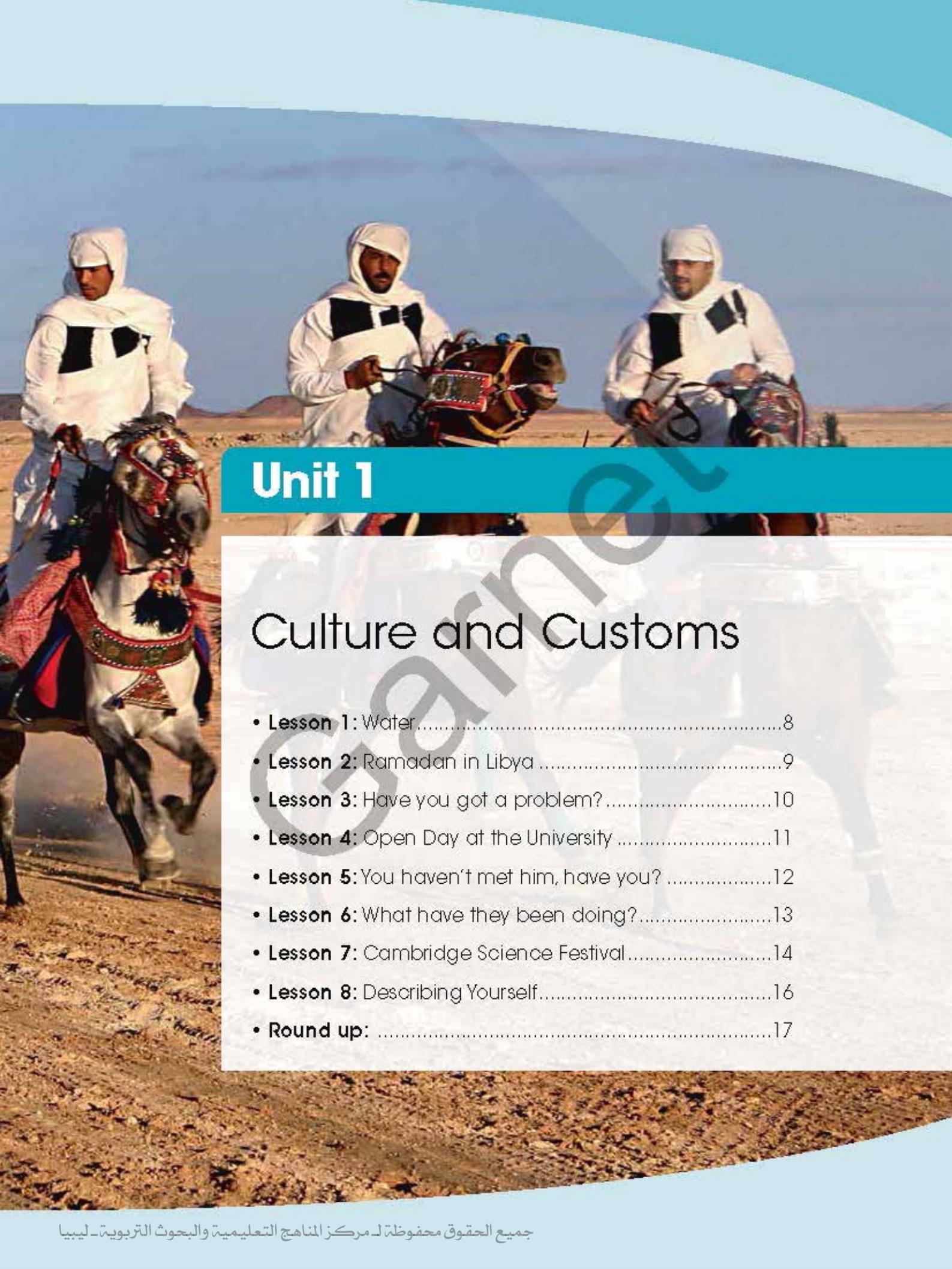
- Describing yourself and others
- Drawing conclusions from conversations
- Inferring information from a text
- Writing emails



Information Literacy:
Inferring information from context

Study Skills:
Transferring information to a table

Media Literacy:
Associating images with relevant statements



Unit 1

Culture and Customs

- **Lesson 1:** Water 8
- **Lesson 2:** Ramadan in Libya 9
- **Lesson 3:** Have you got a problem? 10
- **Lesson 4:** Open Day at the University 11
- **Lesson 5:** You haven't met him, have you? 12
- **Lesson 6:** What have they been doing? 13
- **Lesson 7:** Cambridge Science Festival 14
- **Lesson 8:** Describing Yourself 16
- **Round up:** 17

Unit 1

Lesson 1: Water

C21
SKILLS

A Look at the infographic about water. Check that you know the meaning of all the words. In pairs, discuss which water fact surprised you most.

25%
of all the water
on Earth is
fresh water.
But, **only**
3%
of the water
on Earth is
drinkable.



70%
of freshwater
is trapped in
glaciers
and
permanent snow.



1 in 4
people in cities are living
without access to clean water.

70% of the human
brain is water.



A person can
live for
one month
without food, but
less than a week
without water.

One
child dies every
20 seconds due to poor
water sanitation.



B Now listen to a short talk about the importance of water. Which facts from the talk are in the infographic? Which facts are new? Are any facts from the infographic not mentioned?

C Read the Functional Grammar box, and complete the sentences.



Talking about facts, habits and present situations: Present simple and continuous

- Water **is** vital for life. (fact)
- We **use** water for drinking, washing, industry and farming. (habit)
- We **are using** too much water. (present situation)
- **Complete the rules.**

We use the present _____ for something happening right now.

We use the present _____ for permanent situations and things that happen regularly.

p.98

D Now do Exercises A to E on pages 4 and 5 of the Workbook.

Lesson 2: Ramadan in Libya



A Read Samira's email and match the missing phrases to the spaces (a-f).

- 1 all through the day
- 2 but that's another story
- 3 we have an evening meal
- 4 spend a lot more time with each other
- 5 traditions in my country
- 6 to offer visitors in the evening



To: Claire
Subject: Hello!

Hi Claire,

Thanks for your email. You asked me about a. Well, at the moment it's Ramadan, so I'll tell you about that. Ramadan is a very special time for us. It's a thirty-day religious fast from dawn to sunset. So there's no eating, drinking or smoking b. During Ramadan, Muslim people spend more time reading the Holy Quran and attending religious lessons and sermons. It's a time when we try to pray more, be extra patient with each other, and be kind and generous to people who are less fortunate than us.

At sunset, we stop fasting, and after prayers, c. It's called iftar. My mother is a very traditional person. (She's also a little bit bossy, d!) Anyway, she makes sure that iftar in our home is a very traditional meal. We have things like dates, milk, fruit juices and a traditional Libyan soup. The main course is usually a stew with meat or chicken and vegetables, served with rice. Then we have tea and cakes. During Ramadan, we always have lots of pastries in the house e. One thing I really like about Ramadan here in Tripoli is that people are more sociable. Families and friends f in the evenings and neighbours share food.

After iftar, people go to the mosque to take part in the Taraweeh and Tahajud night prayer.

Towards the end of the month, some people can feel quite tired. But people don't get bad-tempered because Ramadan is so important for everyone. Even when people do feel hungry or tired, they are easy-going and remain calm.

Write back soon,

Samira

PS Here's a photo of you and me in Liverpool last year!



B Now do Exercises A to D on pages 6 and 7 of the Workbook.

C Work in pairs. Use the adjectives to talk about yourself, your family and your friends.

Our neighbour is very friendly, but she is shy.

Unit 1 Lesson 3: Have you got a problem?

A Read and choose the correct words to complete the phone conversation.

cat hand tree accident hate help serious

- Hadi: Hello, Mum. I've got a problem.
- Mum: What's the matter, Hadi?
- Hadi: I've had a scooter 1.
- Mum: Oh, no! Are you OK?
- Hadi: Yes, I'm OK, Mum. Honestly!
- Mum: Have you hurt yourself?
- Hadi: Not really. I haven't hurt myself badly. I've only broken my glasses and cut my 2.
- Mum: Oh, Hadi, I really 3 that scooter of yours.
- Hadi: Mum, please calm down. It's not very 4.
- Mum: How did it happen?
- Hadi: A 5 ran in front of the scooter. I tried to stop but the road was wet and I crashed into a 6.
- Mum: I'm coming to 7 you now. Where exactly are you?



B Listen and check your answers.

C Now do Exercises A and B on page 7 of the Workbook.

D Read the Functional Grammar box then underline examples of the sentences that talk about something that happened in the past and still applies now (past perfect simple), and circle the sentences that happened and finished in the past (past simple).



Talking about past actions: Present perfect simple, past simple

Ben visited London last week. (past simple)

Sarah hasn't been to London lately. (present perfect simple)

- Study the sentences then match each sentence to the statement that best describes it.

Ben visited Tripoli last summer. a an action that started and finished in the past

Ben has been to Misrata before. b an action that started in the past and still applies now

p.98-99

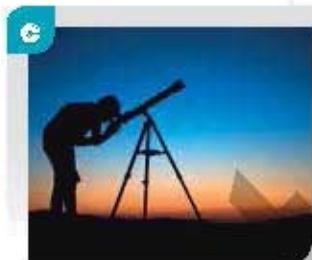
E Now do Exercises C, D and E on page 8 of the Workbook.

Lesson 4: Open Day at the University

A Match the sentences to the photos.

- 1 do an experiment
2 look through a telescope

- 3 read a science book
4 watch an eclipse



B Now do Exercises A and B on page 9 of the Workbook.

C Work in pairs to practise the conversations. Then use the prompts below and the words in the box to talk about things you have/haven't done.



Have you ever been to a university?



Yes, I have. I've been to Tripoli University.

When did you go there?

I went last week.
There was an open day. I visited the science department.

Wow! What was it like?

It was fantastic. I learned a lot. There were lots of interesting people to talk to.

No, but I'd like to. I'm going to apply to study there.

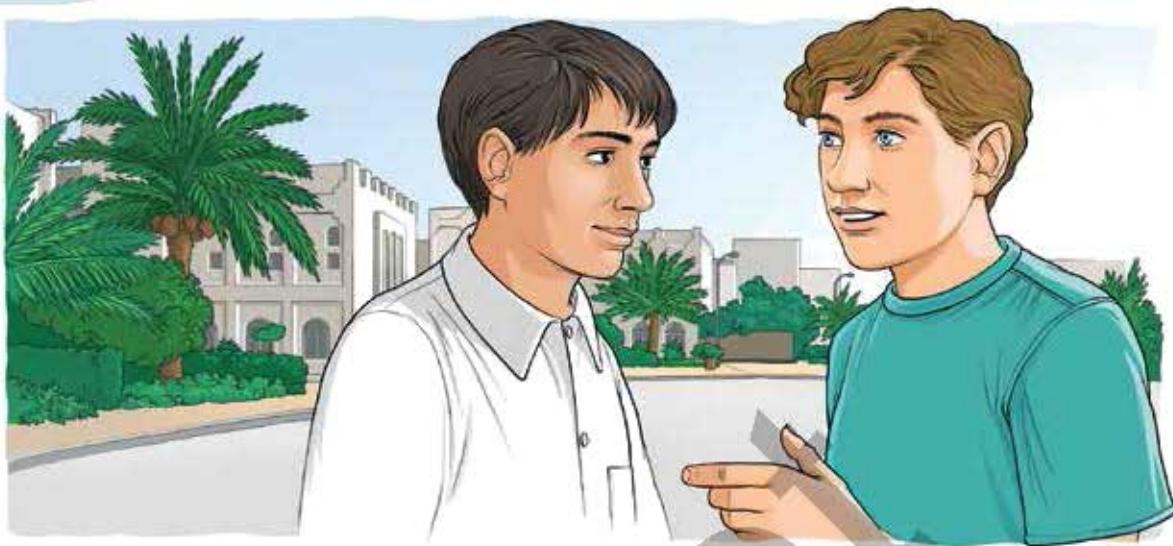
Have you ever been to university?

boring expensive horrible scary interesting a waste of time really fun all right

- | | | |
|------------------|-----------------------------|-----------------------------------|
| • break a bone | • go to a zoo | • see a scary animal |
| • found a fossil | • look through a microscope | • visit a famous bridge or tunnel |
| • give a talk | • met a famous person | |

D Now do Exercise C on page 9 of the Workbook.

Unit 1 Lesson 5: You haven't met him, have you?



A Listen and mark the sentences true (T), false (F) or don't know (DK).

- | | | | |
|--|--------------------------|--------------------------------|--------------------------|
| 1 Khalid wants Martin to come to supper. | <input type="checkbox"/> | 4 Khalid's mother never cooks. | <input type="checkbox"/> |
| 2 Martin speaks good Arabic. | <input type="checkbox"/> | 5 Martin has never met Hasan. | <input type="checkbox"/> |
| 3 Martin is staying with Khalid. | <input type="checkbox"/> | 6 Khalid has been to England. | <input type="checkbox"/> |

B Now do Exercise A on page 10 of the Workbook.

C Look at the sentences from the conversation then read the Functional Grammar box and add more examples.

- | | |
|---------------------------------------|---|
| 1 But it's Ramadan, isn't it? | 4 You aren't busy, are you? |
| 2 You're fasting, aren't you? | 5 You haven't met him, have you? |
| 3 It's called iftar, isn't it? | |



Checking information: Question tags

Question tags are statements followed by abbreviated questions asking for confirmation.

He locks the door every evening, **doesn't he?**

You locked the door, **didn't you?**

You're coming later, **aren't you?**

She is invited to the party, **isn't she?**

Can you add more examples?

p.99

D Now do Exercises B to D on page 10 of the Workbook.

Lesson 6: What have they been doing?

C2
Skills

- A What have they all been doing? Listen and complete the table.

Name	Activity
Huda	She's been taking photos.
Adam	
Anne Marie	
Rob & Mark	
Issa	
Nadia	

- B Match the names from the table to the people in the picture.



Talking about time: *For* and *since*

Match each sentence to the statement that best describes it.

- He's been talking on the phone *for* ten minutes.
 - They've been living here *since* July.
 - He's been talking on the phone *since* four o'clock.
 - They've been living here *for* six months.
- a We use *for* when we're talking about a period of time.
- b We use *since* when we talk about when something started.

p.100

C Now do Exercises A to C on pages 11 and 12 of the Workbook.

Unit 1 Lesson 7: Cambridge Science Festival

C21
Skills

A Look at the two texts. Which one is an email and which one is an online article?

B Read the texts and find answers to these questions.

- 1 Why is the city of Cambridge famous?
- 2 When is the festival held each year?
- 3 What does the festival celebrate?
- 4 How many days does the festival last?
- 5 What can visitors do and see at the festival?
- 6 Who is the festival for?

1

The screenshot shows a web browser window with the title bar "Links Address". The main content area displays the header "Cambridge Science Festival" with decorative floral icons on either side. Below the header, there are two columns of text. The left column discusses the history of Cambridge University and its role in science. The right column describes the festival's activities, including talks, performances, and exhibitions. To the right of the text, there are three images: a close-up of laboratory equipment, a molecular structure diagram, and a scientist working in a lab.

Cambridge Science Festival

Cambridge University is one of the world's oldest universities; it was founded in 1209. The research done in its science departments is respected around the world. The university has been home to hundreds of famous scientists. For example, in the 18th century, Sir Isaac Newton studied there. More recently, the university was home to Steven Hawking.

Cambridge University hosts the Cambridge Science Festival, which is held in March each year. The festival is a lively event where scientists, students and enthusiasts from around the world meet to talk about their ideas and discover other people's. It is a wonderful experience for those visiting the university. Visitors can attend talks, performances, films and exhibitions, hosted by scientists of many different disciplines. The festival truly is a celebration of science.

The exhibitions open at 10 a.m. on the first Monday of the festival, and close at 5 p.m. They run for two weeks. In the evenings, throughout the festival, lecture theatres across Cambridge host talks and lectures on a wide range of topics, including the future of medicine, the human body, new uses for lasers, new approaches to ecology and exciting new discoveries in space. There really is something to interest everybody.

Done Internet



To: Mike
Subject: Cambridge Science Festival

Dear Bilal,

Thanks for your email. I'm having a great time in Cambridge. We've got the Science Festival here this month, so there's lots to see and do.

I've been to three talks already so far this week! Two of the talks were given by the same lecturer. They were both excellent – one was about new ways of treating cancers, and one was about how we need to find more antibiotics, quickly!

I have also been to two exhibitions. The first one was all about DNA, its discovery, the way it carries the instructions for all living things, and how it is structured. It was so interesting, but I'm not sure I completely understood it! The other exhibition was all about water. There were some great photographs and displays, and I learned some cool facts. Did you know, about 65% of the human body is made of water?

Anyway, all the talks and exhibits have really made me want to study science when I get to university. Maybe you could join me at the festival next year? Just a thought ... :)

Write back soon!

Mike

P.S. Check out these pictures from the festival.



C Now do Exercises A to H on pages 12, 13 and 14 of the Workbook.

Unit 1 Lesson 8: Describing Yourself



- A Read the quiz and underline all the words that describe people.
What is each word followed by?

What are you really like?
Find out with our quiz!

- 1 Which sports are you good at?
- 2 Which school subjects are you most interested in?
- 3 What do you get angry about?
- 4 What do you get worried about?
- 5 What do you get excited about at home? At school?
- 6 What are you most afraid of?
- 7 Are you happy with your marks at school?
- 8 Do you ever feel jealous of your friends?
- 9 Do you ever get bored or annoyed with your homework?
- 10 When do you feel proud of yourself?



- B Work in pairs. Take turns asking and answering the questions.
Each time you answer a question, give one extra piece of information.

- C Study the Functional Grammar box then do Exercises A and B on pages 14 and 15 of the Workbook.



Expressing abilities, feelings and emotions: Adjective + preposition phrases

- Some adjectives are followed by a preposition

He was interested in the quiz.

Are you annoyed with me?

Sammi is good at coding.

p.101

- D Write a paragraph about yourself, a relation or a friend. Use at least six adjectives with prepositions. Underline the adjectives with prepositions.

My friend Ameena isn't very good at sport, but she's brilliant at art.
I like her because she's honest with everyone

Unit 1: Round up

A Here are some of the things you practised in Unit 1. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- talk about routines and habits, using the present simple

They **see** each other at school every day.

I always **send** her a card on her birthday.

- talk about what is happening now, using the present continuous

Why **are** you staying up late??

Please be quiet! I'm **doing** my Maths homework.

- check information, using question tags

You're staying in the Sheraton Hotel, **aren't** you?

We haven't met before, **have** we?

- talk about recent experiences, using the present perfect

He's **had** a car accident.

They've been to three plays so far this week.

- talk about recent activities, using the present perfect continuous

I've been studying all evening.

She's been **talking** on the phone for half an hour.

They've been watching **TV** since 6 p.m.

- talk about feelings, using adjectives with prepositions

I felt **proud** of myself when I won the writing prize.

Do you ever feel **worried** about the future?

- keep conversations going by showing interest

Really? That's nice. Not really.

Oh no! How about you?

I'm going to live
in Australia!





Study Skills:

- Identifying information in a text
- Inferring information about sequence from texts
- Researching and presenting information
- Taking notes

Communication Skills:

- Contributing to a discussion
- Decoding text messages and pie charts
- Summarizing a story

Media Literacy:

- Associating relevant information
- Identifying text types
- Understanding advertising

Information Literacy:

- Completing texts

Unit 2

Communication

- **Lesson 1:** Keeping in Touch 20
- **Lesson 2:** Doing an Experiment 21
- **Lesson 3:** The Swimmer 22
- **Lesson 4:** On the Phone 24
- **Lesson 5:** Time and Place 25
- **Lesson 6:** The Internet 26
- **Lesson 7:** They must have forgotten 28
- **Lesson 8:** Advertising 29
- **Round up:** 30

Unit 2

Lesson 1: Keeping in Touch

A Match each word or phrase from the box to each picture.

- a e-card
- b chatting on a mobile phone
- c laptop
- d text message
- e phone game
- f camera phone



C21
Skills

B What do the letters and numbers in picture 2 mean?



C Listen and match each speaker to a picture. You will hear these people speaking:

Simon
Ameera

Kamal
Aziz

Nadia
Nisrin

D Now do Exercises A to E on pages 16 and 17 of the Workbook.

Lesson 2: Doing an experiment

A Listen and read.

Umair and David are making an **electromagnet** in their science class. Umair is reading the instructions. David is doing the **experiment**.

Umair: We've got everything, haven't we?

David: I think so. We have a large **iron nail**. We have some **copper wire**. We have an **AA battery**. We have a few **paper clips**. And we have some **tape**.

Umair: OK. Let's get started. Wrap the wire around the nail.

David: Like this?

Umair: No. Look at the picture. Don't wrap it straight. **Wrap** it at an angle.



David: How's this?

Umair: Don't wrap it tightly. Wrap it around eight or nine times. Leave about 5 centimetres of wire free at each end.

David: OK. Done.

Umair: Good, but be careful. Don't **overlap** the wire.

David: Like this?

Umair: Perfect. Now, stick one end of the wire to the bottom of the battery with the tape. Then, stick the other end to the top of the battery.



David: Done. So, is this an electromagnet?

Umair: I hope so. Can you **pick up** the paper clips?



David: No ... it's not working.

Umair: Slow down! If you go too fast, they fall off.



David: I've got one!

Umair: You see? If you pick up the clips one by one, they stick to the nail.

David: I've got another one. And another! Wow. This is really cool.

B Work with a partner. Find the words in green in the text and work out their meaning. Use a dictionary if you need to.

C Study the rule then find other examples in the conversation.



Explaining processes: Giving instructions

- When we give instructions, we can use:

imperatives – **Wrap** the wire around the nail. **Don't wrap** it straight.

zero conditionals – **If you go** too fast, they **fall off**.

p.101

D Now do Exercises A to G on page 18 to 21 of the Workbook.

Unit 2 Lesson 3: The Swimmer

C21
Skills

A Look at the texts and find:

- an online article an email to a friend an advertisement
posts to an online forum a blog entry

B Put the texts in the order they were written or are used in the story by numbering them 1 to 6.

A

www.marjoryproblempage.co.uk

Marjory's Problem Page

Dear Omar,

It is not too late for you to learn to swim. Many swimming pools have classes for people who are afraid of water. Join one of these classes and say goodbye to the past. Good luck!

Marjory



B

www.weeklyheltonews.co.uk

SAVED BY A TEENAGE HERO

Gemma Green nearly drowned yesterday at Sennen Cove, Cornwall. Seven-year-old Gemma was playing on the beach when a huge wave pulled her out to sea. Seventeen-year-old Omar Zeid was walking on the beach with a friend when it happened. "One minute the little girl was playing on the sand and the next minute she was far out at sea," he told reporters.

Omar's friend Justin Cartwright said, "The water was rough and we could see she was in trouble so I phoned the coastguards on my mobile. I didn't think it was a good idea to go in after her. But Omar didn't waste a minute. He dived into the water, swam out to her and brought her back. He's a real hero."

Omar, who only learnt to swim last year, said, "I



didn't feel scared. I just knew I had to save her. My twin sister drowned when she was seven and it was the worst day of my life. This is the best day of my life."

c

Address: www.osspclasses.co.uk

OASIS SPORTS CENTRE AND POOL

Swimming classes for teenagers

Are you afraid of water? Do you want to learn to swim? Why not join one of our classes?

Complete beginners: Tuesday and Thursday 6.00–8.00 p.m.
Intermediate swimmers: Wednesday and Friday 6.00–8.00 p.m.

D

Address: www.marjorysproblempage.co.uk

Marjory's Problem Page

Dear Marjory,

I am writing to you because I am 16 but I can't swim and I'm frightened of the sea. When I was seven, my twin sister drowned in an accident at the beach. After that my mother never allowed me to go swimming. But now I want to learn to swim. Is it too late?

Omar

Done

E

Address: www.mypersonalblog.co.uk

10th July

I have paid for a swimming course. My first class is next Tuesday. I am really scared. But I am going to be strong. I AM GOING TO LEARN TO SWIM. NOTHING IS GOING TO STOP ME NOW.

F

To: Justin
Subject: Hello!

Dear Justin,

You won't believe this but I have learnt to swim. In fact, I am writing to ask you to come on holiday with me in Cornwall. We'll camp near the beach and go swimming every day. I hope you can come. I know we'll have a great time.

Omar

P.S. Here are some pictures of sunny Cornwall!

C Now do Exercises A to C on pages 21 and 22 of the Workbook.

Unit 2 Lesson 4: On the Phone

C21
SKILLS

- A Who usually uses these phrases, the caller (C) or the person (or machine) that answers the telephone (A)? Write C or A next to each phrase.



- 1 Hello. Is that Ian Murphy?
- 2 May I ask who's calling?
- 3 Could I speak to ...?
- 4 I think you've got the wrong number.
- 5 I'm afraid he's out at the moment.
- 6 Could you tell her I called?
- 7 Do you know when he'll be back?
- 8 Can I take a message?
- 9 Just a moment, please.
- 10 I'll tell him you called.
- 11 Is that 0207-681-432?
- 12 I'd like to speak to Salwa Halabi, please.
- 13 Please leave a message and we'll call you back.
- 14 Hold on, please.
- 15 Please speak clearly after the tone.
- 16 Hello, Carol. Nice to hear from you.

- B Now do Exercise A on page 23 of the Workbook.

Lesson 5: Time and Place

C21
Skills

A Match each sentence to a picture.

1 It's so crowded and there are such long queues.

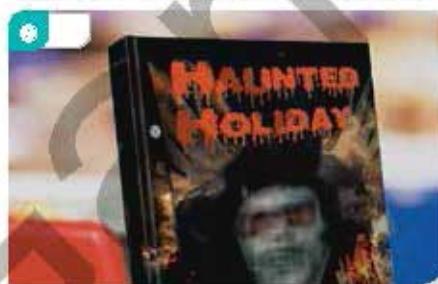
2 It's so pretty but it takes such a long time.

3 It was such a cold day that I wore my big coat.

4 Everything's so dry. It's such a hot place.

5 It was so frightening that I couldn't watch it.

6 We had such a good time we didn't want to stop.



B Read the Functional Grammar box and complete the rule.



Describing places and experiences: Using *so* and *such*

- **so + adjective** – It's *so* crowded.
- **such (a/an) + adjective + noun** – It's *such* a hot place.

Expressing cause and result with *so* and *such*

It was *so frightening that* I couldn't watch it.

It was *such a cold day that* I wore my big coat.

We can leave out *that* in the result clause.

We had *such a good time* we didn't want to stop.

p.101

C Now do Exercises A to F on pages 24, 25 and 26 of the Workbook.



A Quickly skim the texts. Make a list of five different uses of the internet mentioned in the texts.

B Scan the texts to find three negative aspects of the internet.

INVENTIONS THAT HAVE CHANGED THE WORLD

What do you do if you want to know about a high school volleyball team in Beirut? Who can your brother ask if he wants to find a language school in Scotland where he can study English this summer? Where can your sister get the latest information if she has to write an essay about world climate change? The answer is simple. You go onto the internet and look for a useful **website**.

The internet – sometimes called the World Wide Web (www) – is a huge international network of computers. It was invented in 1990 by two computer scientists – Tim Berners-Lee from Britain and Robert Cailliau, from Belgium. At the time, they were both working at a physics laboratory in Switzerland. They invented the system to help scientists to share ideas and information. In 1993 the internet became public and it grew very fast. Today it is used by millions of people all over the world and its use is still growing.

To **go online**, all you need is a computer and an internet router or wi-fi. And if you look at the statistics, most teenagers in the United States are connecting regularly. A recent survey showed that 82% of teenagers are sending and receiving email. Most of these also say they frequently **surf the net** for information. Another popular online activity among teens is **instant messaging** (IM). Over 80% have listened to music online and 50% have **downloaded** music from the internet. Only 13% of American teens are not using the internet at all.

Vocabulary tip: digital expressions

- **website** – A set of pages on the internet about a particular topic. These pages often contain colour pictures, sound and video.
- **go online** – Connect to the internet.
- **email** – Messages sent or received using the internet.
- **surf the net** – Spend time visiting a lot of websites.
- **instant message** – A written conversation between two people who are online. It's quicker than sending an email. The other person reads your message as soon as you send it and can answer instantly.
- **download** – Copy information or programs from the internet onto your computer.

COMMENT

CLAUDIA FLIGHT - UNITED KINGDOM

We've got a computer at home so I use the internet a lot for my school work. Whenever I need to find out some facts, I do a search on the internet. I needed information about sharks for a school project. I found lots of useful articles and pictures on the internet. I printed the pictures and used them in my project. It was quicker than going to the library and looking at lots of different books. I got all the information from the same place - the internet - using my computer.



COMMENT

SAMER KHOURY - LEBANON

I use the internet for homework, to send emails and to download apps. I also use it to find out what's on at the cinema and read film reviews. The only trouble with using the internet is that you sit in the same place for a long time. If I look at a computer screen for too long, my eyes sometimes hurt.

COMMENT

NADIA HASHIM - LIBYA

The internet is very useful, but you have to be careful if you don't want to waste time. Sometimes you are looking for one small piece of information and you end up spending an hour surfing the net. For example, yesterday I wanted to find out something about the River Nile. I looked at 17 different sites and it took me two hours to find what I needed.



COMMENT

MIKE ALLEN - AUSTRALIA

My business is buying and selling stamps. I do 70% of my business through the internet. I sell stamps to people in Malaysia, Japan, Europe and the Middle East. Sometimes I think it's a bit lonely. If you do business in a shop, you see people and life is more interesting. With the internet, you don't meet your customers. I also use the internet for shopping. I buy plane tickets and train tickets online. I always get my theatre and concert tickets online. I also buy books, computer programs, CDs and DVDs. It's cheaper and quicker and you don't need to go to lots of different shops looking for what you want.

C Now do Exercises A to D on pages 26 and 27 of the Workbook.



D In groups research information to prepare a presentation on another invention that has changed the world we live in. Share your presentation with the class.

Unit 2 Lesson 7: They must have forgotten.

A Listen and read.

Mrs Crosby: Hello, Anna Crosby here. Who's speaking, please?

Ammar: Hello, Mrs Crosby. This is Ammar.

Mrs Crosby: Oh, hello, Ammar. How are you?

Ammar: I'm fine, thanks, Mrs Crosby. Is David there, please?

Mrs Crosby: I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.

Ammar: Did you say with Rob?

Mrs Crosby: Yes. I think they were going fishing. Rob's father was going to drive them to the lake.

Ammar: Oh, no! They must have forgotten about the match.

Mrs Crosby: No, they knew about the match. I heard them saying they had a match at three.

Ammar: But it's three fifteen now. And they still aren't here.

Mrs Crosby: They might have had a problem with the traffic.

Ammar: But why hasn't Dave phoned? He's got a mobile. He always has it with him.

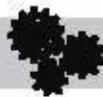
Mrs Crosby: He must have left it at home this time.

Ammar: They can't all have forgotten to take their mobiles.

Mrs Crosby: They must have. Typically! When those three go fishing, they forget about everything else.



B Read the Functional Grammar box and find examples of deduction in the dialogue.



Drawing conclusions: Making deductions

- We use **must have**, **can't have**, **might have** + the past participle to make deductions about the past.

Everything is wet outside. It **must have rained** in the night.

He **can't have borrowed** my jacket. It's much too small for him.

Where's my jacket? I'm not sure, but I think your brother **might have taken** it.

 p.101-102

C Now do Exercises A, B and C on pages 28 and 29 of the Workbook.

Lesson 8: Advertising

C21
Skills

A Look at the adverts for gadgets, and complete them with the words and phrases from the box. Add capital letters where necessary.

comes with check out easy to use feature it's time to look like say solved visit worry

A

Magitype



_____ goodbye to using your thumbs to type on tiny smartphone or tablet keyboards. _____ switch to this futuristic virtual keyboard, by Magitype. This cutting edge gadget uses lasers to project the keyboard onto any flat surface. You touch, and powerful sensors pick up what you have typed. It connects to your smartphone, tablet or laptop using Bluetooth, and comes with a rechargeable battery.

B

Highfly



Add some fun to your trip to work with the stylish new Highfly self-balancing hover board, and great to look at, this vehicle has non-slip pads to help you keep your balance. The powerful lithium battery has a range of 30 kilometres for every recharge. Completely safe to use, it can reach speeds of up to 10 kilometres hour. It _____ a built-in Bluetooth speaker and can connect to your smartphone.

C

Audiobobble

It's a very modern problem - how do I listen to my music and keep my head warm at the same time? My headphones won't fit under my hat! Well ... problem _____! These fashionable woolly hats have high quality speakers built in. The music travels through the wool and reaches your ears crystal clear and in stereo. The hats also _____ a built-in microphone, so you can make calls with your hands free.

See full Audiobobble range at www.audiobobble.com

D

KIDDYTAGZ

Give yourself some peace of mind with the latest KiddyTagz GPS tracker. Your kids will love wearing the tags, which _____ funky wrist watches. More importantly, the trackers let you know where all your kids are at the touch of a button. They work any time, any place! With a battery life of up to a week, the trackers use Bluetooth, Wi-Fi and GPS technology, so you'll never _____ about where your kids are again!

WWW.KIDDYTAGZ.COM for details

B Now do Exercises A to D on pages 29 and 30 of the Workbook.

C21
Skills

C Work in pairs. Prepare a poster advertisement for a gadget of your choice. Use phrases from Exercise A.

Unit 2: Round up

A Here are some of the things you practised in Unit 2. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **talk about the past, using the simple past and past continuous**

I got a mobile phone for my birthday.

He was walking along the street when he heard a loud noise.

- **give instructions, using the imperative and the zero conditional**

Turn it on and select a programme. Don't press the stop button.

If you want to print your document, click on the 'Ctrl' and 'p' keys.

- **use compound nouns relevant to the topic of communication**

text message camera phone gaming application

- **use phrasal verbs relevant to the topic of communication**

plug in turn on push down

- **express cause and result with so/such ... (that)**

I felt so tired that I stayed in bed.

It was such a hot day we couldn't move.

- **make deductions using must have, can't have, might have**

I can't get through to John. His battery must have died.

It only took you five minutes to do your homework. It can't have been very difficult.

He hasn't written to me. I think he might have lost my email address.

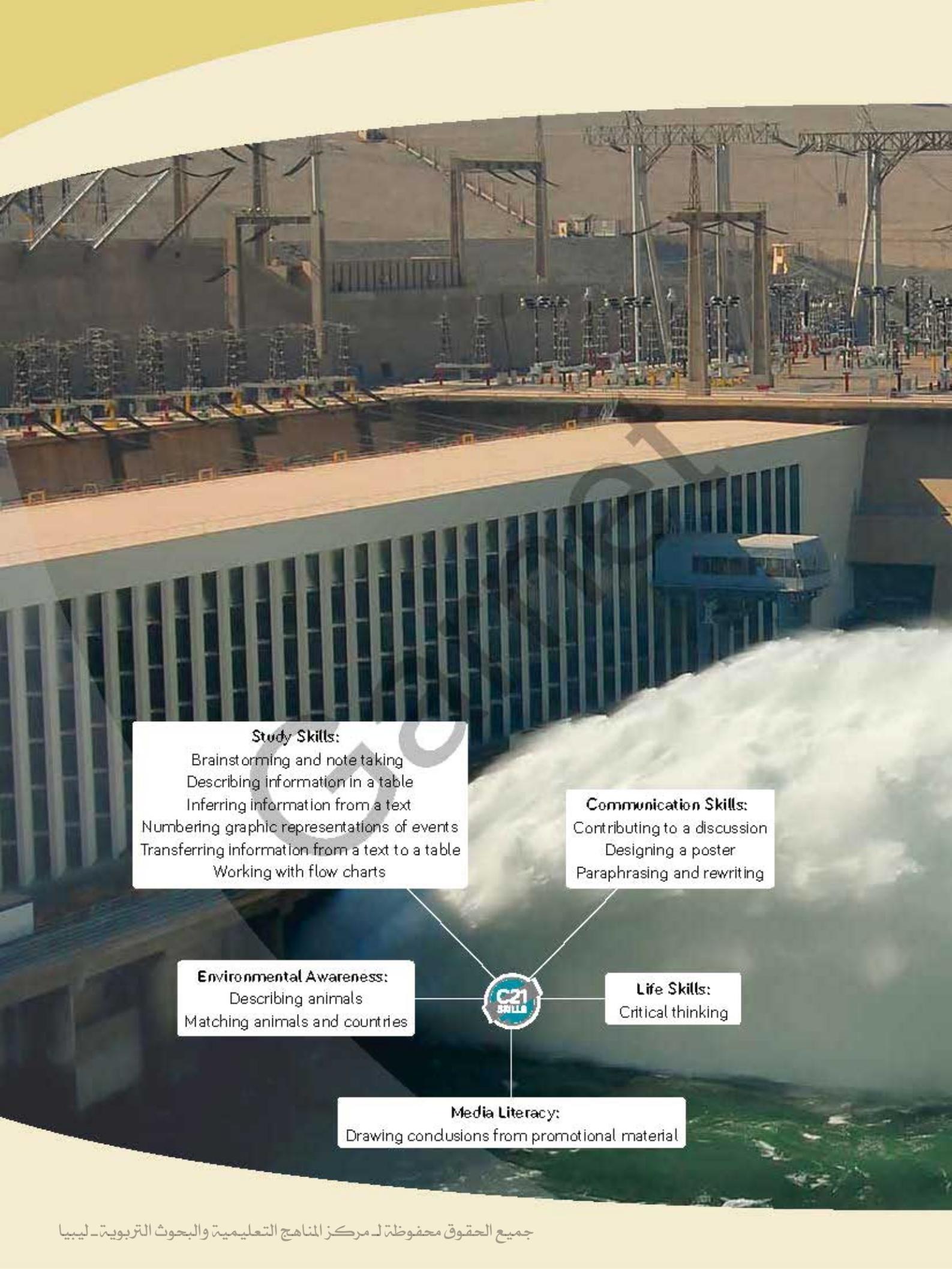


- **communicate on the telephone and leave messages**

Latifa, this is Annabel. I'm afraid I can't come to dinner this evening.
Can you call me later?

Hi, Julie, can you send me your notes on the project?





Study Skills:

- Brainstorming and note taking
- Describing information in a table
- Inferring information from a text
- Numbering graphic representations of events
- Transferring information from a text to a table
- Working with flow charts

Communication Skills:

- Contributing to a discussion
- Designing a poster
- Paraphrasing and rewriting

Environmental Awareness:

- Describing animals
- Matching animals and countries

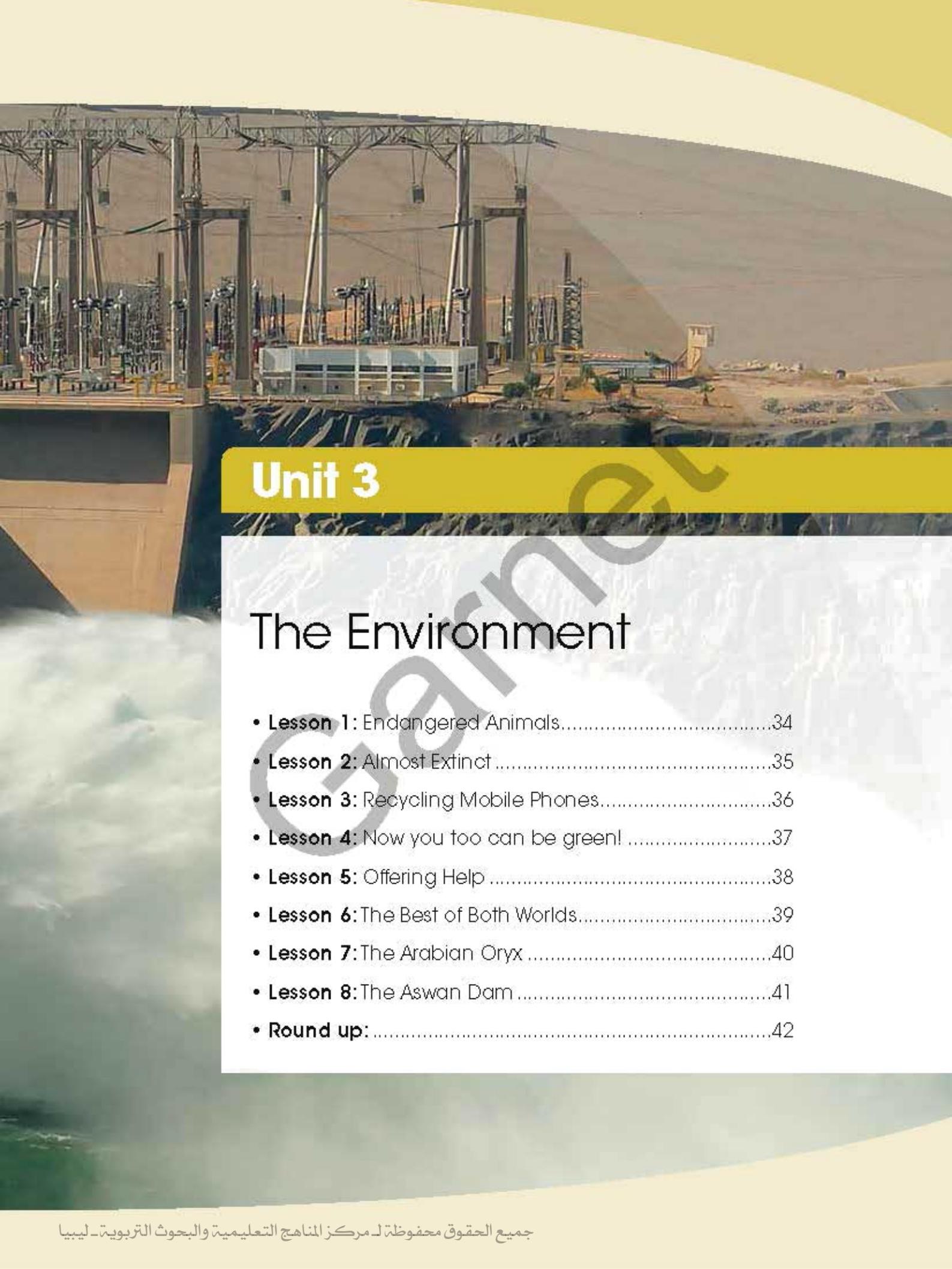
Life Skills:

- Critical thinking



Media Literacy:

- Drawing conclusions from promotional material



Unit 3

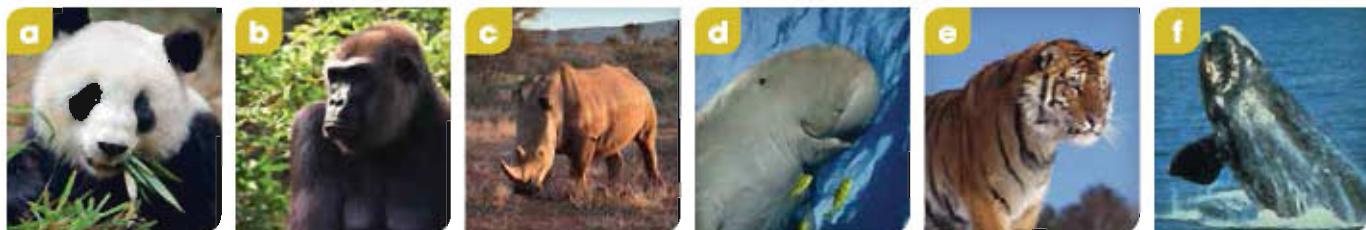
The Environment

- **Lesson 1:** Endangered Animals 34
- **Lesson 2:** Almost Extinct 35
- **Lesson 3:** Recycling Mobile Phones 36
- **Lesson 4:** Now you too can be green! 37
- **Lesson 5:** Offering Help 38
- **Lesson 6:** The Best of Both Worlds 39
- **Lesson 7:** The Arabian Oryx 40
- **Lesson 8:** The Aswan Dam 41
- **Round up:** 42

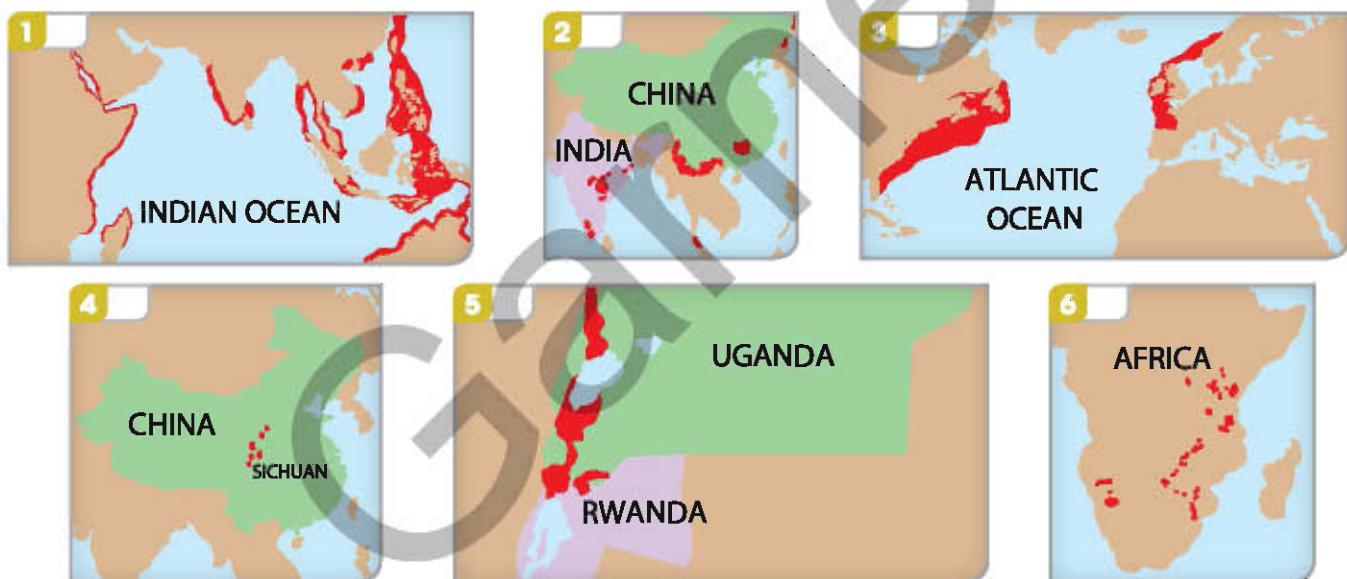
Unit 3 Lesson 1: Endangered Animals

A Write letters to match the animal names to the photos. What do you know about these animals?

giant panda tiger mountain gorilla dugong right whale black rhino



B Where in the world do these animals live? Match each animal to one of the maps. Then listen and check. The language in the audio is quite difficult – but listen carefully and you will hear the place names.



C Read the Functional Grammar box and complete the rule. Then do Exercises A and B on page 31 of the Workbook.



Describing in detail: Adjective order

A long green snake. A beautiful black and yellow bird.

A small red insect. A strange pink and grey animal.

- What does each adjective describe?
- Is there a pattern to the order of the adjectives?

p.102

Lesson 2: Almost Extinct

C2
Skills

A Read the questions and find the answers in the fact files as quickly as you can.

- 1 Which animal is eaten by some people?
- 2 Which animal eats bamboo?
- 3 Which animal eats cows?
- 4 Which animal is used in medicine?

A NORTH ATLANTIC RIGHT WHALE

Two hundred years ago the Americans called it the "right" whale because it was the right whale to hunt. It is slow and easy to catch, and it has lots of oil in its body. Hunters killed almost all of them. Today there are only about 350 in the North Atlantic. Hunting has stopped, but the population is not increasing. One reason may be pollution in the sea. If the right whale becomes extinct, it will be very sad. But at the moment nobody knows how to help them.



C MOUNTAIN GORILLA

Gorillas live in the forest. People cut down trees and destroy the forest. So the gorillas' habitat is getting smaller. Hunting gorillas is against the law, but illegal hunters still kill them. Some people eat gorilla meat. If we do nothing, mountain gorillas will become extinct in a few years. It is possible to breed gorillas in zoos. Many zoos around the world have gorilla-breeding programmes.



B GIANT PANDA

Pandas eat bamboo – sometimes 30 kilos per day of it! This means they can only live in places with lots of bamboo. So these beautiful animals have a problem: if people destroy their habitat, they will not be able to move to other places. And the bad news is – people are destroying their habitat. There are less than 1,000 wild pandas today. Zoos have about 60 and are trying to breed them.



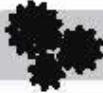
D TIGER

Although it is against the law, there is still a lot of tiger hunting. There are three reasons: (1) people think that tigers are dangerous; (2) tigers sometimes eat cows and sheep, so farmers don't like them; (3) in Chinese medicine they use tiger bones and other parts of the body. There are very few wild tigers left – perhaps 5,000. In China there are only 30. Tigers will be extinct in twenty years if hunters go on killing them. We can breed tigers in zoos. But they have another problem, too – people are destroying their habitat.



B Now read the texts carefully and do Exercises A to E on pages 32 and 33 of the Workbook.

C Read the Functional Grammar box and complete the rule.



True situations: First conditional

If you **call** Mariam, she **will help** you with the homework.

If the tickets **are** too expensive, we **won't go** to the concert.

If the shops **are** shut, I'll **be** annoyed.

If clause

main clause

If + verb in the _____ tense, **will/won't + infinitive**

What do you notice about the tense used in each phrase?

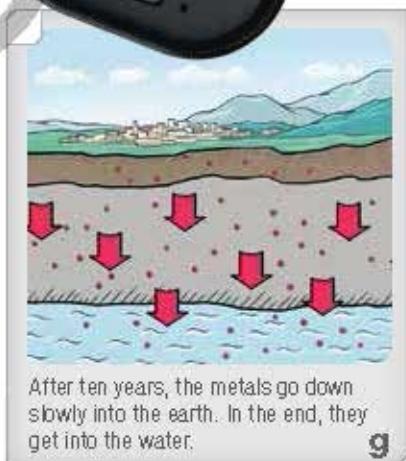
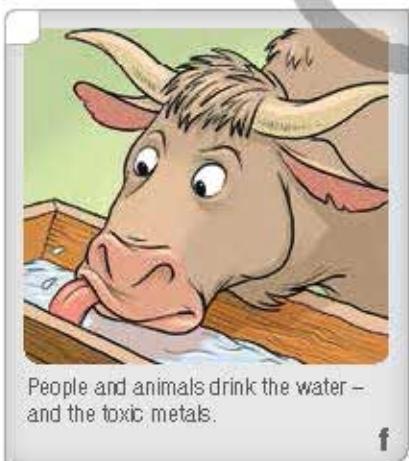
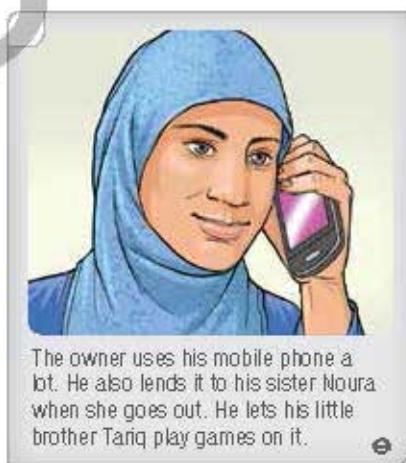
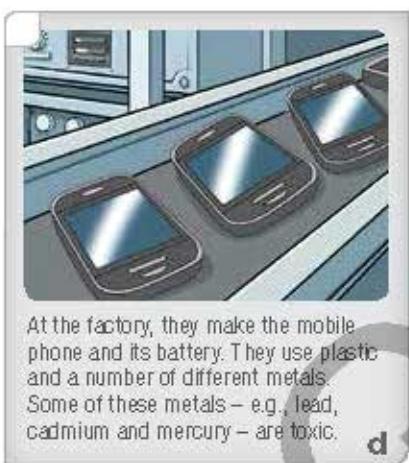
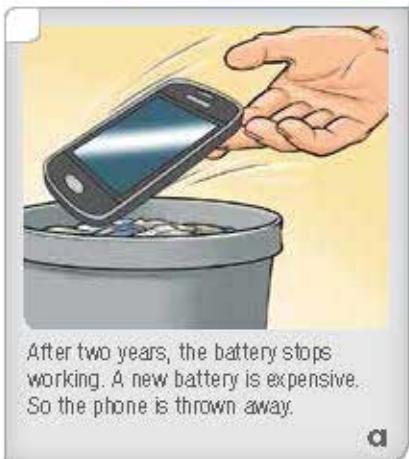
p.102

D Now do Exercises F to I on page 34 of the Workbook.

Unit 3 Lesson 3: Recycling Mobile Phones

C21
Skills

A The boxes show the life cycle of a mobile phone. Put them in the correct order by numbering them 1 to 8.



B Now do Exercises A to C on pages 35 and 36 of the Workbook.

Lesson 4: Now you too can be green!

A Match the captions to the bins on the poster.

Now you too can be green!

Do you want to protect
the environment?

Do you want to
save energy?

We have put 2,000
recycling bins around the city.



Please use them!

1 Bottles of all colours
(please remove metal tops)

2 Drink cans, food tins,
aerosol cans (e.g., hairspray)

3 Newspapers, magazines,
cardboard boxes
(no books, please)

B Now do Exercises A and B on page 36 of the Workbook.

C Read the Functional Grammar box and study the examples. Can you think of any more examples of *re-* verbs?



Expressing repeated actions: *re-* + verb

- We can put *re-* in front of a lot of verbs. It means *to do something again*.
You can **recycle** parts of the mobile phone.
I lost my project, so I will have to **redo** it at the weekend.
We **reheated** the pizza in the microwave but it wasn't very nice.

D Now do Exercises C to E on pages 37 and 38 of the Workbook.

Unit 3 Lesson 5: Offering Help

C21
Skills

- A Look at the picture of Mr Obuya in the Serengeti National Reserve in Tanzania. What kind of work do you think he does?



Mr Obuya

C21
Skills

- B These young people are volunteers. How do you think they help their boss Mr Obuya in the reserve?



Habib



David



Victoria

Victoria ~~feed the baby lion~~ X

David

Habib

- clean the windows of the minibus
- make a new no-smoking sign
- type a list of animals
- drive the Land Rover
- feed the baby lion
- check the fence around the camp
- show people where to park
- fix the broken picnic table
- clean up the picnic area

- D Study these ways of making offers.



Polite suggestions and offers: Offering to help

- shall I get you some batteries?
- shall we wait here?
- would you like me to write that down?
- would you like us to do the cooking?

Accepting

- Yes, please.
- Good idea.

Refusing

- No, thanks.
- I'll do it myself, thanks.

Can you think of other ways to make polite suggestions?

- E Now do Exercises A to F on pages 39 and 40 of the Workbook.

Lesson 6: The Best of Both Worlds

C21
Skills

A Read the advertisement. What do you know about hybrid cars?

HYBRID CAR SALES L.A.

- Do you want all the advantages of a petrol engine
PLUS all the advantages of an electric motor?
- Have fun AND protect the environment.
Get a hybrid!!
- We sell Honda, Toyota, Ford & General Motors hybrid cars.

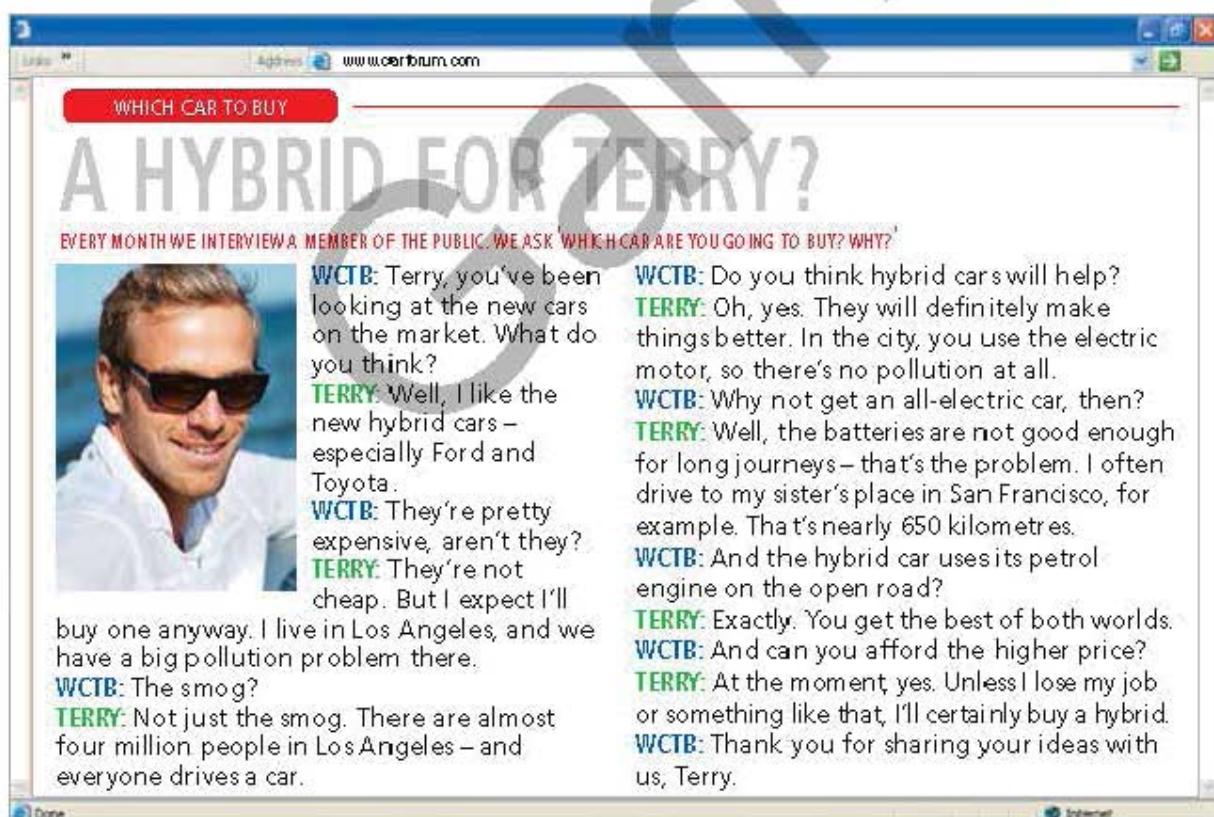
Hybrid Car Sales, 9466 Beverly Boulevard, Los Angeles, CA 90048

www.hybridcarsales.com



B Read the interview quickly. Can you find one bad thing about hybrid cars?

C Now do Exercise A on page 41 of the Workbook.

3  Address: www.cerbrum.com

WHICH CAR TO BUY

A HYBRID FOR TERRY?

EVERY MONTH WE INTERVIEW A MEMBER OF THE PUBLIC. WE ASK 'WHICH CAR ARE YOU GOING TO BUY? WHY?'



WCTB: Terry, you've been looking at the new cars on the market. What do you think?

TERRY: Well, I like the new hybrid cars – especially Ford and Toyota.

WCTB: They're pretty expensive, aren't they?

TERRY: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.

WCTB: The smog?

TERRY: Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.

WCTB: Do you think hybrid cars will help?

TERRY: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.

WCTB: Why not get an all-electric car, then?

TERRY: Well, the batteries are not good enough for long journeys – that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.

WCTB: And the hybrid car uses its petrol engine on the open road?

TERRY: Exactly. You get the best of both worlds.

WCTB: And can you afford the higher price?

TERRY: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.

WCTB: Thank you for sharing your ideas with us, Terry.

D Now do Exercises B to F on pages 41 and 42 of the Workbook.

A When did the oryx become extinct in the wild? Find the answer in the article as quickly as you can.

The oryx is back

The oryx is a beautiful antelope with two long horns. It is one of the few big animals that can live in the desert. It gets most of its water from plants; it eats at night when there is some water on the leaves. It walks hundreds of kilometres to find food.

In the 1960s the population of oryx in the Arabian Peninsula was very small. The animal was endangered because of hunting. It was hunted for two reasons: the local Bedouin people hunted it for meat, and city people hunted it for sport. In the past, when the hunters were on horses, the oryx survived. But hunters in big four-wheel-drive cars were able to follow the oryx everywhere – it could not get away from them. In 1972 the last wild oryx was shot.

But, happily, that was not the end of the story. Zoos around the Middle East had quite a good number of oryx. They got the animals to breed, to build up their numbers. Then in 1982 they put some oryx back into the wild in Oman. The programme was a success, and in 1990 they did the same thing in Saudi Arabia. Of course, hunting the oryx is no longer allowed. Today the wild population of these wonderful animals is about 900. Experts say it will probably soon be 1,000.



B Now do Exercises A and B on pages 42 and 43 of the Workbook.

C We use contractions when we speak more than when we write. Read the examples in the Functional Grammar box.



Contracted forms of speech: Using contractions

• We usually write:

It is one of the few big animals ...

... it could not get away.

... it will probably soon be 1,000.

• But we usually say:

It's one of the few big animals ...

... it couldn't get away.

... it'll probably soon be 1,000.

D Now do Exercises C to E on page 43 of the Workbook.

Lesson 8: The Aswan Dam

A Look at the pictures and read the captions. What do you know about the Nile and the Aswan Dam? Do you understand the headline of the article?



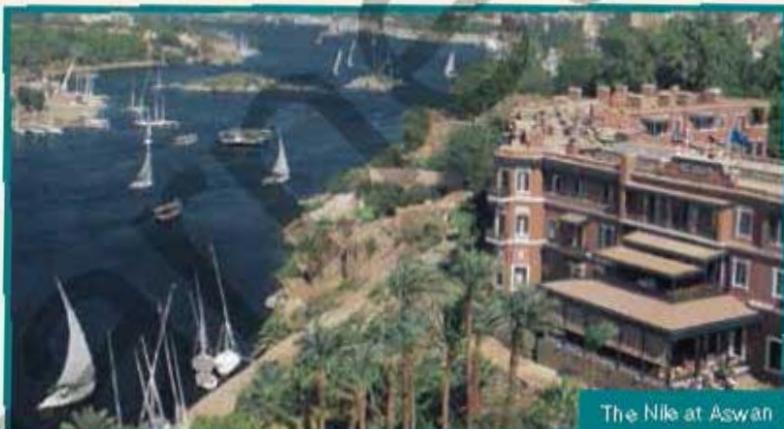
B Now read the article. Can you guess the meaning of the headline?

The Aswan Dam: Triumph or Tragedy?

From our Environment correspondent Natasha Ward

I am standing by the Nile in the wonderful town of Aswan in Southern Egypt. The air is clean and hot, and the cool water of the Nile is flowing silently past me. It looks beautiful. But is everything as perfect as it looks?

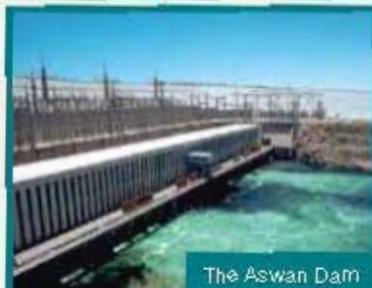
In the 1960s the Aswan Dam was built, and it changed the ecology of the Nile dramatically. Before then, the river used to flood in the summer every year. The water brought earth, which was very good for the farmers. The land was rich, and it was easy to grow food. Now farmers have to use chemical fertilizer on their land – that costs money, and is not as good as the earth from the river. On the other hand, farmers are happy that the river is always the same: before, there was sometimes too much water, and sometimes not enough.



The Nile at Aswan

The dam caused other problems. The river also used to carry food for fish. After the dam was built, there were fewer fish in the river and in the sea along the coast of Egypt. And of course it was terrible for the people who lived south of the dam – they lost their homes when Lake Nasser was created.

But let's not forget the best thing about the Aswan Dam: its hydroelectric power station



The Aswan Dam

produces lots of 'clean' electricity for Egyptian people and their industries. And it will continue to do so for many years.

C Now do Exercises A to E on pages 44 and 45 of the Workbook.

Unit 3: Round up

A Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- describe things using adjectives in the correct order:
general + colour + material

An interesting, white, concrete building

A lovely, blue and yellow cotton dress

- make predictions about the future, using the first conditional

If we can't find your house, we will call you on your mobile phone.



- talk about the future, using different verb forms and adverbs

This animal will become extinct.



My English is definitely getting better.

- use adjectives to describe places

The oasis is quiet and beautiful. A sparkling pool of cool water is shaded by a group of lovely, tall palm trees. Some beautiful, brown camels sit nearby.



- make offers

Shall I make you some coffee?

Would you like us to wait for you?

- use contractions in spoken English

I'm going to be a bit late.

What's wrong?

When I grow up, I'm
going to be a hunter.





Study Skills:

- Categorizing information
- Transferring information to a table

Communication Skills:

- Associating pictures with information
- Describing a TV programme
- Discussing possibility



Media Literacy:

- Predicting a conversation



Unit 4

Fun with English 1

- **Lesson 1:** Saving the Planet.....46
- **Lesson 2:** Shall I help you?.....47
- **Lesson 3:** On the Phone.....48
- **Lesson 4:** Searching the internet has changed!.....49

Unit 4 Lesson 1: Saving the Planet

A Work in pairs. Look at the pictures and discuss what environmental problems they highlight.

B Read the article below and answer the questions in Exercise A on page 46 of the Workbook.

Our planet is in trouble!

In the old days, our planet didn't suffer from **environmental** problems like it does now. For one thing, plastic wasn't invented, and food and other products didn't come wrapped in excessive amounts of packaging like they do now. The natural habitat of animals was safe, but in **recent** times, things like development and deforestation have meant that many species have become **endangered**. In addition, as countries have become more **successful**, they have used much more energy, produced far more waste and also created much more pollution. All of this has led to a **serious** situation for the world as a whole.

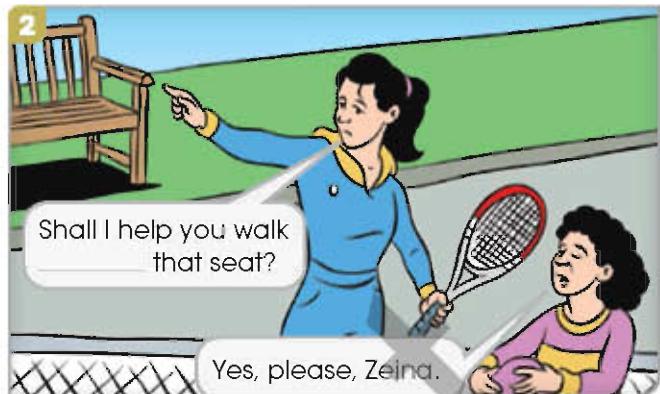
Professor James Sanders, an expert in this field, warns, 'If we don't make major changes in the very near future, it will be too late - renewable energy sources will run out, global warming will affect us more severely, more and more animals will become extinct, and the global problem of waste disposal will grow to unmanageable proportions.'

We are **fortunate** in that people have started to realize the significance of the dangers our planet is facing - many of which we have, of course, created ourselves. There are a number of **popular** organizations encouraging us to be more responsible about how we treat our world, and making us more aware of the long-term consequences of our actions. Some of those organizations are helping to raise awareness and make sure that we preserve our natural resources, while others are researching alternative forms of energy. Wildlife organizations are working hard to stop all **cruel** treatment of animals and ensure that animals in danger can live in **protected** areas. There are a multitude of groups focusing of different problems in the world around us. Their main aim is to protect the world for the future - most importantly, for our children.'

C Check you know the meaning of the adjectives in red, above. Then do Exercises B to F on pages 46 and 47 of the Workbook.

Lesson 2: Shall I help you?

A Read and complete the captions with one word in each space.



B Listen and check your answers. Then practise the dialogue.

C Do Exercises A to F on pages 49 and 50 of the Workbook.

Unit 4 Lesson 3: On the Phone

C21
SKILLS

A Listen and match the phone calls to the pictures. Write the number of each phone call in the correct box. There are two extra pictures.



B Now do Exercises A to C on page 51 of the Workbook.

C Work in pairs. Create and role-play conversations from these situations. Take turns being Student A and Student B.

Student A: You want to buy the laptop computer in Picture C. Student B is selling it. Find out the make, price and age of the computer, and arrange a time to go and see it.

Student B: You want to sell the laptop computer in Picture C. Answer the questions and suggest a time for Student A to visit.

Student A: You have lost the sports bag in Picture E. Phone the sports club to see if you have left it there, and arrange a time to collect it.

Student B: You are the receptionist at a sports club. Answer Student A's questions.

Lesson 4: Searching the internet has changed!

A  Work in pairs. Read the article quickly. Then, in your own words, tell your partner what it is about. Use the present perfect tense wherever possible.

The internet search engine Google has become so popular and widely known that the word 'Google' is used as a verb in its own right. We no longer say we're going to search for something; we say we'll Google it. There are few computer users who haven't Googled at one time or another. But where did it all begin?

Back in 1995, PhD students Larry Page and Sergey Brin met at Stanford University, USA. Page, searching for a thesis topic, decided to look in more depth at the 'science' behind internet searches. It wasn't long before Brin joined Page in the study. Between them they developed an algorithm for **ranking** pages that appeared in search results. Their first search **algorithm**, established in 1996, was called 'BackRub'. It proved extremely popular, but Page and Brin felt that a result based on page rank would be even more successful.



They changed their algorithm so that the number of times one of the 'search words' appeared on the webpage would **influence** the order in which those pages appeared in the search result. This was the basis from which Google as we know it today has grown.

Google officially started in September, 1998 and has evolved into the world's most popular search engine. Initially, there were around 10,000 search requests a day. Since then, the numbers have **exploded**. Google now processes an average of over 40,000 search queries every second, which means they **handle** more than 3.5 billion searches per day and 1.2 trillion searches per year worldwide.

The company has expanded over the years, adding things like Google Images, Google Maps, Google News, and more. In addition, adverts have appeared on Google pages since 2000. The advertisements are **triggered** by key words in the search, so they are relevant to the topic the internet user is looking for. This move to include adverts has been very profitable for Google.

Today the Google company is in Mountain View, Silicon Valley, where it has been located since 2003. The site, called Googleplex employs around 20,000 staff (known as Googlers). Searching the internet is now very big business!

B  Read the article again. Find the words in bold and work out the meaning from the context. Try not to use a dictionary.

C Complete the sentences with ideas from the article. Then listen  and compare your idea with the ideas you hear.

- 1 Google is now so _____.
- 2 Google is such _____.
- 3 Googleplex is such _____.
- 4 In my opinion, Googlers are so _____.

D Now do Exercises A to C on pages 52 and 53 of the Workbook.



Communication Skills:

- Distinguishing between formal and informal language
- Giving advice
- Speculating about hypothetical situations
- Summarizing a sequence of events

Study Skills:

- Classifying information
- Completing tables
- Inferring information from context
- Matching information to speakers
- Transferring numbers to a pie chart

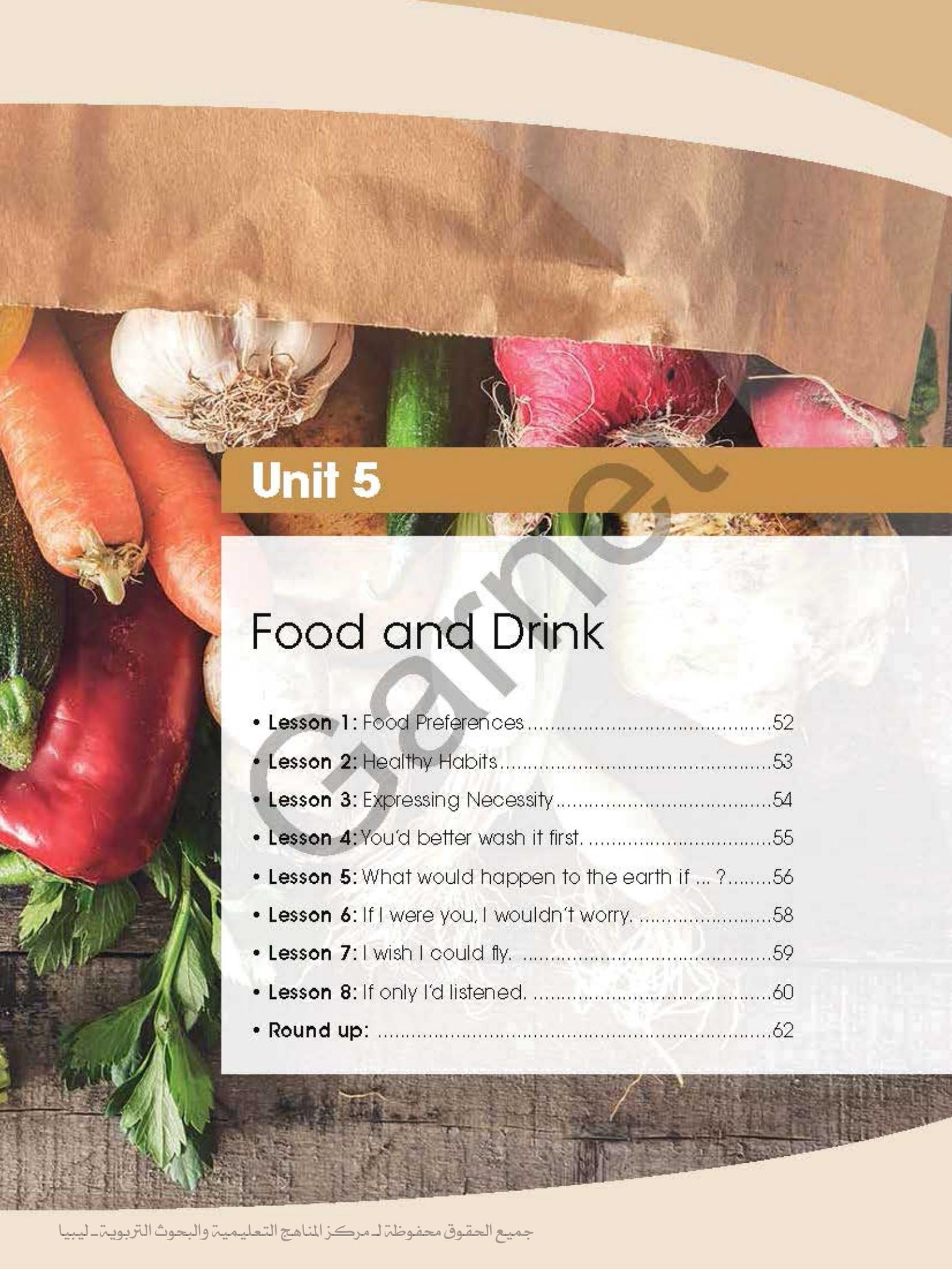


Life Skills:

- Creative thinking
- Problem solving

Information Literacy:

- Transferring information from text to notes



Unit 5

Food and Drink

• Lesson 1: Food Preferences	52
• Lesson 2: Healthy Habits	53
• Lesson 3: Expressing Necessity	54
• Lesson 4: You'd better wash it first	55
• Lesson 5: What would happen to the earth if ... ?	56
• Lesson 6: If I were you, I wouldn't worry	58
• Lesson 7: I wish I could fly	59
• Lesson 8: If only I'd listened	60
• Round up:	62

Unit 5 Lesson 1: Food Preferences

A Look at the pictures. How many items of food and drink can you name?



C21
skills

B 42 What do these people think of fast food? Listen and write the correct letter next to each person's name.

1 Latifa

boring

2 Adam

quick

unhealthy

3 Hanaa

cheap

4 Nasseem

spicy

fresh

5 Ross

delicious

C 43 Listen and repeat these exchanges.



I really like chicken, especially stewed chicken with lemon and carrots.



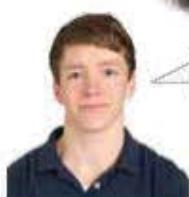
That sounds delicious.



Do you like fish? I love it when it's really fresh.



I don't like fish because of all the little bones.



I prefer meat to fish.



Have you ever tried Indian food?
It's really hot and spicy.

D Now work in groups. Talk about your favourite food and how you like it cooked. Say which food you don't like.

E Now do Exercises A to F on pages 54, 55 and 56 of the Workbook.

Lesson 2: Healthy Habits

A Read and choose the correct words to complete the conversation.

boiled chips ~~energy~~ food glasses grilled lemonade vegetables wrong

Layla: You don't have much energy at the moment, do you, Rashid?

Rashid: You're right, Layla. I never feel very energetic.

Layla: I think perhaps you're eating the ¹ kind of food.

Rashid: Really?

Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of ² that you can and can't eat. Have a look at it.

Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat ³. I must avoid fried food.

Layla: But there are lots of things you can eat. You can have ⁴ chicken, for example, with ⁵ potatoes and green ⁶.

Rashid: Can I drink ⁷?

Layla: No, you can't. You must drink lots of water. In fact, you should drink eight ⁸ of water a day. And another thing, Rashid, you shouldn't go to bed late.

Rashid: How many hours' sleep should I get?

Layla: You should have eight hours of sleep a night.



B Listen and check your answers.

C Read the Functional Grammar box. Complete the rules by crossing out the wrong words.



Expressing prohibition: Modals – *can/can't, must/mustn't, should/shouldn't*

• We use **can't** and **mustn't** mean someone is not allowed to do something.

Study the examples below.

Must/mustn't is stronger / weaker than should/shouldn't.

You **mustn't talk** loudly in the library. You **should be** quiet.

You **must submit** your assignment on time. We **should submit** all our work on time.

Which of the modal verbs is strongest in meaning?

Can you think of other examples of sentences with modal verbs?

p.102-103

D Now do Exercises A to C on pages 56, 57 and 58 of the Workbook.

Unit 5 Lesson 3: Expressing Necessity

A Match two sentences to each picture.

1 paediatrician



2 engineer



3 teacher



4 flight attendant



a She must be good with children.

c They don't have to work in an office.

e He has to be good with children.

g They may have to travel a lot.

b She has to wear a uniform.

d She doesn't have to wear a uniform.

f She doesn't have to pay for plane tickets.

h He has to be good at problem-solving.

C2
Skills

B Who said what? Match the people above to their words below.

1 I have to fly to Dubai twice tomorrow.

2 We had to treat a seriously ill child earlier this morning.

3 Do I have to go and check the machinery at the weekend?

4 I didn't have to go to work yesterday. The school was closed.

C Study the language box. Think of more examples.



Expressing necessity: *have to* + infinitive

• We use **have to** to say that something is necessary now or in the future.

What time do you **have to be** at work every day?

I **have to get up** early tomorrow. My plane leaves at six in the morning.

We **don't have to hurry**. There's plenty of time.

Did you **have to wear** a uniform at your primary school? No, I didn't.

Can you think of other examples?

p.103

D Now do Exercises A to E on pages 59, 60 and 61 of the Workbook.

Lesson 4: You'd better wash it first.



A **45** Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.

Mariam: Oh, no! I've put too much salt in the stew.
What shall I do?

Khaled: You'd better add a tin of tomatoes.
That'll make it less salty.

Mariam: And perhaps I'd better add some
potatoes too.

Khaled: Good idea.

Mariam: Shall I add some yoghurt as well?

Khaled: You'd better not. It'll make the stew go
very white.



C21
SKILLS

B Match the problems with the responses.

Problems

- 1 This soup is a bit tasteless.
- 2 The rice is cold.
- 3 Shall I put some more sugar in
the fruit salad?
- 4 I'm afraid the coffee is boiling hot.
- 5 I'm starving. Can I make a
sandwich?
- 6 Shall I boil the spinach?

Responses

- | | |
|----------------------------|---|
| <input type="checkbox"/> a | I think you'd better not. It's already too sweet. |
| <input type="checkbox"/> b | You'd better add some parsley and lemon juice. |
| <input type="checkbox"/> c | You'd better leave it to cool down for a few minutes. |
| <input type="checkbox"/> d | I'd better heat it in the microwave. |
| <input type="checkbox"/> e | You'd better not. Supper will be ready in five minutes. |
| <input type="checkbox"/> f | You'd better wash it first. It might be dirty. |



C **46** Work in pairs. Listen and repeat. Then work in pairs and
practise the exchanges above. Student 1 has to add an extra
sentence each time. Take turns being Student 1.



This soup is a bit tasteless.

That's a good idea. Why didn't I think of that?

OK. And perhaps I'd better add some garlic too.



You'd better add
some parsley and
lemon juice.

D Now do Exercises A and B on pages 62 and 63 of the Workbook.

Unit 5 Lesson 5: What would happen to the Earth if ... ?

A Read the blog on page 57 and complete it with the phrases below.

- | | |
|--------------------------|---------------------------|
| 1 more recycled products | 5 reusable packaging |
| 2 better place | 6 produced chemical waste |
| 3 planted more trees | 7 dumping chemicals |
| 4 in danger | |

B Read the examples and complete the rule in the box below.



Unreal conditional situations: Second conditional

• We use the second conditional to talk about unreal and imagined situations.

If I had internet, I could share these photos with everyone.

What would you do if you found 1 million Libyan dinars in the street?

If I didn't take pictures, I wouldn't remember all the places I've been to.

If clause

main clause

If + past tense, / would/
could + infinitive.

→ p.103-104



C Write down five things which would make your life easier or better. Take turns telling the class why.



If I had a laptop,
I could bring it to school.



If I had a tent, I'd go
camping in the holidays.



If we had air-conditioning,
the house wouldn't get so
hot in summer.

D Now do Exercises A to F on pages 64 to 67 of the Workbook.

WHAT WOULD HAPPEN IF ...

What would happen if people took more care about the environment?

“The earth would be a much better place¹ if people were not so careless.”



“If people were more considerate towards the environment, Earth wouldn't be _____.² The amount of waste would decrease if people started to buy items in _____.³”

“If people bought _____,⁴ there wouldn't be so much waste.”



“Fish wouldn't die in their thousands if factories stopped _____⁵ into rivers and oceans.”



“If people thought more about the amount of water they used, we would waste less water.”



“I believe people care about the environment. If they didn't, they wouldn't be worried about saving it.”

“If we stopped deforestation and _____⁶, our planet would be greener and our air would be cleaner.”



“If we stopped using products that _____⁷, we wouldn't pollute our environment as much. Earth would be a much better place if everyone was more careful!”



E Work in pairs. Discuss the questions.

- 1 If you could travel in time, what year would you go? Why?
- 2 If you had three wishes, what would you wish for? Why?

Unit 5 Lesson 6: If I were you, I wouldn't worry.

A Listen and read. Then practise the dialogue.



- Layla: I get spots quite often. What do you think I should do?
Suha: If I were you, I'd wash my face three times a day.
Layla: OK. I'll try that.
Suha: And you should stop eating sugar and sweets.
Layla: I'm not sure about that. I tried it, but it didn't work.

C21
SKILLS

B Match the problems to the advice. Then check your answers with a partner.

Problems

- 1 You want to lose weight.
- 2 You aren't sleeping well.
- 3 You want to put on weight.
- 4 You can't wake up in the mornings.
- 5 You want to get better marks in Maths.
- 6 You have a bad cold.
- 7 You have a sore knee.
- 8 You want to get fitter.

Advice

- | | |
|----------------------------|--|
| <input type="checkbox"/> g | a Avoid coffee at bedtime. / Read a relaxing book in bed. |
| <input type="checkbox"/> | b Eat more meat and fish. / Do weightlifting at the gym. |
| <input type="checkbox"/> | c Get extra lessons from the Maths teacher. / Do extra homework. |
| <input type="checkbox"/> | d Go for a run every day. / Join a gym. |
| <input type="checkbox"/> | e Go to bed earlier. / Buy an alarm clock. |
| <input type="checkbox"/> | f Spend the day in bed. / Drink hot lemon and honey. |
| <input type="checkbox"/> | g Stop eating bread and cakes. / Take more exercise. |
| <input type="checkbox"/> h | h Stop riding your bike for a week. / Put ice on it. |

C Work in pairs. Make dialogues like the one above for each problem.

D Read the language box. Then do Exercises A to C on pages 68 and 69 of the Workbook.



Advice and opinions: Asking for and giving advice or opinions

What do you think I should do about my spots? How can I get rid of them?

If I were you, I wouldn't worry.

Why don't you go to the doctor?

You should wash your face every day. And you shouldn't eat chocolate or sweets.

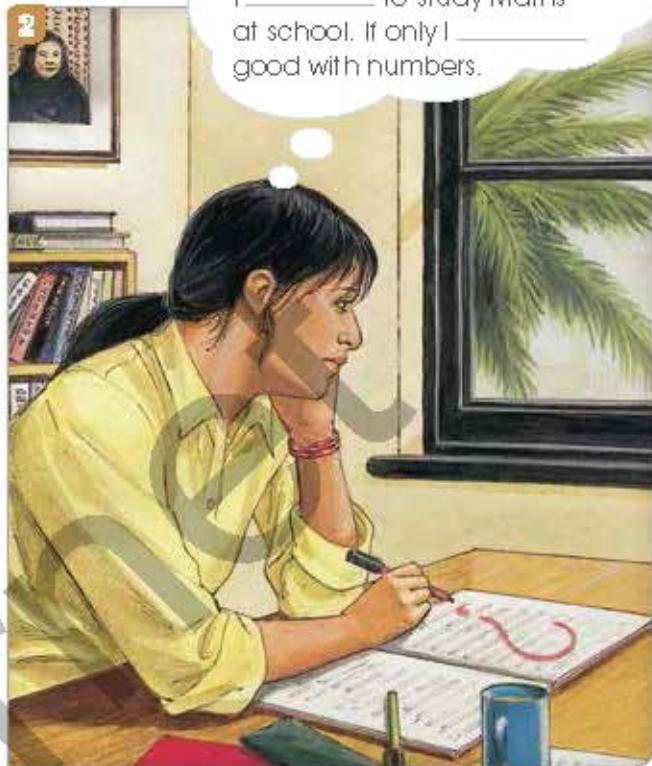
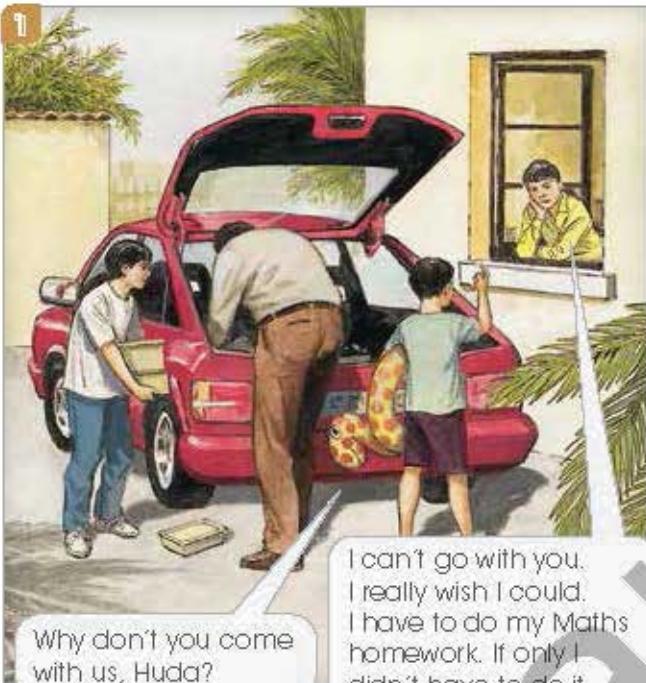
p.104

Lesson 7: I wish I could fly.

A Complete what Huda says with the words below.
Then listen and check your answers.

was knew didn't have

I wish I _____ the answer to this Maths problem. I wish I _____ to study Maths at school. If only I _____ good with numbers.



C21 skills B Imagine you are the people in these pictures. For each picture, make as many sentences as you can using *I wish* or *If only*.



I wish I could go to France for my holidays.



I wish I spoke perfect French.



I wish I didn't have to stay in England this summer.

If only I lived in Paris.



If only I didn't live in London.



C Now do Exercises A to F on pages 69 to 72 of the Workbook.

Unit 5 Lesson 8: If only I'd listened.

C21
Skills

A Read the article and choose the best answers.

- 1 Dana didn't take her brother to the park because ...
 - a he had told her a lie.
 - b he had to go for a bike ride.
 - c she wanted to get away from her family for the day.
- 2 Dana thinks the accident was ...
 - a her brother's fault.
 - b her fault.
 - c Layla's fault.

DANA'S STORY

Dana El Nasser tells Teen Magazine about the worst day of her life and her biggest regret.

Last month, my friend Layla El Fayed invited me to go to the park for a picnic with her family. I was really looking forward to it. I always have fun when I'm with Layla and it's always nice to get away from my own family for a change. Unfortunately, my little brother Faisal heard about the picnic and said he wanted to come too. He's only nine and he's a bit silly sometimes. For example, he likes pulling Layla's long hair and he usually tries to make Layla and me play football with him. It can be quite annoying for us when we just want to chat and spend time together. So, when he asked me to take him on the picnic with Layla, of course I said no and then I didn't think about it again.

On the day of the picnic, I got up early and got my things ready. I had made two big cakes to take with me and I'd bought fruit and some bottles of lemonade. Layla and her family had agreed to pick me up at my house at ten o'clock. At half past nine, Faisal came into the sitting room with his sports bag. 'I'm ready to go,' he said. 'When's Layla going to be here?' I was so angry I didn't answer him and he went to look for Mum. A few minutes later, my mother came into the sitting room with him. 'Why can't Faisal go with you?' she asked. 'He'll be good this time.' I said, 'Sorry, Mum, I can't'



take him. Layla and her family don't have room in the car.' I didn't know if this was true, but it stopped Faisal and my mother arguing with me. At ten o'clock, I heard the El Fayed's car and ran outside to meet them. My mother and Faisal never saw that the El Fayed's were taking two cars to the park and there was plenty of space in both of them that day.

It was fun at the park to start with. Everyone loved my cakes. Layla and I talked for ages about our plans for the future. We played on the swings and ran about, and we played cards. The weather was perfect – not too hot and with a nice breeze. Suddenly, at two o'clock, everything changed. I got a phone call on my mobile. It was my mother. She told me that Faisal was in hospital. After I'd left the house, he had gone out on his bike without telling her. A car had hit him. He was unconscious and he had a broken wrist. My mother was crying.

The El Fayed's drove me straight to the hospital. My parents were there already. Faisal was still unconscious and he looked very white. There was some blood on his forehead and a big cut on his cheek. The doctor told me that my brother was going to be OK, but I felt terrible. My first words to my mum were, 'I wish I'd taken him to the park. I wish I hadn't been so selfish. If only I had listened to you, Mum.'

Faisal was unconscious for three days. We were all sick with worry for those three days, but in the end everything was OK. On the fourth day, he woke up and asked for ice-cream, sweets and lemonade. Everyone laughed and the doctors said he could come home. Layla came to see him a few days later at home. Although his broken wrist was in a plaster cast he still managed to pull her hair!



B Study the Functional Grammar box then complete the rule and the examples with these words: *been, taken, listened, past*.



Expressing regret: Regrets

- To express regret, use *I wish* or *If only* + the _____ perfect tense.

I wish I had _____ to my mother.

I wish I hadn't _____ so selfish.

If only I had _____ my brother with me.

p.104

C Now do Exercises A to G on pages 73 to 77 of the Workbook.

Unit 5: Round up

A Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **describe food using adjectives**

It's delicious.

It's a bit tasteless.

It's too sweet.

- **give advice**

You should clean your teeth three times a day.

You shouldn't drink coffee at night.

If I were you, I'd stop smoking.

You'd better not go swimming straight after lunch.



- **talk about obligation and necessity**

You **must** avoid sweets and chocolate.

I **have to** avoid oily food.

I **don't have to** finish my essay today. I can do it tomorrow.

- **talk about prohibition**

You can't park there.

You mustn't use your mobile in the hospital.

- **express wishes for the present and future**

I wish I had a car.

If only I had answered all the questions correctly.

I wish I hadn't left my homework at home.

If only I had managed to finish my work on time.

- **express regrets**

I wish I had brought my camera with me.

If only I hadn't left it at home.

- **talk about imagined situations, using the second conditional**

I'd tell you if I knew the answer.

If we didn't have fridges, our food would go bad very quickly.





Communication Skills:

- Inferring information to draw conclusions
- Inferring information from interviews or conversations
- Listening to complete information

Study Skills:

- Conducting surveys
- Transferring information to a table



Media Literacy:

- Classifying genre
- Identifying suitable headlines
- Planning a school magazine

Life Skills:

- Collaborating
- Creative thinking



ON AIR

Unit 6

The Media

- **Lesson 1:** What's on? 66
- **Lesson 2:** The Language of the News 67
- **Lesson 3:** You said you were happy. 68
- **Lesson 4:** Different Opinions 69
- **Lesson 5:** A Famous Libyan Artist 70
- **Lesson 6:** Headlines 72
- **Lesson 7:** At the Museum 74
- **Lesson 8:** Magazine Start Up 75
- **Round up:** 76

Unit 6 Lesson 1: What's on?

C21
Skills

A Match six of these types of programme to the TV screens.

- 1 Animation
- 2 Chat show
- 3 Education
- 4 Film/movie

- 5 Music
- 6 News
- 7 Soap opera
- 8 Sport

- 9 Lifestyle
- 10 Weather forecast



B What do you know about each type of programme? Talk about them in groups.

On a chat show, a presenter interviews famous people. They usually sit on a sofa.



A lifestyle programme is about cooking, gardening, decorating your house, or holidays.



A soap opera is a drama on TV about the everyday lives of people. It may be on several times a week.

C Now do Exercises A and B on page 78 of the Workbook.

Lesson 2: The Language of the News

A What's happening in the picture? Have you ever seen anything like this?

B Read the article and choose the best headline.

GLOBAL ENGINEER SHORTAGE COULD SLOW ECONOMY, REPORT WARNS

THOUSANDS OF ENGINEERS FACE UNEMPLOYMENT

CAREERS IN ENGINEERING

ECONOMIC GROWTH across the world will slow down if the gap between the demand for and the supply of engineers is not reduced, a new report warns.

The *Create the Future* report stresses the key role that engineers play in driving economic growth. Along with politicians and scientists, it is engineers who will shape the future of our planet. However, while there is a clear increase in demand for engineers in many countries, many job vacancies cannot be filled.

What are the reasons for this problem? There are three answers to that question.

Firstly, after the global recession of 2008, many experienced engineers left the industry to work in different sectors, and have not returned.

Secondly, senior engineers with elevated salaries often work on



long-term projects and therefore lack the motivation to look for work elsewhere.

And finally, every year, fewer and fewer students are qualifying as engineers. The report blames the rising costs of university courses for this trend.

Globally, small and medium-sized engineering companies are suffering the most from the shortage. Large firms can afford to train their junior engineers on the job, but smaller companies require engineers who know what they are doing from day one of the job.

C Read the Speaking tip. Then do Exercises A to E on pages 79 and 80 of the Workbook.

Speaking tip: Rephrasing information – Formal and informal language

- Written English, for example in a news article, is usually formal.
Spoken English is usually informal.
- There are differences in vocabulary and in grammar.

Children in many parts of the world enjoy playing computer games..

Kids in many parts of the world enjoy gaming.

It is extremely cold here at the moment.

It's freezing here right now!

Unit 6 Lesson 3: You said you were happy.

A Read a conversation from a chat show. Underline the reported speech in the conversation.

Alan: Welcome to the show. I'm Alan Jones and my first guest is William Lee. I interviewed him on this show last year. He was only 21 and he'd just had a novel published. William said he was very happy. Yesterday, that novel won this year's First Book Award. Let's find out how he feels now. William, welcome back and congratulations!

William: Thank you, Alan.

Alan: William, last year you said you were very happy that *Memories* had been published. How do you feel today?

William: Well, er, I can't really believe it! I'm stunned.

Alan: You told me last year that you didn't even expect *Memories* to be a great success.

William: That's true, I didn't. I was just pleased to see it in print.

Alan: I seem to remember you said that your next book would be better.

William: And that was true. I certainly didn't expect my first book to win a prize.

Alan: And what have you been doing since then?

William: After your show, I had a short holiday. Then I started writing again. I've nearly finished another novel.

Alan: But last year you said that writing was a very lonely occupation. You told me that you weren't sure that you'd continue.

William: Did I say that? Well, it's true. There have been a few times when I thought I should give up and find a more normal job.

Alan: But you didn't.

William: No. When I felt like that, I went to the gym and worked out really hard for an hour or two. After that, I found I could settle down again.

Alan: So now you're a famous author. Well done!

B Read the Functional Grammar box. Then do Exercises A to G on pages 81 to 84 of the Workbook.



Retelling information:

Reported speech – tense and pronoun changes

- **have → had**

I **have** a cold. → She said **she had** a cold.

- **have to/must → had to**

You **must** leave early. → He told us we **had to** leave early.

- **is going to → was going to**

I'm **going to** cry. → He said **he was going to** cry.

- **will → would**

We'll **give** you a lift. → They said **they would give me a lift.**

p.104-105

Lesson 4: Different Opinions

- A Read the poster. We use 'key words' to describe different types of film. Choose three words from the box to describe *The Spanish Captain*.

adventure cartoon comedy historical horror police
psychological romantic science fiction thriller



- B Listen to a trailer for *The Spanish Captain* and make notes. What information is in the poster but not in the trailer? Now do Exercise A on page 85 of the Workbook.

C21 Skills

- C Read this review of the film. Does the reviewer agree with the trailer?

The Spanish Captain directed by Pedro Garcia

I was very disappointed in this film. They said it was a beautiful story, but in fact it is a rather ridiculous story. As his new wife Mary is English, Captain Santos is worried about going to war against the English. However, he is an officer. The king tells him to go, so he goes. Then Mary

is forgotten and we move on to ships, storms and fighting. The first ten minutes of the film are romantic. From then on, it is a war film.

The special effects are extremely good. The storm at sea is totally realistic. I have no idea how they did it. There seemed to be about 200 ships

in the sea battles. It is very clever, but these scenes are too long. After 40 minutes, I was bored.

I used to think Joe McGregor was a great actor. Now I am not so sure. He looks good, as always, but it is difficult to believe that he is a Spanish sea captain. Emma



FILM REVIEW

Knightly is not bad, but we only see her for five minutes. There was one thing which I did like about the film – David Williams's music is wonderful. I have already bought the CD.

Teenage boys might enjoy this film, but it is not for me.

By SARAH OSBORNE

- D Now do Exercises B to D on page 85 of the Workbook.

ALI OMAR ERMES

This month, Eman Ahmed profiles Ali Omar Ermes, the award-winning Libyan artist, writer and public speaker.

Ali Omar Ermes was born in Libya in 1945. After he finished school, he moved to England to continue his education. He studied Design at the Plymouth School of Art and Design and graduated with a diploma in 1970.

On his return to Libya, he quickly became an important figure in the arts community. He developed a style of painting that combined Arabic lettering (or 'calligraphy') with colour and texture. His bold, colourful paintings also include extracts from Arabic literature.

In the 1970s, Ermes also read widely on many subjects. As an editor for *All Arts* magazine, he wrote many articles on the Arabic language, education, art and the media and community. His work became very well known in the Muslim world, and in 1974 he worked with

the director of the World of Islam Festival. He became an important voice in the Arabic world and beyond.

His paintings are now well known and loved across the whole world. In the 21st century, his work has been exhibited in many of the world's most famous galleries, from Dubai to London. His powerful art connects both with Muslims and people from other traditions and faiths.

Today he lives in Surrey, near London, where he continues to pass on Muslim ideas and traditions to younger generations. As the chairman of the Muslim Cultural Heritage Centre, he helps to spread an important message of human responsibility, understanding and peace.



Ermes' work has been shown at the Dubai International Financial Centre, the National Museum Of African Art, Washington, the State Hermitage Museum in St. Petersburg and the British Museum.

A Before she wrote her profile on Ali Omar Ermes, Eman asked him lots of questions. Are the following questions *True (T)* or *False (F)*?

- | | | | |
|---|--------------------------|---|--------------------------|
| 1 Eman asked Ermes where he went to school. | <input type="checkbox"/> | 7 She asked him if he preferred writing or painting. | <input type="checkbox"/> |
| 2 She asked where he studied. | <input type="checkbox"/> | 8 She asked him who liked his paintings. | <input type="checkbox"/> |
| 3 She asked him about his style of painting. | <input type="checkbox"/> | 9 She asked him who his favourite writer was. | <input type="checkbox"/> |
| 4 She asked him how much time he spent painting. | <input type="checkbox"/> | 10 She asked him whether people of other faiths enjoyed his work. | <input type="checkbox"/> |
| 5 She asked him what subjects he wrote about. | <input type="checkbox"/> | 11 She asked him where his works had been shown. | <input type="checkbox"/> |
| 6 She asked him which magazine he had worked for. | <input type="checkbox"/> | 12 She asked him how much money he had made from his paintings. | <input type="checkbox"/> |

B Imagine you are going to interview Ali Omar Ermes about his life and work. Think of five more questions to ask. Then in pairs, ask and answer the new questions.



p.106

C Now do Exercises A to C on pages 86 and 87 of the Workbook.

Unit 6 Lesson 6: Headlines

C21
Skills

A Read the newspaper articles and choose the best headline for each one.

A

A little South African boy had a very lucky escape yesterday. Sitting by a river near Cape Town, Mrs Betty Paton saw her three-year-old son Max holding a snake and biting it. 'I was terrified,' she said. 'It was a poisonous snake, but Max had almost bitten the head off.' Mrs Paton took Max to hospital, but doctors said that the snake had not bitten him.



B

Some of the world's best golf players have arrived in the Gulf States for a ten-day tour. The aim of the tour is to promote the sport among local young people. The professionals will play a round or two with keen young members of golf clubs and give them tips on how to improve their game. Don't miss this fantastic opportunity!



C

Thousands of fish have died in the River Thames, near London, after a traffic accident on a bridge. A petrol tanker carrying 10,000 litres of petrol hit another lorry as they were crossing the narrow bridge in Richmond. A hole was made in the side of the tanker and at least 50% of the petrol poured onto the road and then down into the river. This is the worst case of pollution in the Thames since 1992.



D

A camel has been sold for \$150,000 in the United Arab Emirates (UAE). This is not just an ordinary camel, of course. It is top-quality, racing camel – it has already won more than fifty races. Camel racing is very popular in the UAE and high prices are often paid for the best animals. The new owner is a businessman from Dubai, Omar Abdel Hameid. He said, 'Yes, this is an expensive camel. But I'm sure that I'll make a lot of money with it.'



1 Golf professionals in the Gulf

3 5,000 litres of petrol
in river: Fish die

2 CAMEL RACING
POPULAR IN
THE UAE

4 TOP PRICE FOR TOP CAMEL

5 PETROL
TANKER
IN RIVER
KILLS FISH

6 BOY BITES SNAKE

7 SNAKE
BITES
BOY

8 Opportunity
for young
golf players

Writing tip: Writing headlines

- 1 Keep it simple and not too long
- 2 Understand the main idea of the text and state it clearly
- 3 Focus on key words and main points
- 4 Leave out any unnecessary words (articles, reference words, etc)

SNAKE BITE: MAN DIES

WARNING FOR GOLF PLAYERS!

NEW CANCER TREATMENT

HEALTHY EATING: NEW ADVICE

LIBYAN SCIENTIST NOBEL PRIZE WINNER

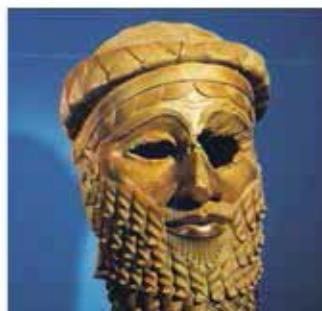
B Now do Exercises A to G on pages 88, 89 and 90 of the Workbook.

Unit 6 Lesson 7: At the Museum

A Waleed visited the National Museum in Tripoli with his teacher and a group from his school.  Listen to the museum guide. Tick the things she asked or told them to do.



- 1 She asked us to listen carefully.
- 2 She told us to sit down and listen to her.
- 3 She told us to leave our bags outside.
- 4 She told us to stay together.
- 5 She asked us not to touch the things in the museum.
- 6 She asked us not to talk loudly.
- 7 She asked us to sing a song.
- 8 She told us to fill in our worksheets.
- 9 She told us not to eat or drink in the museum.
- 10 She asked us not to take photos with flash.
- 11 She asked us to walk slowly in the museum.
- 12 She told us to get our tickets at the ticket office.



Retelling instructions: Reporting commands and requests

- Use **tell** to report commands and **ask** to report requests.

'Get out of the car.'

The policeman **told** me to get out of the car.

'Could you help with the washing-up?'

My sister **asked** me to help her with the washing-up.

 p.105

B Now do Exercises A to C on pages 91 and 92 of the Workbook.

Lesson 8: Magazine Start Up

- A Read the beginning of two articles from a class magazine and say what types of text they could be from.

NEW BUILDING FOR SCIENCE DEPARTMENT

The Head Teacher said yesterday that the government had given her money to build a new Science Department. She was delighted with the news and said that it would make a big difference to Science teaching in the school. She added that work would begin in October.



A HOLIDAY IN MALAYSIA

Noura Hussein has told Top Class magazine all about her holiday in Malaysia earlier this year.

What is special about Malaysia?

Noura: Actually, there are lots of special things about it. First of all, there's the sea. It's fantastic! The beaches are beautiful, with white sand and tall palm trees.



- B To start a school magazine, you need to set up a committee of three students. Read what they will have to do. Then think of three students in the class who will do these jobs well.

The editor is the boss or manager. The editor should make a list of articles and ask different students in the class to write them. Students can also offer to contribute to the magazine. The editor chooses the best articles to use in the magazine.

The sub-editor checks the English in the articles – spelling, grammar and punctuation. The sub-editor can also change some words to improve the articles.

The designer cuts up the articles and chooses the font and the pictures to fit on the page.

NOW – Vote for your committee. Choose a title.

- C Complete the project on page 93 of your Workbook.

Unit 6: Round up



Here are some things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- **classify different types of TV programme and different types of film**
cartoon, chat show, lifestyle, soap opera, weather forecast, news
comedy, historical, horror, romantic, science fiction, thriller, psychological
- **use words connected with newspapers**
article, headline, editor, sub-editor, designer
- **identify features of headlines**

BIGGEST BOOK FAIR OF THE YEAR IN TRIPOLI

Prize-winning Researchers Visit Libya

CAMEL COMPETITION ATTRACTS THOUSANDS

SCIENTISTS DEVELOPING NEW TREATMENTS

- **use formal or informal English appropriately**

Words: *children/kids, enter/go in*

Full verb forms: *She has gone./She's gone.*

- **change tenses and pronouns in reported speech**

I know about it. → He said he knew about it.

We are having fun. → They said they were having fun.

You must leave. → She said we had to leave.

- **use the rules for reported speech to report questions**

Are you all right? → He asked if I was all right.

Where did you buy it? → She asked where I had bought it.

He said he was tired after all the work he'd done.





Communication Skills:

- Associating relevant information with advertisements
- Communicating formally or informally
- Completing forms
- Expressing feelings
- Rephrasing or paraphrasing information
- Role-playing a conversation

Information Literacy:

- Classifying information
- Distinguishing facts from opinions
- Labeling information in application forms

Study Skills:

- Inferring meaning from context
- Preparing interview forms

Life Skills:

- Critical thinking



Media Literacy:

- Matching images and written information

Unit 7

Leisure

- **Lesson 1:** Staying at the Ice Hotel 80
- **Lesson 2:** Advertisements 82
- **Lesson 3:** A Market Where You Can Buy Spices 83
- **Lesson 4:** Running Out of Energy 84
- **Lesson 5:** Explaining Situations in the Past 86
- **Lesson 6:** Positive and Negative Vibes 87
- **Lesson 7:** Two Magnificent Goals 88
- **Lesson 8:** Use Blue or Black Ink 89
- **Round up:** 90

Unit 7 Lesson 1: Staying at the Ice Hotel

A Read the first text in the brochure quickly and find answers to these questions.

- 1 What is the hotel made of?
- 2 Why is it rebuilt every year?
- 3 In which month is the hotel reopened every year?

ICE TOURS

Come to Sweden's Ice Hotel for a different kind of holiday! All the rooms are made of ice. All the cold drinks are served in glasses made of ice!

The Ice Hotel was opened for the first time in 1989 in the village of Jukkasjarvi, 200 kilometres north of the Arctic Circle. It is built totally from snow and ice. Thousands of tonnes of snow and ice are used to construct it and every year it is rebuilt.

Ice is brought from the River Torne and is stored until the weather is right for building to begin. In November, when there is no sunlight at all, building work is started. The hotel is ready by the middle of December and the doors are opened to guests. The last guests leave in April, the Ice Hotel melts and the water goes back to the River Torne.



HIGHLIGHTS OF YOUR 3-DAY HOLIDAY IN LAPLAND

Day 1

When you arrive, you will be served cold drinks¹ in glasses made of ice. You will be shown to your rooms and given reindeer skins and a sleeping bag².



Day 2

You will be taken on a reindeer sled through the cold 3 of Lapland. You will be shown how to 4 a reindeer with a rope. Dinner will be served to you in a 5 Lapland home.



Day 3

You will be driven on a dog sled to the 6. You will be taught how to 7 sled dogs yourselves. You will be served dinner at the Ice Hotel, in the coolest 8 in the world.

B Complete the sentences on page 80 with the words in the box.
Then listen and check your answers.

catch desert drinks drive mountains
restaurant traditional warm

C Underline all the passive verbs in both texts.



D Work in pairs. Role-play a customer and a travel agent talking about the three-day holiday in Lapland.

The customer Ask these questions:

- What will happen on Day 1 when we arrive?
- How will we keep warm at night?
- Will we go on a reindeer sled?
- Will we try traditional Lapland food?
- What will we do on Day 3?
- Will we learn how to drive the sled dogs?

The travel agent Reply using the information in the brochure and your imagination. Try to use the future passive when answering.



What will happen on Day 1 when we arrive?

You will be met by the welcome team and you will be served drinks in ice glasses.



E Read the Functional Grammar box below then make sentences of your own using passive tenses.



Emphasizing action: The passive – present simple, past simple, future

Libyans speak Arabic. → Arabic is spoken by Libyans.

We are serving dinner. → Dinner is being served.

We served dinner at 8 p.m. → Dinner was served at 8 p.m.

We will serve dinner soon. → Dinner will be served soon.

He was cleaning the car. → The car was being cleaned.

They have answered all the questions. → All the questions have been answered.

p.105–106

F Now do Exercises A and B on pages 94 and 95 of the Workbook.

Unit 7 Lesson 2: Advertisements

C21
SKILLS

A Complete the advertisements with the words in the box.

appointment clean earrings better eyes once passport
people prices professional ready Mathematics

A

Dahab
G O L D

Necklaces, bracelets, rings,
1

Every girl in Tripoli has
her ears pierced here.

It's quick, 2 and painless.

Special low 3 for children.

B

STEAM
in Practice!

Do you want to know more about how
you can integrate Science, Technology,
Engineering, Arts and 4

We are 5 teachers and
specialise in **STEAM** to help you learn faster
and 6.

Call us today for classes!

STEAM Centre Tripoli, Libya 21321322

C

THE SNAP SHOP

Do you need to have your 7
photo taken? Then you need The Snap Shop!

Your photos will be 8
in one hour.

Last year, over a million 9
had passport photos taken at The Snap Shop.

D

AL HAZEM
OPTICIANS

Do you wear glasses
or contact lenses?

When did you last
have your 10 tested?

Did you know you should have them tested at
least 11 a year?

Phone us now for an 12!



B Listen and check your answers. Then do Exercises A to E on
pages 95 to 97 of the Workbook.

Lesson 3: A Market Where You Can Buy Spices

C21
SKILLS

A Match the photos to the paragraphs.

The Best of Libya

- 1 Everyone who has been there loves Souq Al Mushir. It is full of magnificent souvenir shops that have many ornaments, swords and daggers, which artistically represent the history and ancestry of Libya.
- 2 If you're looking for a market where you can buy traditional things like incense and perfumes. Souq Al-Siagh is the place for you. Anyone who is interested in jewellery or embroidery should visit this exciting place.
- 3 Tourists who want an adventure should go to our oasis, found in the desert of South Libya. The scenes there look their best at dawn or sunset. Make sure you go with someone who knows the area well.
- 4 You probably won't want to buy an animal during your visit to Libya, but it's still worth going to the animal market. The animals which you'll see there include parrots, monkeys and falcons.
- 5 For spices, the best place to go is Bab Al-Hurya market. You'll have a wide range of shops to choose from.



B Find the answers to these questions in one minute.

- 1 Where should you go to get attractive souvenirs?
- 2 Who should visit Bab Al-Hurya?
- 3 Where can visitors go for spices?
- 4 Which animals are sold at the animal market?
- 5 Who should go to an oasis in the desert in the South of Libya?



C  Read the Functional Grammar box below then make sentences of your own using relative clauses.



Relative clauses: adding information

- Study the sentences below. Do they give extra information about a place [pl], a person [pe], a possession [po], a thing [th] or non-essential information [ne]?

Make sure you go walking with a guide who knows the area. _____

The place where we met last week is being renovated. _____

The market, which sells local handicrafts, is open on Fridays. _____

This is the book that I told you about. _____

This is the boy whose father is a doctor. _____

 p.106

D Now do Exercises A to E on pages 98 to 100 of the Workbook.

C21
Skills

A Read the article. Find these words. If you can't work out the meanings, look them up in a dictionary and record them in your notebook.

by-products continually converted demands estimated finite generated harnessed liquid massive reflect renewable solar

RENEWABLE ENERGY SOURCES

What are renewable energy sources? Well, renewable energy sources include sources of heat that are, as the name suggests, naturally renewable – sources such as sunlight, wind, rain, and geothermal heat. Included in this definition is electricity and heat generated from solar, wind, water, biomass (energy from plants) and geothermal (energy from inside the earth) sources. Renewable energy has the power to help solve some of the main environmental problems that are affecting us on a global scale today. Renewable energy can help with things such as climate change and global warming, air pollution, water pollution and acidity in rivers and seas around the world.

Natural fossil fuels like coal, oil and gas, are not considered renewable energy sources because they are

finite and will, one day, run out. Human use of fossil fuels creates a decrease in the 'stocks' of this type of fuel – the more we use it, the less there is left.



For billions of years, the sun has produced energy. It is estimated that the sunlight that shines on the Earth for one hour is capable of meeting the energy demands of the whole world for an entire year! Can you imagine that?

Solar energy can be converted into other forms of energy, too, most commonly heat and electricity. Today, people use solar energy every day for all sorts of things, from heating

water in homes to space heating in buildings, from drying farm products to generating electrical energy. Surprisingly, solar power is not only for the daytime. The power from the rays of the sun can actually be stored in salt and then used on very cloudy days or even during the hours of darkness. The first thermosolar power station that works 24 hours a day, was built in Andalusia, Spain, in 2011. It has 2,600 solar mirrors, each one 120 square metres, set in a huge circle. The mirrors reflect the sun's rays, making them 1,000 times stronger.



The energy that is produced is then stored in a massive container filled with liquid

salts at a temperature of more than 500 degrees C. Those salts are used to produce steam to turn the turbines and produce electricity.

There is a strongly-held belief amongst the researchers that solar power could be the world's main energy source by 2050.

Wind is classified as renewable because wind will continually be produced as long as there is sunshine. Wind is caused by the uneven heating of the earth's surface by the sun. Today, wind energy is used to generate electricity. One basic wind turbine can produce enough energy to power 1,400 homes for a year, make 230 million cups of tea, or run an average computer for over 2,000 years! The use of wind-



generated electricity is growing around the world. The amount of available energy in water depends on the flow of the water and the fall of the water. This is one of the oldest sources of energy harnessed by humans. In fact, water wheels were used over 2000 years ago. Electrical

power can be generated from water. The Itaipu Dam in Brazil is the largest producer of energy from hydropower in the world. It provides 76% of Brazil's electricity. In Iceland, 100% of the energy is supplied by geothermal and hydropower sources!

B Now do Exercises A to H on pages 100 to 104 of the Workbook.

C Listen to a reading of the first two paragraphs of the article. Then take turns reading the paragraphs aloud. Concentrate on reading clearly, not too fast and not too slow. Try to imitate the intonation and timing on the audio.

Unit 7 Lesson 5: Explaining Situations in the Past

A  Listen and read this dialogue. Do you think Latifa's explanation is true or just an excuse?

Latifa: Hi, Muna.

Muna: You're very late, Latifa. Forty-five minutes, in fact.

Latifa: Oh, dear! I'm really sorry. But I ...

Muna: Don't tell me – you have a good excuse, Latifa. You always do!

Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.

Muna: You had to call a plumber!

Latifa: Yes, there was only Grandmother and me at home.

Muna: And did he fix it?

Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.

Muna: I guess not. But why didn't you call me?

Latifa: I left my mobile at my cousin's and it's got your mobile number on it.

Muna: You should know my number by heart by now.

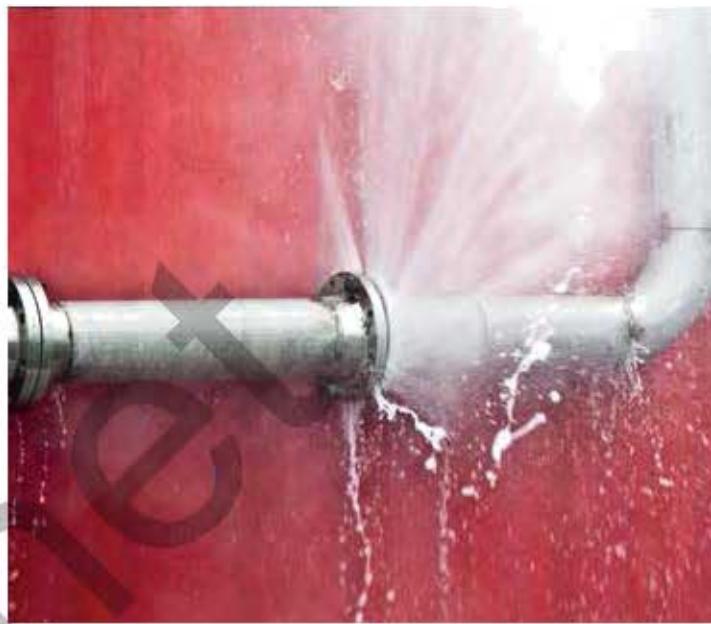
Latifa: You're right. I promise I'll learn it.

Muna: About time!

Latifa: So, am I forgiven?

Muna: I suppose so. But you'll have to pay for lunch.

Latifa: Sure! It's a deal!



B These expressions are commonly used in informal speech. What do they mean? What would you say in a more formal situation?

- Hi!
- I couldn't help it.
- He took ages.
- I guess not.
- About time!
- I suppose so.
- Sure!
- It's a deal.

C  Practise the dialogue with a partner.

D Now do Exercises A to D on pages 105, 106 and 107 of the Workbook.

Lesson 6: Positive and Negative Vibes

A  Listen and read. Then practise the dialogue.

Farah: What's the matter?

Reema: My father's in hospital.

Farah: You must be **really worried**.

Reema: I am. I feel **very anxious**.

Farah: You poor thing!

Reema: Thank you for your kind words.

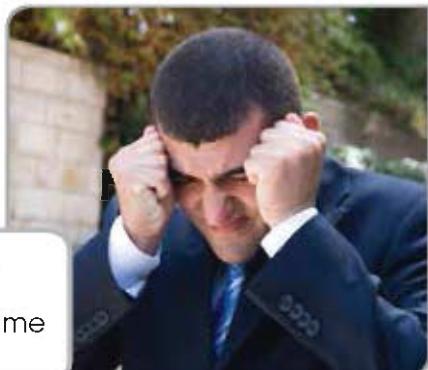


C21
SKILLS

B  Work in pairs. Make new dialogues, replacing the bold items with the words and phrases below. Then decide which dialogues have negative vibes and which ones have positive vibes.



I've passed my driving test.
delighted
really over the moon
Congratulations!



I just got full marks in my maths exam.
feeling proud of yourself
happy that my teacher is so pleased with me
Well done!



My car's been stolen.
so angry
absolutely furious
I'm so sorry.



I've had a fight with my best friend.
upset
very depressed
What a shame!

C Now do Exercises A to C on page 107 of the Workbook.

Unit 7 Lesson 7: Two Magnificent Goals

C21
Skills

A Read the two sports blogs. Which article do you prefer?

ENGLAND TEACHES SPAIN A LESSON

From our football correspondent
Matt Bradley

In a very interesting and, at times, exciting game yesterday in Madrid, England showed that they can be the best in the world. Their defence was magic. For 89 minutes it looked impossible for a ball to get through. In fact it looked impossible for anything to get through! Sadly, late in the first half, the Spanish number 9 managed to score a rather lucky goal.

In the end, the Spanish goal was of no consequence. Wayne Rooney scored two magnificent goals early in the second half. He is always good; yesterday he was brilliant. He got a yellow card in the last few minutes of the game, after he had pushed Baraja. In my view, the referee was wrong to give it. This performance by the England team will not be forgotten for a very long time.



England vs Spain in Madrid



England 2 Spain 1

The England defence managed to keep out the Spanish attack until the forty-first minute, when Vicente scored a goal from fourteen metres. England fought back in the second half and Rooney scored twice (52nd minute and 59th minute). Then Rooney got angry. He pushed Ruben Baraja to the ground and got a yellow card. This is his fifth yellow card this season. In general, however, it was a good performance by both teams.

C21
Skills

B Which article contains mostly facts? Which one contains mostly opinions? Underline the opinions in both articles.

C Now do Exercises A to E on pages 108 to 111 of the Workbook.

Lesson 8: Use Blue or Black Ink



A Complete the form with the correct words from the list.

- | | | | | | |
|-----------------------|-----------------|---------------|---------------|-------------|-------------|
| • ADDRESS | • DATE | • GENDER | • MOBILE | • post | • SURNAME |
| • attach | • DATE OF BIRTH | • ink | • NATIONALITY | • SIGNATURE | • TELEPHONE |
| • capitals | • EMAIL | • language | • OCCUPATION | • STATUS | • TITLE |
| • complete | • FIRST NAME | • MIDDLE NAME | | | |

If you are interested in being a volunteer at the Ghadames Festival, please complete¹ this form in BLOCK capitals². Use blue or black ³ and return it to the Ghadames Festival Committee by ⁴. Please ⁵ a recent photo.

Ghadames International Festival



6:	ADAM
7:	JOHN
8:	MORETON
9:	18/09/1989
10:	<input checked="" type="checkbox"/> Female <input type="checkbox"/> Male
11:	<input type="checkbox"/> Mr <input checked="" type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Dr
12:	<input type="checkbox"/> Single <input checked="" type="checkbox"/> Married
13:	BRITISH
14:	STUDENT
15:	P. O. BOX 1499, LIBYA
HOME	16: 434145
	17: 553268
	18 ADDRESS: adamjomoreton@hotmail.com
	19: Adam John Moreton
	20: 3rd January 2006
Preferred	21 for correspondence: ENGLISH

B Now do Exercises A to C on pages 112 to 113 of the Workbook.

Unit 7: Round up

A  Here are some of the things you practised in Unit 7. Discuss each item with a partner. Take it in turns to give another example.

Now you can:

- talk about processes using the present and past simple passive

It is built totally from snow and ice.

The Ice Hotel was opened in 1989.

- talk about a schedule using the future passive

You will be taught how to drive sled dogs.

Dinner will be served in a traditional Lapland home.

- use the present continuous, past continuous and present perfect passive

The rooms are being cleaned at the moment.



While we were being shown around, we heard a loud noise.

This hotel has just been built.

- apologize and make excuses

I'm really sorry. Am I forgiven?

It wasn't my fault I was late.

I had to call a plumber.

- label and complete forms

Please complete this form in block capitals.

Use blue or black ink.



- **respond to good and bad news**

That's amazing news! I'm so happy for you.

You poor thing! You must be terribly worried.

What a shame! I know how you feel.

- **talk about organizing things using *have/get something done***

Do you need to have your passport photo taken?

Where did you get your hair done?

She needs to get the tap fixed.





Communication Skills:

- Describing objects in detail
- Reporting information
- Taking notes from interviews

Study Skills:

- Inferring meaning from context

Life Skills:

- Critical thinking
- Preparing for an interview

Information Literacy:

- Preparing questions for interviews



A photograph of two young women sitting outdoors. One woman is in profile, facing right, wearing a dark jacket and looking at a smartphone she is holding. The other woman is partially visible on the left, also holding a smartphone. They appear to be engaged in a conversation or activity together.

Unit 8

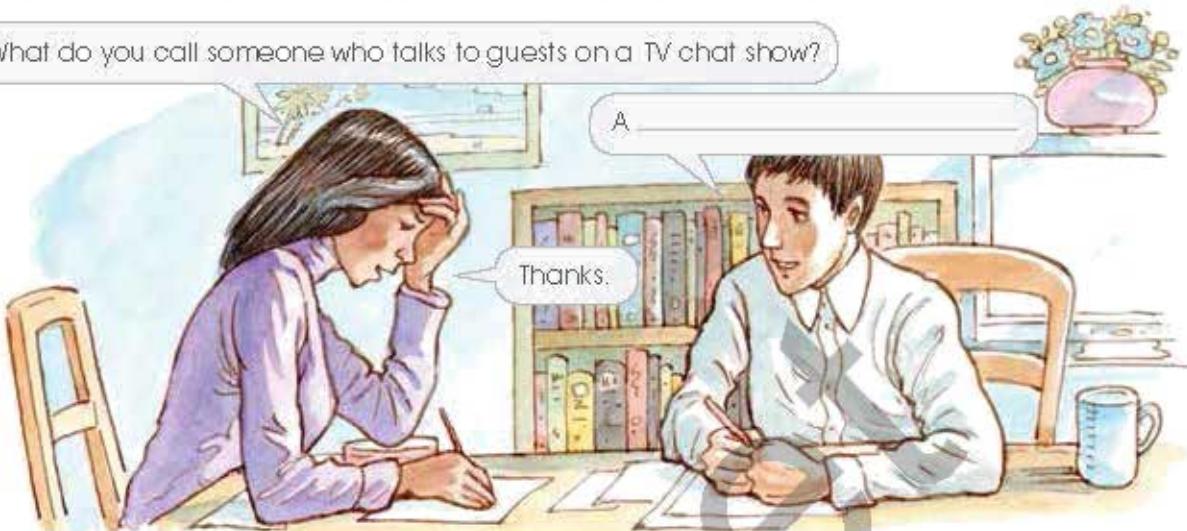
Fun with English 2

- **Lesson 1:** Giving Details 94
- **Lesson 2:** Future Plans 95
- **Lesson 3:** Travels in Arabia 96
- **Lesson 4:** Interviews 97

Unit 8 Lesson 1: Giving Details

A Answer Layla's question.  Then listen and check your answer.

What do you call someone who talks to guests on a TV chat show?



B Match the descriptions on the left with the words on the right.

- 1 the study of objects in space
- 2 a person who studies the weather
- 3 how hot or cold something is
- 4 a thing that you sleep in when you go camping
- 5 the black stuff you burn on barbecues
- 6 the thing which men wear round their neck when they're wearing a suit
- 7 someone who fixes pipes in kitchens and bathrooms
- 8 people who are watching a show
- 9 a collection of things in a place where people can come and see them

- a meteorologist
- b a plumber
- c temperature
- d a tent
- e a tie
- f an audience
- g an exhibition
- h charcoal
- i astronomy

C Ask and answer questions using both of the lists above.

What do you call the sweet stuff that bees make?

Honey.

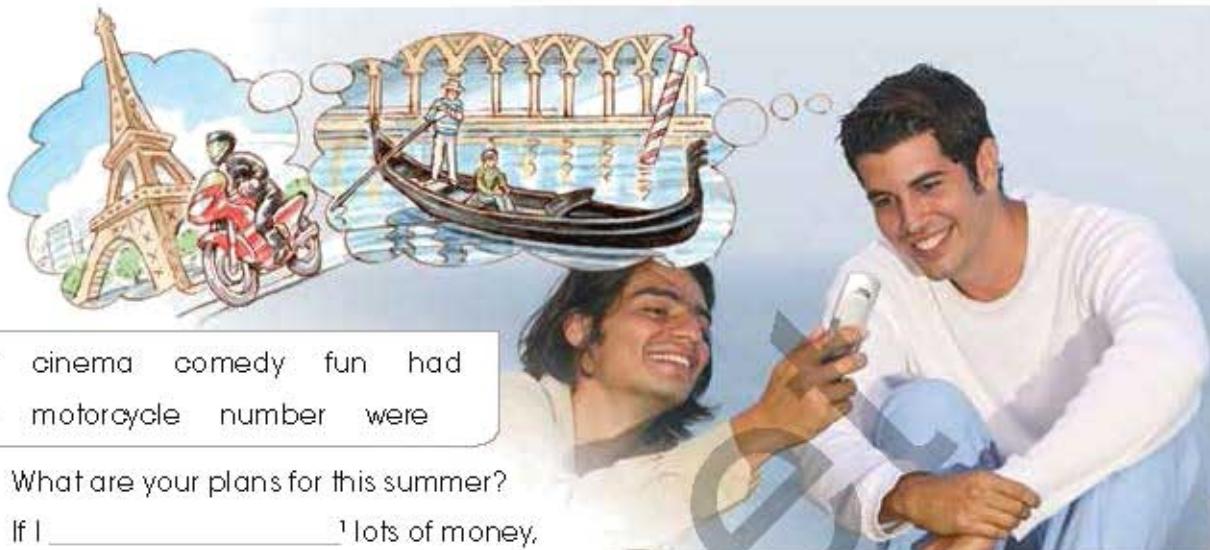
What's honey?

It's the sweet stuff that bees make.

D Now do Exercises A and B on pages 114, 115 and 116 of the Workbook.

Lesson 2: Future Plans

A Read and choose the correct words to complete the conversation.



apply cinema comedy fun had
job motorcycle number were

Fawzi: What are your plans for this summer?

Justin: If I ¹ lots of money,
I'd buy a ² and drive around Europe.

Fawzi: Could I come with you and sit on the back?

Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the ³ unless I get a holiday job pretty soon.

Fawzi: I saw an ad for a ⁴ that you might be interested in.

Justin: Really? What was it?

Fawzi: They're looking for 80 extras in a film. It's a ⁵.

Justin: Wow! That would be ⁶! How much are they paying?

Fawzi: Quite a lot. I'm going to ⁷. Do you want the ⁸?

Justin: Yes, please. I'd better put it straight onto my mobile. Line 12

Fawzi: If I ⁹ you, I'd call them right away.

Justin: Thanks. Wouldn't it be great if we both got parts!

B Listen and check your answers.



C Answer the questions.

- 1 What does Justin mean when he says 'Very funny'?
- 2 What does 'pretty soon' mean?
- 3 What are film 'extras'?
- 4 What does 'it' in line 12 refer to?

D Now do Exercises A and B on page 117 of the Workbook.

Unit 8 Lesson 3: Travels in Arabia



A Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now 90. He told you about his travels in Arabia. Did he give you the same information?

Student A: First, fill in the blanks to complete the information the traveller gave you.

Student B: Use Exercise A on page 118 of the Workbook.

The traveller said ...



- 1: I first travelled to the south of Arabia in 1945. (Say which year.)
- 2: The Wali said that local men must travel with me. (Say how many.)
- 3: We had horses to ride, but we walked most of the time. (Say what.)
- 4: Our food was mostly bread and water. (Say what.)
- 5: Sometimes we killed a camel. (Say what.)
- 6: After three days, we returned to Salalah, but I made many more journeys in the desert. (Say how many.)
- 7: Altogether, I spent two years exploring the Arabian desert. (Say how many.)
- 8: Of course, I could speak Arabic, and Armenian other languages too. (Say how many.)
- 9: After Arabia, I travelled in Iran. (Say which country.)
- 10: When I became too old to travel, I made my home in London. (Say which country.)
- 11: I've written four books about my travels. (Say how many.)
- 12: My latest book will be published in September. (Write the month.)
- 13: The best thing about travelling in unexplored places is discovering new things. (Say what.)



B Now tell your partner what the traveller told you. Listen to what he told your partner. How many differences are there?

Example:

1

He told me he had travelled to the south of Arabia in 1945.

2

That's different. He told me he had travelled to the south of Arabia in 1946.

C Now do Exercises B to E on pages 119 and 120 of the Workbook.

Lesson 4: Interviews

A Complete the dialogue with these words.

job volunteer head teacher interview

Huda: I had my _____¹ this morning.

Ameena: What for?

Huda: You know! I applied to be a _____² at the next Olympics.

Ameena: Oh, yes. Sorry, I forgot. What did they ask you?

Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.

Ameena: Do you think you'll get the _____³?

Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my _____⁴.



B Listen and check. Then practise the dialogue.

C21
SKILLS

C What were the interviewers' actual words? Write four questions.

C21
SKILLS

D Imagine you are going to interview people applying for these jobs. Suggest two questions to ask each of them. Use your imagination or words and phrases from the box.

- receptionist • flight attendant • TV presenter • journalist • sports instructor • tour guide

able to communicate clearly
computer/computer programs
driving licence
experience of teaching/writing
confident, reliable, sociable,
calm

foreign languages
interested in local art and
history
interested in entertainment
good knowledge of local sights
enjoy travelling/sports

do research on the internet
sense of humour
good swimmer
can type
work under pressure/in a team
writing skills

Let's ask if they can use a computer.

We should also ask if they speak any foreign languages.

E Now do Exercises A and B on pages 121 and 122 of the Workbook.

Grammar and Functions Reference

UNIT 1

■ Present simple and present continuous (page 8)

Present simple

! In the affirmative form, the third-person singular ends in -s.

- I drive/She drives, I go/He goes, I do/It does

Use the present simple to talk about habits, routines and permanent situations.

- We take the bus to school.
- He works in a bank.
- Does your grandmother like chocolates?
- They don't stay up late during the week.
- It doesn't rain much in Libya.

Use the present simple with adverbs of frequency like *often*, *always*, *usually*, *sometimes*, *never*, *ever*, *every day*, *once a month*, *twice a year*.

- I visit my cousins twice a year.
- She usually gets up very early.
- Do children always wear a school uniform in Libya?

Use the present simple to talk about scientific and general facts.

- Water freezes at 0°C.
- Dates grow on palm trees.
- The sun doesn't go around the Earth.

Present continuous

Use the present continuous to talk about actions that are happening at the moment you are speaking.

- Ssh! My baby brother is sleeping.
- Am I disturbing you?
- Who's making that terrible noise upstairs?

You can also use the present continuous to talk about things that are happening in the current period of time.

- We're studying desert plants in Biology this term.
- Why is he wearing that silly hat today?

Some verbs are not usually used in the present continuous: *know*, *like*, *love*, *need*, *want*, *mean*, *come from*. Use the present simple instead.

- Do you know Halim?
- I don't like sad stories.
- What does this word mean?
- Where does Shakira come from?

■ Past simple and past continuous (page 8)

Past simple

We often use time adverbials with the past simple:

yesterday, *last week*, *two weeks ago*, *in 2003*, *last summer*.

- Sandra got annoyed with me yesterday.
- Abbas went to London last summer.
- I met her six months ago.

The affirmative form of the past simple always ends in -ed with regular verbs, e.g., *work/worked*; *live/lived*; *try/tried*; *stop/stopped*; *travel/travelled*.

- They played tennis for an hour.

A lot of common verbs are irregular in the past simple affirmative. There are no rules for forming them. Just learn them by heart!

Make questions with *did* and negatives with *didn't* + the base form (except with *be* and *have got*).

- Did you play football on Saturday?
- No, we didn't. We didn't have time.
- Where did they go after lunch?

Past continuous

Make the past continuous with *was/were* + present participle (-ing form).

- What were you doing at 8 o'clock last night?
- I was listening to music.

Past simple and past continuous

We often use the past continuous and the past simple in the same sentence. The past continuous is used for the background activity or situation and the past simple is used for the shorter, quicker action.

- While we were sitting at the café, somebody stole my bag.
- I was having a shower when the phone rang.

- How fast was he driving when the accident happened?
- They were playing football when they heard a scream.
- I made coffee for everyone while you were talking to Jamal.

■ Present perfect simple (page 10)

Form

	+	-
I/You	have gone	have not gone
He/She/It	has gone	has not gone
We/They	have gone	have not gone

! Make the present perfect simple with *have/has* + the past participle. The past participle of regular verbs is the same as the simple past of regular verbs, e.g., *I have finished*. *She has finished*.

A lot of common verbs have an irregular past participle.

The 's in the third-person singular short form stands for *has*

(NOT *is*). *She's eaten her supper* = *She has eaten her supper*

(NOT *She is-eaten her supper*).

Note: Contractions

- + *I've/You've/We've/They've gone; He's/She's/It's gone*
- - *I/You/We/They haven't gone; He/She/It hasn't gone*

Question

Have	I/you	gone?
Has	he/she/it	gone?
Have	we/you/they	gone?

Short answers

- Yes, *I/you/we/they have*. Yes, *he/she/it has*.
- No, *I/you/we/they haven't*. No, *he/she/it hasn't*.

Use

Use the present perfect simple to talk about actions that started in the past and have a result in the present:

- *I've lost my jacket.* (= *I can't find it now.*)
- *He has broken his leg.* (= *It's still broken now.*)
- *They've gone away.* (= *They aren't here now.*)

Use the present perfect simple to give news about something that has happened when you don't specify the exact time.

- *The police have found the gold.*
- *Nobody has written to me.*

! Don't use the present perfect simple with time phrases like *yesterday, last month, last week, on Saturday*. Use the past simple with these time phrases.

Use the present perfect simple with *just, already, never, ever and yet*:

- *I have just bought these jeans.*
- *She has already passed her driving test.*
- *You've never liked Ahmed, have you?*
- *It's the best ice-cream I've ever eaten.*
- *Have you ever been to Japan?*
- *It hasn't stopped raining yet.*

Use the present perfect with questions beginning with *How long/How many times*:

- *How long have you known Jenny?*
- *How many times have you been to Beirut this year?*

Use the present perfect with *for or since* to say how long something has lasted. Use *for* with a period of time, e.g., *for three days, for two weeks, for a long time, for an hour*.

- *I have known him for five years.*
- *She has been in England for three days.*

Use *since* with the beginning of a time period, e.g., *since Monday, since I was born, since Eid, since January, since 2004*.

- *She has lived there since 2003.*
- *The shop has been open since March.*

! There are two present perfect simple forms for the verb *go*: *have/has gone* and *have/has been*.

Use *have/has gone* when the person has gone away and has not returned:

- "Where has Waleed gone?"
"He's gone to the park."

Use *have/has been* when the person has made a visit and has now returned:

- "Where have you been?" "We've been to Ali's house."

■ Question tags (page 12)

Use question tags to check information:

- *Layla's sixteen, isn't she?*
- *You didn't copy my homework, did you?*

Form

With affirmative statements, use a negative question tag.

- You like chocolate ice-cream, don't you?

With negative statements, use an affirmative question tag.

- You don't like milk in your coffee, do you?

Question tags are in the same tense and person as the verb in the statement.

- You went shopping on Thursday, didn't you?
- Salwa won't remember me, will she?

Affirmative statements (with negative question tags)

Present tenses

- You know Catherine, don't you?
- She's Canadian, isn't she?
- They're working hard, aren't they?

have/has got

- Adam's got a brother, hasn't he?
- You've got four brothers, haven't you?

Past simple

- He was in the match yesterday, wasn't he?
- They were late, weren't they?
- You knew the answer, didn't you?
- They said sorry, didn't they?

Present perfect tenses

- We've never met her, have we?
- You've been working hard, haven't you?

Can

- I can run quite fast, can't I?

Will

- You'll remember, won't you?
- It'll be easy, won't it?

Negative statements (with affirmative question tags)

Present tenses

- You don't like frightening films, do you?
- He isn't very sociable, is he?
- They aren't very helpful, are they?

haven't/hasn't got

- You haven't got a sister, have you?
- She hasn't got a car, has she?

Past simple

- She wasn't at the party, was she?

- They weren't annoyed with us, were they?
- You didn't tell anyone, did you?

Present perfect tenses

- You haven't done the essay yet, have you?
- We haven't been talking about you, have we?

Can't

- Fatima can't drive, can she?

Won't

- Yousef won't know the answer, will he?
- It won't be difficult, will it?

■ Present perfect continuous (page 13)

Form

Make the present perfect continuous with *have/has been* + the present participle (-ing form).

	+	-
I/You	have been working	have not been working
He/She/It	has been working	has not been working
We/You/They	have been working	have not been working

Note: Contractions

- + I've/You've/We've/They've been working; He's/She's/It's been working
- - I/You/We/They haven't been working; He/She/It hasn't been working

Question

Have	I/you	been working?
Has	he/she/it	been working?
Have	we/you/they	been working?

Short answers

- Yes, I/you/we/they have. Yes, he/she/it has.
- No, I/you/we/they haven't. No, he/she/it hasn't.

Use

Use the present perfect continuous to talk about an action that ended recently if you can still see the results now.

- What have you been doing? Your hands are blue.
- I've been painting a chair.

You should also use it with *how long, since* and *for*:

- How long have you been waiting here?

- I've been waiting for an hour.
- She's been waiting since two o'clock.

■ Adjectives + prepositions (page 16)

Many adjectives can be followed by a preposition. These are usually fixed and you need to learn the combinations. Sometimes you need to use different prepositions if you are talking about people or things.

- My mother was angry *about* my school report.
- My mother was angry *with* me.

There is a list of some common adjectives and prepositions on page 106.

UNIT 2

■ Imperatives (page 21)

Form

The affirmative imperative is the same as the base form of the verb. It's the same in the singular and the plural.

- Come here, Layla. Come here, Layla and Ali.
- Plug it in and turn it on.
- Write your name at the top of every page.
- Please answer all the questions.

The negative form is do not or don't + the base form.

In spoken English, we usually use the short form, don't. We use the long form, do not, in formal notices and instructions.

- Don't waste time, Rashid.
- DANGER! DO NOT SWIM HERE.
- Don't turn the radio off. I'm listening to it.
- Don't draw pictures in your notebook.
- Please do not walk on the grass.

Use

Use the imperative to give orders, invitations and instructions.

- Pay attention, please. Don't talk.
- Please come to my party on Saturday.
- Select a programme and press the red button.

■ So and such (page 25)

Form

so + adjective

- The beach was so crowded.
- This homework is so difficult.
- He's always so kind and friendly.

so + adverb

- She works so fast.
- He was driving so dangerously.

such (a/an) + adjective + noun

- It's such a lovely day.
- It was such an exciting film.
- I had such strange dreams last night.

You can use so and such with or without that and a result clause.

- He was so angry that he couldn't speak.
- It was such a boring film we walked out of the cinema.

Use

Use so + adjective/adverb or such (a/an) + adjective + noun to exclaim.

- She's so good at painting!
- She draws so well.
- She's such a good artist.
- They're such beautiful paintings.

You can express cause and result with so and such ... (that)

- The bed was so hard that I couldn't sleep.
- It was such a hard bed that I couldn't sleep.
- The weather was so bad that we decided to stay at home.
- She worked so fast that she finished in an hour.
- They had such a good time they didn't want to leave.

■ Making deductions (page 28)

must have, can't have, might have

Use must have, can't have, might have + past participle to make deductions about the past.

Use must have when you are almost certain that something happened.

- Everything is fresh and green outside. It must have rained in the night.

Use *might have* when you think that perhaps something happened.

- "Where's my jacket?"

"I don't know for sure, but I think your brother might have taken it."

Use *can't have* when you are certain that something didn't happen.

- He can't have borrowed my jacket. It's much too small for him.

UNIT 3

■ Order of adjectives

(page 34)

When you use two or more adjectives to describe something, there are rules about the order.

Put the general adjective first, then the colour adjective.

You have to say: *We've bought a new black car.*

You can't say: ~~We've bought a black new car.~~

You do not put *and* between the two adjectives:

~~We've bought a new and black car.~~

- She was riding a beautiful white horse.
- Look at the calm blue water.

When there are two colour adjectives, put *and* between them.

- She was wearing a red and white jacket.
- Look at that pretty blue and yellow scarf.

■ First conditional

(page 35)

Form

	'if clause'	'main clause'
If	Present simple	, Future (will/going to/may)
If	she is late	, we'll go without her.
If	you don't stop that	, I'm going to get angry.

! When the *if* clause comes first, it is separated from the main clause with a comma. When the main clause comes first, there isn't a comma between it and the *if* clause.

- If she's late, we'll go without her.
- We'll go without her if she's late.

You can use *unless* instead of *if ... not*.

- I won't help you if you don't help me.
- I won't help you unless you help me.

Use

Use the first conditional to talk about possible events in the future. Use it when you want to make predictions about what will happen if something else happens (or doesn't happen).

- If you don't practise every day, you won't get better.
- Unless you practise every day, you won't get better.

UNIT 5

■ Modals *can/can't, must/mustn't, should/shouldn't + infinitive*

(page 53)

Use

These modal verbs can all be used in the affirmative to express permission and in the negative to express prohibition. *Must* is the strongest and is used in formal written instructions. *Should* is the weakest.

Affirmative

- We can use the computer lab in school hours. (We are allowed to.)
- There must be a teacher in the lab when we use it. (It's a rule.)
- We should sign our names in a book in the lab. (It's a rule, but we don't always obey it.)

Negative

- You can't take food into the library. (It's not allowed.)
- You mustn't touch this machinery. (It's a rule.)
- We shouldn't walk on the grass. (It's a good idea not to.)

Questions

- Can't we take food into the library?
Can we not take food into the library?
- Shouldn't we walk on the grass?
Should we not walk on the grass?

Note:

(1) Don't use *mustn't* in questions, except in question tags:

- *He must tidy his room, mustn't he?*

(2) The past tense of *can* is *could*:

- *We couldn't eat our sandwiches in the library.*

(3) *Must* has no past tense. Use *didn't have to*:

- *He didn't have to tidy his room because his sister had done it.*

■ **have to + infinitive** (page 54)

Use

Use *have to + infinitive* to say that something is necessary:

- *I have to get up early tomorrow. My plane leaves at six in the morning.*

Form

- *I have to eat more vegetables.* (Present simple)
- *My father had to go to the doctor yesterday.* (Past simple)
- *We won't have to go to school tomorrow.* (Future)
- *I didn't have to pay for my ticket.* (Past simple)
- *I have never had to go to hospital.* (Past perfect)

Questions

- *Do you have to work tonight?*
- *Did you have to wear a uniform at your primary school?*
- *Will you have to see the doctor again?*
- *Have you ever had to call an ambulance?*

Note: *must* and *have to* are very similar in meaning.

- *You have to answer all the questions in the test.*
- *You must answer all the questions in the test.*

■ **mustn't and don't have to** (Workbook, page 61)

Use

Mustn't means *not allowed*.

Don't have to means *not necessary*.

- *You mustn't leave.* (You are not allowed to leave.)

- *You don't have to leave.* (You can leave or you can stay. It's up to you.)

Note: To talk about necessity in the past, use *didn't have to*.

- *I didn't have to get up at five yesterday morning.*

■ **had better** (page 55)

Use

Use *had better* to give strong advice or to tell people (including ourselves) what to do:

- *I have to be at the airport by ten, so I'd better leave now.*
- *You'd better add some salt to this soup. It's rather tasteless.*

The negative is *had better not*:

- *"I feel terrible."*
- *"You'd better not go to work today."*

Note: *had better* is similar in meaning to *should*.

Use *should* to give general advice or an opinion. Use *had better* to give advice in a particular situation:

- *We should meet more often.* (general opinion)
- *We'd better meet at 11 o'clock outside the station.* (opinion about a particular situation)

■ **Second conditional** (page 56)

Form

Make the second conditional with *if + the past simple* in the conditional clause and *would/could/might + infinitive* in the main clause:

- *If I had a lot of money, I'd buy a bigger house.*
- *I'd buy a bigger house if I had a lot of money.*

Note: There is a comma at the end of the *if* clause when it comes first, but not when it comes second in the sentence.

Use

Use the second conditional to talk about situations that are not real at the moment or situations that are not likely in the future:

- If I had wings, I'd fly all over the world.
He'd be much fitter if he stopped smoking.
- If we had a swimming pool, I could learn to swim.

■ Asking for and giving advice or opinions (page 58)

Use *should* to ask for advice or an opinion:

- Should I go to Egypt to study?
- What do you think I should do?

Use any of these to give advice:

should

- I think you should study at home.

Imperative

- Go to Egypt if you think you'll enjoy it.

Why don't you ...?

- Why don't you study in Libya?

If I were you, I would ...

- If I were you, I would study at home.

Note: *If I were you* is more common than *If I was you*.

■ Present and future wishes (page 59)

Form

To make wishes for the present, use *wish + the past simple*:

- He wishes he knew more people in this town.
(He doesn't know many.)
- I wish I had more friends. (I haven't many.)
- We all wish we were richer. (We aren't rich.)
- I wish I could speak lots of languages.
(I can't speak any/many.)

To make wishes for the future, use *wish + would/could + infinitive*:

- I wish it would get cooler. (but it won't)
- Sultan wishes his brother would help him. (but he won't)

■ Regrets (page 61)

Form

Use *wish + the past perfect*:

- I wish I hadn't been so selfish.
- She wishes she had worked harder for her exams.

Use

Regrets are wishes about the past.

- I wish I had gone to Egypt last year.

UNIT 6

■ Reported speech (page 68)

There are four main types of reported speech:

- Reported statements with *say/tell*
- Reported questions
- Reported commands
- Reporting with other verbs

■ Reported statements with *say/tell* (page 68)

Form

When reporting someone's actual words, change the verb tenses and the pronouns. The main reporting verbs are *say* and *tell*. In these examples, *said* can be replaced by *told (me)*. *That* can be omitted in these examples:

Present simple > Past simple

- Tariq: 'I know all about it.'
- Tariq said (that) he knew all about it.

Present continuous > Past continuous

- Mariam: 'I am enjoying myself.'
- Mariam said (that) she was enjoying herself.

Present perfect > Past perfect

- Sara: 'My father has bought me a new computer.'
- Sara said (that) her father had bought her a new computer.

Present perfect continuous > Past perfect continuous

- Ahmed: 'I have been playing tennis.'
- Ahmed said (that) he had been playing tennis.

Past simple > Past perfect

- Salwa: 'You didn't phone me.'
- Salwa said (that) I had not phoned her.

Past continuous > Past perfect continuous

- Nour: 'I was waiting outside.'
- Nour said (that) she had been waiting outside.

will > would

- 'We will have to get to the match early. It will be easy for us to get there by bus.'
- They said (that) they would have to get to the match early and (that) it would be easy for them to get there by bus.

Pronoun changes

I > he or she

me > him/her

we > they

us > them

you > I or we

Note: Different pronoun changes may be necessary. It depends on the number of speakers and the situation.

■ Reported questions (page 71)

Form

Change the verb tenses and pronouns as you do when reporting statements.

Questions become statements when they are reported:

- 'Where is the stadium?'
She asked where the stadium was.
- 'What do they want?'
He asked me what they wanted.
- 'How much have you spent?'
They asked us how much we had spent.
- 'Why are you still here?'
She asked me why I was still there.

With yes/no questions, use the words if or whether after the reporting verb:

- 'Is there any bread?'

He asked if there was any bread.

- 'Do you like Indian music?'
She asked whether we liked Indian music.

■ Reported commands and requests (page 74)

Form

Use tell/ask + object + (not) + to + infinitive:

- 'Get off the grass.'
He told us to get off the grass.
- 'Do the washing-up now.'
She told him to do the washing-up.
- 'Please don't stay out too long.'
She asked me not to stay out too long.

Note: The verb tell is always followed by a direct object.

- You told me that you wouldn't be late.
- I told Salim that the party was on Saturday.

UNIT 7

■ The passive (page 81)

Form

Form the passive with the verb be + past participle:

These dates are grown in Libya.
The hotel rooms are being cleaned at the moment.
Dinner was cooked by the head chef.
Our car was being repaired an hour ago.
All the food has been eaten.
The tests will be marked by our teacher.
Hard hats have to be worn in this area.

Use

Use the passive to say who an action was done by, or when, who or what caused the action is obvious or not important.

- The teacher will give us the results.
- We will be given the results (by the teacher).
The police have already caught the thief.
- The thief has already been caught (by the police).

- When will they serve the food?
- When will the food be served?
You must do this immediately.
- This needs to be done immediately.
They should stop smoking completely.
- Smoking should be stopped completely.

■ Defining relative clauses (page 83)

Use

There are two types of relative clause – defining and non-defining. A defining relative clause shows exactly which person or thing you are talking about. It ‘defines’ the person or thing. Without this clause, the sentence does not usually make sense:

- That’s the girl who won the Art prize at school.
(If you just say That’s the girl, it does not mean very much.)

A non-defining relative clause gives some extra information about a person or a thing. Without this clause, the sentence still makes sense.

- My parents, who met at university, both work in the same office. (My parents both work in the same office is a perfectly good sentence.)

Subject relative pronouns: who, which, that

Use who, which, that to join two clauses. Use who for people and which or that for animals and things. (that can also be used for people, but who is preferred.)

- I have a friend. He speaks five languages.
I have a friend who speaks five languages.
- She’s got a parrot. It can talk.
She’s got a parrot which/that can talk.

Object relative pronouns: who, which, that

When the relative pronoun is the object of the sentence, it can be left out:

- Do you remember the beach party? We had it last summer.
Do you remember the beach party (which/that) we had last summer?
- I’ve just heard from the boy. We met him in Beirut.
I’ve just heard from the boy (who) we met in Beirut.

Note: In formal English, we use the object relative pronoun whom instead of who. It is not very common in spoken English.

- I’ve just heard from the boy whom we met in Beirut.

Relative pronouns: where, whose

Use where for places and whose for possession:

- We visited the town. My father was born there.
We visited the town where my father was born.
- What’s the name of your friend? His father is a film star.
What’s the name of your friend whose father is a film star?

■ Adjectives + prepositions (page 87)

Adjectives followed by about:

- angry (angry about something)
- annoyed (annoyed about something)
- excited
- sure
- worried

Adjectives followed by with:

- angry (angry with someone)
- annoyed (annoyed with someone)
- bored
- disappointed
- pleased

Adjectives followed by of:

- afraid
- frightened
- jealous
- proud

Adjectives followed by in:

- interested

Adjectives followed by from:

- different

Adjectives followed by at:

- good
- bad

Checklist for Written Work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it, though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases (e.g., first, next, then, etc).
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words and that the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

Transcript

Unit 1

Track 1

Listen to a short talk.

Speaker: Water is vital for life. But we are using too much of it. We use water for drinking, washing, industry and farming. We are using more water every year. Only a quarter of the water on Earth is fresh, and only 3% is drinkable. Did you know – a person can live for 30 days without food, but only 6 days without water.

Access to water is a serious problem worldwide. A quarter of people in cities are living without access to clean water. Children are dying. Tragically, one child dies every 20 seconds after drinking dirty water.

Track 2

A Listen and repeat.

- Voice: 1 Water is vital for life.
2 But we are using too much of it.
3 We use water for drinking, washing, industry and farming.
4 We are using more water every year.
5 A person can live for 30 days without food.
6 A person can live for 6 days without water.
7 Access to water is a serious problem worldwide.
8 A quarter of people in cities are living without access to clean water.
9 Children are dying.
10 One child dies every 20 seconds after drinking dirty water.

Track 3

A Listen and repeat the adjectives from Samira's email.

- Voice: 1 patient
2 kind
3 generous

- 4 fortunate
5 traditional
6 bossy
7 sociable
8 bad-tempered
9 easy-going
10 calm

Track 4

Listen and check your answers.

Hadi: Hello, Mum. I've got a problem.
Mum: What's the matter, Hadi?
Hadi: I've had a scooter accident.
Mum: Oh no! Are you OK?
Hadi: Yes, I'm OK, Mum. Honestly!
Mum: Have you hurt yourself?
Hadi: Not really. I haven't hurt myself badly. I've only broken my glasses and cut my hand.
Mum: Oh, Hadi, I really hate that scooter of yours.
Hadi: Mum, please calm down. It's not very serious.
Mum: How did it happen?
Hadi: A cat ran in front of the scooter. I tried to stop but the road was wet and I crashed into a tree.
Mum: I'm coming to help you now. Where exactly are you?

Track 5

B Listen and repeat.

Voice: What's the matter?
Honestly!
Are you OK?
Not really.
Please calm down.

Track 6

A Listen and tick the things Waleed and Josie talk about.

Josie: How long have you been in Britain, Waleed?
Waleed: Two weeks so far. Yes, I've got another week here before I go back to Libya.
Josie: Have you had a good time?
Waleed: Yes, it's been great, Josie. I've seen five different universities in England and Scotland. I had a brilliant time in Scotland.
Josie: Really? Where did you stay?

Waleed: Well, I stayed in a really old castle near Edinburgh. Look, I've got a photo of it.

Josie: Wow! That's beautiful. I've never stayed in a castle!

Waleed: This castle belongs to a man called Ian Maclaren. He's a friend of my father's. The castle is about 400 years old. Oh, and people say there's a ghost in the kitchen.

Josie: OOOOH. A ghost! I've never seen a ghost. Did you see it?

Waleed: Don't be silly, Josie. I don't believe in ghosts.

Josie: So did you like Scotland?

Waleed: I really liked it. The countryside's beautiful. I love all the lakes and the mountains. It's so green.

Josie: That's because it's so wet. It rains a lot in Scotland, even in summer. Did it rain while you were there?

Waleed: Yes. It was lovely and cool and it rained almost every day. It was a nice change after the heat in Tripoli.

Josie: That's so funny. People in Britain love hot weather. We always complain about the rain.

Waleed: Look. This is the lake near Ian Maclaren's castle. In Scotland it's called a loch.

Josie: It looks beautiful there. Did you go swimming in the lake?

Waleed: Are you joking? It wasn't warm enough. But we took a boat out and went fishing. Ian's son caught a huge fish.

Josie: What else did you do in Scotland?

Waleed: The best thing was Ian's party. He invited about fifty people and we all listened to nice Scottish music. It was fun. Look, I took this photo.

Josie: It's a good photo. I see some of the men are wearing kilts.

Waleed: Kilts?

Josie: Yes, you know – er, they're like skirts. Scottish men sometimes wear them to parties.

Waleed: Oh yes! I was quite surprised at first when I saw them wearing kilts.

Josie: What do you think of Scottish music?

Waleed: I like it. In fact, I bought a CD of Scottish music. Wait a minute, I'll put it on for you.

Track 7

A Listen again and mark the sentences true or false.

[Track 7 is a repeat of the conversation in Track 6.]

Track 8

B Listen and mark the sentences true, false or don't know.

Khalid: Would you like to come to supper with us tomorrow?

Martin: I'd love to, Khalid. But it's Ramadan, isn't it?

Khalid: So?

Martin: Well, you're fasting, aren't you?

Khalid: Yes, we are. But we break our fast in the evening.

Martin: Oh, yes, I forgot about that. It's called *iftar*, isn't it?

Khalid: That's right. How did you know?

Martin: The receptionist at my hotel told me about it.

Khalid: Well, why don't you come to our house and try my mother's delicious soup and cakes? You aren't busy, are you?

Martin: Me, busy? Of course not. I'm on holiday.

Khalid: Well then, please come. My brother Hasan is going to be there. You haven't met him, have you?

Martin: No, I haven't.

Khalid: His English is even better than mine.

Martin: I don't believe it.

Khalid: Really, it's true. He lived in London for a year.

Track 9

A Listen and repeat.

Voice: I'd love to.
I forgot about that.
That's right.
Of course not.
I don't believe it.

• Track 10

Listen and complete the table.

Salwa: This is Cool Breeze, the programme for young people who like action. I'm Salwa Bashir and today I'm talking to young people at Lake View Holiday camp. ... Hello, Huda. Are you enjoying yourself here at Lake View?

Huda: Yes. This place is amazing. I've been taking photos all morning. I got up at six to get the early morning light on the lake and ... er ... I took lots of pictures of birds.

Salwa: And you're Adam, aren't you? What have you been doing this morning?

Adam: I've been playing tennis. I'm really hot now and I didn't win, which is a bit annoying.

Salwa: Never mind! Better luck next time.

Anne Marie: I'm Anne Marie. I've been shopping in town all morning. I've only just got back to the camp.

Salwa: What did you buy?

Anne Marie: Tennis shoes, er ... a skirt and er ... a magazine.

Rob: I'm Rob and this is my friend Mark.

Mark: Hi.

Salwa: Hi Rob, hi Mark. I think I can guess what you've been doing this morning! You've been swimming in the lake, haven't you?

Mark: Actually, we've been windsurfing. But it's not that easy.

Rob: Yes. Well, we're just beginners and it takes a lot of practice. You stand up for a minute then you fall in and get wet.

Salwa: What have you been doing, Issa? Have you cut your hand?

Issa: No, my hand's fine. That's just red paint.

Salwa: I was worried for a minute. What have you been painting?

Issa: I've been painting a picture of the boats on the lake. There's a fabulous art studio here.

Salwa: Can you show me round the art studio later?

Issa: Sure.

Salwa: Hello, Nadia. How's your morning been?

Nadia: Busy! I've been making lunch for all this lot. Anybody hungry?

Teenagers: Yeah! ... I'm starving.

• Track 11

B Listen and circle the word you hear.

- Voice:
- 1 pull
 - 2 bet
 - 3 pour
 - 4 boring
 - 5 pair
 - 6 pin
 - 7 pack
 - 8 bought
 - 9 cab
 - 10 rope

• Track 12

C Listen and circle the word you hear.

- Voice:
- 1 cup
 - 2 Sam
 - 3 cut
 - 4 ran
 - 5 tin
 - 6 gem
 - 7 beg
 - 8 bigger
 - 9 last
 - 10 step

Unit 2

• Track 13

Listen and match each speaker to a picture.

Simon: I got a mobile from my father when I started secondary school. I use it mostly to send text messages. I like sending texts and getting texts. I always try to find new ways of using letters and numbers in my texts. It's fun ... er ... like a new language.

Kamal: I bought my mobile with my own pocket money. I don't use it to chat much but I play a lot of games on it. I like playing them when I go on long car trips with my parents. This is my favourite game. It's called 'Snake'.

- Nadia: My parents gave me a mobile phone for my birthday. I use it all the time, but not at school, of course. I love chatting to my friends. My parents like me having a mobile because I can keep in touch with them wherever I am. Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late. ... I bet that's her now! Hello? ... Oh hi, Mum, I thought it would be you ...
- Ameera: My parents bought me a laptop computer when I got a place at medical school. They thought it would be really useful. And they were right. I always write my essays on it. I also use it to do research on the Internet and to send and receive emails. The great thing about a laptop is that, well, you can use it anywhere – in cafés and libraries and on the train, as well as at home.
- Aziz: It's my birthday today. Some of my friends sent me birthday cards in the post, but I also received a few e-cards. You know – electronic cards that come by email. This one is from my sister Nadia. It's so funny. You hear a tune and the bird does a little dance!
- Nisrin: My mobile has a camera which I use all the time. It's brilliant. You can take pictures or ... er ... make tiny films with it. Yesterday I took this really nice photo of my brother Ali. He didn't like it much. He said it was too close.
- Simon: 2 I got a mobile from my father when I started secondary school.
- Nisrin: 3 Yesterday I took this really nice photo of my brother Adel. He didn't like it much. He said it was too close.
- Kamal: 4 I bought my mobile with my own pocket money.
- Ameera: 5 They thought it would be really useful. And they were right.
- Aziz: 6 Some of my friends sent me birthday cards in the post, but I also received a few e-cards.

• Track 15

C Listen and check your answers. Then listen and repeat.

- Voice: 1 video game
- 2 laptop computer
- 3 mobile phone
- 4 camera phone
- 5 text message
- 6 pocket money
- 7 birthday card

• Track 16

Listen and read.

Umair and David are making an electromagnet in their science class. Umair is reading the instructions. David is doing the experiment.

- Umair: We've got everything, haven't we?
- David: I think so. We have a large iron nail. We have some copper wire. We have an AA battery. We have a few paper clips. And we have some tape.
- Umair: OK. Let's get started. Wrap the wire around the nail.
- David: Like this?
- Umair: No. Look at the picture. Don't wrap it straight. Wrap it at an angle.
- David: How's this?
- Umair: Don't wrap it tightly. Wrap it around eight or nine times. Leave about 5 centimetres of wire free at each end.
- David: OK. Done.
- Umair: Good, but be careful. Don't overlap the wire.

• Track 14

A Listen and check your answers.

- Amna: My parents gave me a mobile phone for my birthday.
- 1 Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late.

David: Like this?
Umair: Perfect. Now, stick one end of the wire to the bottom of the battery with the tape. Then, stick the other end to the top of the battery.
David: Done. So, is this an electromagnet?
Umair: I hope so. Can you pick up the paper clips?
David: No ... it's not working.
Umair: Slow down! If you go too fast, they fall off.
David: I've got one!
Umair: You see? If you pick up the clips one by one, they stick to the nail.
David: I've got another one. And another! Wow. This is really cool.

Gadsby are out. Please leave a message and we'll get back to you as soon as possible. Please speak after the tone.
David: Hello. This is a message for Martin Atwood. My name's David Anderson. I saw your advertisement in the paper for the ... er ... motorbike you're selling. It was in the Western Gazette on Monday, I think. Anyway, I'm interested in buying it. Is it still for sale? If it is, I'd like to come and see it this evening or ... tomorrow. When would be the best time for you? Could you give me a ring on 0206-434-911? That's 0206 ... 434 ... 911. Thank you.

Track 17

A Listen and repeat.

Voice: Let's get started.
How's this?
Like this?
I hope so.
Slow down!

Track 18

Listen to three messages left on answerphones and answer the questions.

Call 1

Recorded voice: Welcome to the Zmobile voicemail service. I'm sorry but the person you called is not available. Please leave your message after the tone.
Josie: Hi, Nadia. Josie speaking. Isn't it great the exams are over? I feel so much better now. Holidays at last! Anyway, that's not what I rang to say, obviously. Um, I just wanted to invite you to come on a picnic on Saturday the 18th of May. It'll be me, my sister, my cousin Jade and you, hopefully. Um, we're going to meet at the bus stop by the cinema at eleven. Hope you can come. Well, anyway, give me a ring this evening around seven.

Call 2

Recorded voice: This is 0230-789-2213. I'm afraid Martin Atwood and Dave

Recorded voice:

Thank you for calling International College. The office is now closed. Our working hours are Monday to Saturday, 9 a.m. to 8 p.m. If you are calling to enquire about classes, please leave your name, number and a brief message after the tone and we will get back to you as soon as possible. Please speak clearly after the tone.

Salwa: This is Salwa Halabi. Sorry to trouble you, but I'm not calling to enquire about classes. I've got a bit of a problem. I'm in the advanced English class on ... er ... Wednesdays and Fridays. My teacher is Mrs Howarth. I'm calling because I think I left my purse in ... er ... Room 45 after the lesson on Friday. It contains money and ... er ... a travel pass. If you find it, could you ring me as soon as possible? My phone number is 0787-050-527. I'll repeat that. 0787 ... 050 ... 527. Thank you.

Track 19

B Listen and check your answers.

Noor: Would you like to go for a walk to the shops?
Katie: Not really. I don't feel like it. It's so hot today.

Noor: We can walk to Abu Nawas Park.
It's nice and cool there.

Katie: But that's such a long way to walk.

Noor: Don't be so lazy! You'll like it when we get there. It's so lovely and shady under the trees.

Katie: Oh, Noor, why don't we go tomorrow?

Noor: No, tomorrow's Friday and it'll be really crowded.

Katie: How do you know?

Noor: I went there last Friday with Latifa and it was so crowded that we couldn't get a seat in the shade.

Katie: You're exaggerating a bit, aren't you?

Noor: No, really. There were such long queues at the drinks stalls that we nearly died of thirst.

Katie: OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.

Noor: Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!

Katie: I know. But I really feel like an ice-cream.

Noor: OK. We can have one at the Oasis Café.

Katie: That's a really good idea. Let's go in ten minutes.

Track 20 **Listen and read.**

Mrs Crosby: Hello, Anna Crosby here. Who's speaking, please?

Ammar: Hello, Mrs Crosby. This is Ammar.

Mrs Crosby: Oh, hello, Ammar. How are you?

Ammar: I'm fine, thanks, Mrs Crosby. Is David there, please?

Mrs Crosby: I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.

Ammar: Did you say with Rob?

Mrs Crosby: Yes. I think they were going fishing. Rob's father was going to drive them to the lake.

Ammar: Oh no! They must have forgotten about the match.

Mrs Crosby: No, they knew about the match. I heard them saying they had a match at three.

Ammar: But it's three fifteen now. And they still aren't here.

Mrs Crosby: They might have had a problem with the traffic.

Ammar: But why hasn't Dave phoned? He's got a mobile. He always has it with him.

Mrs Crosby: He must have left it at home this time.

Ammar: They can't all have forgotten to take their mobiles.

Mrs Crosby: They must have. Typical! When those three go fishing, they forget about everything else.

Track 21 **B Listen and match two opinions to each speaker.**

Salma: Welcome to 'Talk Time', the radio programme where you tell us what you think. I'm Salma Shafiq and with me in the studio are Faris, Jade, Omar and Liam. Liam, what are your views on advertising?

Liam: I think it makes people discontented.

Salma: Discontented?

Liam: Yes, discontented. People look at advertisements and they are not content with their own lives.

Salma: What do you mean exactly?

Liam: Well, people see beautiful people and perfect homes and ... er ... expensive things in the adverts. Then they think that their families, their homes and ... er ... they themselves aren't good enough.

Salma: What do you think about advertising, Jade?

Jade: I think the adverts at the cinema are often funny or clever, or even beautiful. And I enjoy watching them.

Salma: Omar, what's your opinion?

Omar: I think advertisements are a waste of time and money. They cost a lot to make. And ... er ... who pays the price in the end? We do, whenever we buy a product. If companies didn't spend millions on advertising a product, the product would be cheaper.

Salma: What do you think, Faris?

Faris: I agree with Jade that adverts can be really fun. And I also

think they're useful for telling us about new products. I mean, without ads, we wouldn't know about new products, new restaurants or new cars.

Salma: Do you think there's a bad side to advertising?

Faris: Yes, I do. Er, I think they make people buy things they don't really need. I know someone who bought a new camera after seeing an advert. He didn't need a new camera. He never uses it.

Salma: Omar, have you ever bought something you didn't need because of an advert?

Omar: Yes, when I was a kid. I always bought the crisps and sweets and chocolates that were in adverts on TV. They were very bad for my teeth. They shouldn't make adverts that are specially for children. Children are easy to persuade. The government shouldn't allow advertising that is aimed at children.

Salma: Do you want to add anything to that, Liam?

Liam: Yes. I think all governments should ban cigarette advertising. In some countries, young people see cigarette adverts and ... er ... they think smoking is cool and attractive. Smoking is bad for your health. The cigarette adverts should show sick people in hospitals, not attractive people smiling at parties.

Salma: Good point, Liam. Jade, have you got anything else to say?

Jade: Yes. I don't like the way they give false information in adverts when selling products. Sometimes they say that a product will solve a problem you have, but when you order it, it is nothing like what they said. The size, material or shape is different, or it doesn't work!

Salma: Well, that's all we have time for today. Do you want to take part in 'Talk Time?' If you want to tell us your views on something, give us a ring on 0874 ...

Q Track 22

C Listen again and complete these sentences.

[Track 22 is a repeat of the discussion from Track 21.]

Unit 3

Q Track 23

Listen and check.

A

Voice 1: The giant panda eats only bamboo. So it cannot survive if its special habitat is destroyed. The panda used to be widespread across China and neighbouring countries. But today it lives in just six small areas in the centre of China. A lot of conservation work is being done to save this wonderful animal.

B

Voice 2: After years of persecution, there are now fewer than 700 mountain gorillas left in the wild. They live in just three small areas in Rwanda and Uganda, in the centre of Africa. The recent civil war in Rwanda had a damaging effect on the gorilla population.

C

Voice 1: The black rhino used to live all over Southern Africa, except in the tropical forest of the Congo. But it has been persecuted by hunters for 150 years, and much of its habitat has been lost. As a result, it now lives only in a number of wildlife parks in Africa. It still faces many threats.

D

Voice 2: The dugong is a very quiet, gentle creature – which makes it vulnerable to all sorts of threats. It was thought to be close to extinction, though some new populations have recently been discovered. It lives along coasts around the Indian Ocean and the north of Australia. A very important area for the dugong

is the Arabian Gulf, around Bahrain, Libya and the UAE. Sadly, it is difficult to see this charming animal, as it is very shy.

E

Voice 1: The tiger often comes into conflict with man – and so has been hunted to near-extinction. At one time it had an enormous distribution. But today it lives in parts of India, Thailand, Cambodia and Vietnam, China and Russia. There are also a small number in Malaysia and Indonesia.

F

Voice 2: The right whale is a slow swimmer and it floats after it has been killed. So it was a target for hunters for hundreds of years. Very few now survive. They live in two parts of the North Atlantic: one along the coast of the USA and Canada, and the other along the coast from Norway to Spain. Unfortunately, their population is showing little sign of recovery.

Track 24

B Read and listen to this sentence.

Voice: If you call Mariam, she will help you with the homework.

Track 25

Listen and repeat the sentences.

Voice: If the tickets are too expensive, we won't go to the concert.
If the shops are shut, I'll be annoyed.

Track 26

A Listen and check. As you listen, take notes.

Voice: Can Fawzi's phone be recycled?

At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – for example,

lead, cadmium and mercury – are toxic.

At the shop, Fawzi buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

Fawzi uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

After two years, the battery stops working. A new battery is expensive. So Fawzi takes the old phone back to the shop.

They send it to the recycling centre.

At the recycling centre, they break the phone into parts. They send the plastic to the rubbish dump.

They send the metal parts to be recycled.

At the factory, they use the recycled metal to make a new phone.

Track 27

B Listen and check your answers.

Professor: People ask, 'Why should we recycle things?' They say that recycling makes a lot of extra work – we have to take our rubbish to different bins. And things like paper and glass are cheap, so what's the problem? Well, I say to those people: there are two good reasons why we should recycle paper, glass, metal – and perhaps other things, too. The first reason is this: the rubbish dumps near our towns and cities are getting bigger every year. These dumps

are dirty and dangerous. We are destroying the beauty of our country.

The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it thousands of miles to us – that uses a lot of oil. We use the paper once, and then we throw it away. Instead, we should use the old paper to make new paper; it is a cheap and easy process. If we do this, we will save money and protect the environment.

Track 28

Listen to the volunteers talking to Mr Obuya. Who offers to do what?

Mr Obuya: Right, Victoria, what are you doing today?

Victoria: Shall I feed the baby lion?

Mr Obuya: I'm sorry, Victoria. I've done that already.

Victoria: Oh, well. Would you like me to type the list of animals into the computer?

Mr Obuya: Yes, please.

Victoria: And then shall I work in the car park, showing people where to park?

Mr Obuya: OK, that's fine. And what about you, David?

David: Well, you know that table in the picnic area with the broken leg?

Mr Obuya: Yes.

David: Would you like me to fix it?

Mr Obuya: Good idea. And after that?

David: If you're going out, shall I drive the Land Rover for you?

Mr Obuya: No way! I'll drive myself, thank you!

David: OK. In that case, shall I clean the windows of the minibus?

Mr Obuya: Yes, you do that, David.

Now, Habib, what jobs shall I give you?

Habib: Well, the 'no smoking' sign has disappeared. Would you like me to make a new one?

Mr Obuya: No, thanks. I found that this morning, on the ground behind

the office. Er ... What about the fence around the campsite?

Habib: Oh, yes, Mr Obuya. Shall I check it?

Mr Obuya: Yes. Check it very carefully. It's dangerous if it's broken and animals can get in.

Habib: And then shall I clear up the picnic area?

Mr Obuya: Very good idea, Habib. It's a terrible mess, isn't it?

Track 29

A Listen and repeat.

1

Voice 1: Shall I feed the baby lion?

Voice 2: I'll do it myself, thank you.

2

Voice 1: Shall I work in the car park?

Voice 2: Yes, please.

3

Voice 1: Would you like me to fix it?

Voice 2: Good idea.

4

Voice 1: Would you like me to help?

Voice 2: No, thanks.

Track 30

A Read and listen to four more conversations between Mr Obuya and Victoria.

Conversation 1

Mr Obuya: It's not acceptable for members of the public to make noise around the birds' nests.

Victoria: You mean tourists must keep quiet there.

Mr Obuya: That's right.

Conversation 2

Mr Obuya: Put all the rubbish from the car park in the bins, and take the bins away.

Victoria: Where do I put the bins?

Mr Obuya: Behind the café, OK?

Conversation 3

Mr Obuya: We need to record the number of giraffe calves in the reserve this week.

Victoria: Do you mean we need to count the baby giraffes?

Mr Obuya: Yes.

Conversation 4

Mr Obuya: The satellite tracking program isn't working properly.

Victoria: Is it switched on?

Mr Obuya: I'll check.

Track 31

Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.

Mr Obuya: A Take the minibus to the petrol station and fill it up.

B The gorilla should be treated with caution – it can react badly if it is disturbed.

C If you look after a baby lion, it becomes imprinted on humans. It prefers human society.

D I want you to lock the gates of the car park at closing time.

E This wildlife reserve would not be able to operate without the financial contributions made by the tourists.

Track 32

A Read and listen to the interview in the Course Book.

WCTB: Terry, you've been looking at the new cars on the market. What do you think?

Terry Garcia: Well, I like the new hybrid cars – especially Ford and Toyota.

WCTB: They're pretty expensive, aren't they?

TG: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.

WCTB: The smog?

TG: Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.

WCTB: Do you think hybrid cars will help?

TG: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.

WCTB: Why not get an all-electric car, then?

TG: Well, the batteries are not good enough for long journeys, that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.

WCTB: And the hybrid car uses its petrol engine on the open road?

TG: Exactly. You get the best of both worlds.

WCTB: And can you afford the higher price?

TG: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.

WCTB: Thank you for sharing your ideas with us, Terry.

Track 33

B Listen and repeat.

Voice: I expect I'll buy one.

Exactly.

They will definitely make things better.

I'll certainly buy a hybrid.

Track 34

Listen to sentences 1 to 8. Write them out in full (without contractions).

Voice: 1 They don't work very hard.

2 He said he'd lost his mobile phone.

3 People shouldn't get near the animals.

4 The price won't be a problem.

5 The shop doesn't open on Fridays.

6 The teacher didn't say which exercise to do.

7 They'd probably like this kind of music.

8 You'll enjoy this book very much.

Track 35

Listen and check.

Voice: 1 Tigers don't normally attack people.
2 I thought they'd finished their work.
3 You mustn't think about my problems.
4 The oryx don't need much water.
5 The computers in the office aren't working.
6 I'd like to take a trip to the rainforest.
7 The football games weren't very exciting.

Track 36

Listen and check your answers.

Zeina: Come on, Helen. I know you're joking. Don't waste time.
Helen: I'm not wasting time. I've hurt my knee. It hurts so much that I can't stand up.
Zeina: Shall I help you walk to that seat?
Helen: Yes, please, Zeina.
Zeina: If you put your arm around my shoulder, you'll be able to walk.
Helen: Owl! It feels really terrible if I move it.
Zeina: You look very white. Would you like me to get you a glass of water?
Helen: No, I'd prefer you to stay here with me. I think I've broken my leg, Zeina. If it is broken, I won't be able to play in the tennis competition on Saturday.

Track 37

Listen and match the phone calls to the pictures.

1

Suleiman: Hello?
Youssef: Hello, Suleiman?
Suleiman: Hi, Youssef. How are you doing?
Youssef: I'm OK, thanks. Suleiman, could you do something for me?
Suleiman: It depends. What do you want me to do?
Youssef: I was wondering if you could pick my photos up from the photo shop.

Suleiman: Do you mean the one in the Centre Mall?

Youssef: Yes.

Suleiman: OK. When will they be ready?

Youssef: Well, I took them in yesterday and they said they'd be ready today.

Suleiman: Have you got the ticket for them?

Youssef: Yes. It's on the desk in my room. It's a long white slip of paper.

Suleiman: How much is it going to be?

Youssef: It's £5. But I've already paid.

Suleiman: Fine. I'll collect them for you this afternoon.

2

Voice: Welcome to the UGC Cinema Information line. If you want to book a ticket, press one on your phone now. If you want to hear information on films showing today, please hold on.

... Here are details of today's screenings.

Screen 1: Alone in the Desert, Certificate 15, showing at 6.30 and 8.45.

Screen 2: Going Home, Certificate 12, showing at 1.30 and 3.30.

Screen 3: Dancing on Glass, Certificate 18, showing at 7.15 and 9.30.

Tickets for all shows are £6.50 for adults and £5 for children and students. Students must show a valid student card.

3

Mike: 1657 89732.

Faisal: Hello, is that Mike Holland?

Mike: Yes, it is. Who's speaking, please?

Faisal: My name's Faisal. I saw the advert in Music Monthly for an electric guitar. It's a blue Fender, isn't it?

Mike: That's right.

Faisal: And it's still for sale, isn't it?

Mike: Yes, it is. Would you like to come and see it?

Faisal: Well, er, how old is it? And how much are you asking for it?

Mike: It's only ten months old. I want three hundred pounds.

Faisal: Well, then, I'm definitely interested. Will it be OK if I come round this afternoon?
Mike: Yes. That'll be fine. Er ... would four thirty be OK for you?
Faisal: Yes, four thirty would be perfect.
Mike: And your name's Faisal, is that right?
Faisal: That's right. Faisal Al Dossari. That's Dossari with a double S and an I at the end.
Mike: OK, so my address is ...

• Track 38
Listen to Phone Call 1 again and answer the questions.

[Track 38 is a repeat of Call 1 from Track 37.]

• Track 39
Listen to Phone Call 2 again and complete the table.

[Track 39 is a repeat of Call 2 from Track 37]

• Track 40
Listen to Phone Call 3 again and answer the questions.

[Track 40 is a repeat of Call 3 from Track 37]

• Track 41
Listen and compare your ideas with what you hear.

Voice 1: Google is now so famous that almost everyone has heard of it.
Voice 2: Google is such a popular search engine that people use it 1.2 trillion times a year to search in the internet.
Voice 3: Googleplex is such a big place that 20,000 people work there.
Voice 4: In my opinion, Googlers are so lucky to work in Silicon Valley.

Unit 5

• Track 42

Listen to some young people talking to Rob Marsden from local radio. What do they think of fast food?

R Marsden: Hello and welcome to Speak Out. I'm Rob Marsden and our subject this week is fast food. We all know teenagers eat a lot of fast food. Sometimes it's burgers, sometimes it's pizzas, and sometimes it's fish and chips. Other favourites are kebabs, Mexican tacos and fried chicken. But do all teenagers like fast food? Let's find out what five teenagers, Latifa, Adam, Hanaa, Nassem and Ross think. Latifa, what do you think of fast food?

Latifa: You don't have to pay very much for it. That's the best thing about it.

R Marsden: Adam?

Adam: It's always the same. You never get anything different. For example, if you get a burger in one town, it tastes exactly the same as a burger in another town.

R Marsden: Hanaa?

Hanaa: It's great if you're in a hurry because you never have to wait very long for it. You go in, order it and five minutes later you're eating it.

R Marsden: Nassem?

Nassem: I love it. I eat it two or three times a week. My favourites are fish and chips and kebabs. My mother says I should eat lunch at home, but I prefer to go to a fast food restaurant.

R Marsden: Ross?

Ross: I think fast food is very bad for you. Doctors say most fast food contains too much oil and fat. If you only eat fast food, you aren't eating enough vegetables.

⌚ Track 43 **Listen and repeat.**

Boy 1: I really like chicken, especially stewed chicken with lemon and carrots.
Boy 2: That sounds delicious.
Boy 3: Do you like fish? I love it when it's really fresh.
Boy 4: I don't like fish because of all the little bones.
Boy 5: I prefer meat to fish.
Boy 6: Have you ever tried Indian food? It's really hot and spicy.

⌚ Track 44 **Listen and check your answers.**

Layla: You don't have much energy at the moment, do you, Rashid?
Rashid: You're right, Layla. I never feel very energetic.
Layla: I think perhaps you're eating the wrong kind of food.
Rashid: Really?
Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of food that you can and can't eat. Have a look at it.
Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat chips. I must avoid fried food.
Layla: But there are lots of things you can eat. You can have grilled chicken, for example, with boiled potatoes and green vegetables.
Rashid: Can I drink lemonade?
Layla: No, you can't. You must drink lots of water. In fact, you should drink eight glasses of water a day. And another thing, Rashid, you shouldn't go to bed late.
Rashid: How many hours sleep should I get?
Layla: At least eight hours a night.

⌚ Track 45 **Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.**

Mariam: Oh no! I've put too much salt in the stew. What shall I do?
Khaled: You'd better add a tin of tomatoes. That'll make it less salty.

Mariam: And perhaps I'd better add some potatoes too.
Khaled: Good idea.
Mariam: Shall I add some yoghurt as well?
Khaled: You'd better not. It'll make the stew go very white.

⌚ Track 46 **Listen and repeat.**

Mariam: This soup is a bit tasteless.
Khaled: You'd better add some parsley and lemon juice.
Mariam: That's a good idea. Why didn't I think of that?
Mariam: This soup is a bit tasteless.
Khaled: You'd better add some parsley and lemon juice.
Mariam: OK. And perhaps I'd better add some garlic too.

⌚ Track 47 **B Listen. Answer the questions and complete the advice.**

1
Mariam: Owl! Look, Khaled! I've cut my finger. I was grating cheese for the spaghetti and I cut my finger on the cheese grater!
Khaled: Is it bad?
Mariam: No it's not serious. But it's bleeding a little.
Khaled: You'd better wash it and put a plaster on it.

2
Boy: (loud sniffs)
Mother: Are you OK, Peter?
Peter: Yes, I think so.
Mother: What do you mean, you think so? Why are you crying? What's the matter?
Peter: It's because I'm chopping this onion. The smell of it makes me cry. I really hate chopping onions.
Mother: You'd better not chop them. I'll do it for you.

3
Woman: Shall we have lamb kebabs for supper?
Man: Good idea! We can grill them on the barbecue outside.

Woman: OK. I'd better look for some wood and charcoal.
Man: It's OK. There's plenty of wood and charcoal out here. But I can't find any matches to light the fire.
Woman: We haven't got any. You'd better use this lighter.

4
Mother: Can you do the washing-up, please, Majida?
Majida: OK.
Mother: There's an awful lot to do, I'm afraid.
Majida: Never mind. Where's the washing-up liquid?
Mother: Next to the sink. And, Majida ...
Majida: Yes?
Mother: You'd better wear gloves. The washing-up liquid is quite strong. It could give you skin problems.
Majida: Where are the gloves, Mum?
Mother: In the cupboard under the sink.

5
Little boy: What's that book?
Girl: It's a recipe book. I want to make a chocolate cake and this book has some very good recipes. First I have to mix the butter and sugar and flour. I'll use a fork for that.
Boy: Here, you'd better use the electric mixer. It's quicker and easier.
Girl: Good idea. It's much better than a fork.

6
Mother: Have you boiled the water, Nadia?
Nadia: Yes, mum. And I've made the tea.
Mother: Lovely. Pour me a cup of tea, please.
Nadia: Ow!
Mother: What's the matter?
Nadia: I've burnt my finger on the teapot.

Track 48
Listen and read.

Layla: I get spots quite often. What do you think I should do?
Suha: If I were you, I'd wash my face three times a day.

Layla: OK. I'll try that.
Suha: And you should stop eating sugar and sweets.
Layla: I'm not sure about that. I tried it, but it didn't work.

Track 49
Listen and check your answers.

Boy: Why don't you come with us, Huda?
Huda: I can't go with you. I really wish I could. I have to do my Maths homework. If only I didn't have to do it.
Huda: I wish I knew the answer to this Maths problem. I wish I didn't have to study Maths at school. If only I was good with numbers.

Track 50
A Listen and match two wishes to each picture.

1
Girl 1: I wish I didn't live in this noisy building.

2
Man 1: I wish I could leave work early today.

3
Man 2: I wish I had a torch.

4
Girl 2: I wish I had an umbrella.

5
Man 1: If only the room wasn't so hot.

6
Man 3: I wish I knew how to fix this car.

7
Girl 3: If only you could come here next month.

8
Man 3: I wish somebody would come and help me.

9
Girl 2: I wish the bus would come.

10
Girl 1: If only I could get to sleep.

11

Man 2: If only the moon would come out.

12

Girl 3: I wish you would phone more often.

Track 51**B Listen to a talk about regrets. Write the correct percentages next to the headings.**

Narrator: A recent survey of a hundred people's greatest regret has revealed some interesting statistics. The survey was of British men and women aged fifty. They were only allowed to name one regret. Thirty per cent had regrets about their family life, fifteen per cent had regrets about their careers or working life and ten per cent had regrets about their health. The good news, however, is that forty-five per cent of those interviewed had no regrets at all.

Unit 6**Track 52****A Listen to six different TV programmes and write the correct programme type.****1**

It will be cloudy over much of England and Wales in the morning. If you want sun, Scotland will be the best place to look for it. In the afternoon, that cloud will clear away and it should be warm and sunny over the whole country, with temperatures around 18 or 19 degrees. The southwest will be a little cooler than the average, though.

2

Host: Rose Johnson, welcome to London.

Rose: Thank you, Alan.

Host: You've just finished a film with Tom Marconi.

Rose: Yeah.

Host: What's it like working with him?

Rose: Oh, he's just fantastic! I learnt so much from working with him.

Host: Is it true that you're coming to live in ...

3

Man: Oh, no! Hey, what are you doing?

Cat: I haven't really got time to tell you, I'm afraid.

Man: Hey! Come back here!

Cat: Oh yeah – maybe later!

Man: That's my fish!

Cat: Correction – that was your fish!

4

Man: ... will speak to a meeting of European finance ministers later today. Many questions are being asked about this morning's train crash in Scotland. Fiona Bright is in Glasgow. Fiona, can you tell us any more about the cause of this accident?

Fiona: I'm afraid not, Jeremy. The police are working hard, but they have nothing to tell us at the moment.

Man: Do we know how many people are injured?

Fiona: Yes, Jeremy. Ambulances have taken forty-one people to hospital. And, thankfully, no one has been killed.

Man: Have you spoken to anyone who saw the accident ...

5

Woman: I'm staying at the Hotel Splendid on the island of Phuket in Thailand. To get here, I flew to Bangkok and then took a short flight to Phuket. That cost £579 with British Airways. That's quite expensive, but the hotel, the food and everything else here is incredibly cheap. And it's incredibly nice! The water is warm and clean, and full of beautiful ...

6

Man: We are looking today at the different ways in which spiders build their webs. There are

thousands of species of spider around the world, and they construct their webs in many different ways. In fact, we ought to start by pointing out that some spider species do not build webs at all. On the island of St Kitts in the Caribbean, there is an interesting ...

Q Track 53

- A Read the article on page 67 of the Course Book again. Then listen and complete this text about the same topic.**

Newsreader: A new report has come out about engineering. It says that the world's economy is going to be in trouble if we don't get more engineers. It says that engineers, politicians and scientists are very important for our future. However, even though we need more and more engineers, a lot of companies can't find enough of them.

There are three reasons for this problem. One is that after the recession of 2008, loads of experienced engineers changed careers. Also, senior engineers earn lots of money and don't need to look for new jobs. Finally, not so many students are taking engineering courses these days, because they're so expensive.

The shortage is a bigger problem for small engineering firms than for big ones. Large firms can afford to train their junior engineers on the job, but smaller ones need guys who know what they are doing from the start.

Q Track 54

- B Listen to some of William's first interview with Alan Jones. Complete the reported sentences.**

1

William: I still live at home with my parents.

2

William: I lived in China until I was fifteen.

3

William: I've always liked writing stories. I'm no good at anything else.

4

William: I'm going to relax in Spain for a month.

5

William: After that, I'll get on with my next novel.

6

William: It'll probably be set in China.

7

William: I can't spell, so I have to use 'spell check' a lot.

8

William: I write in English, but I think in Mandarin.

Q Track 55

- Listen to a trailer for The Spanish Captain and make notes.**

Joe McGregor is brilliant as Captain Diego Santos. Emma Knightly is unforgettable as his lovely young bride in The Spanish Captain. He is Spanish; she is English. But the year is 1588 and the two countries are at war.

This is the beautiful story. Captain Santos has an impossible choice to make. The King of Spain tells him to go to war. His heart tells him to stay at home.

You will laugh. You will cry. You will be amazed by the fantastic special effects. You will love the wonderful music, written for this film by David Williams. You will never forget The Spanish Captain.

⌚ Track 56

A Listen to the trailer again. Write notes.

[Track 56 is a repeat of Track 55.]

⌚ Track 57

Listen and make notes of the questions

Aunt Salwa asked Fawzi.

- 1 How tall are you?
- 2 Which year are you in at school?
- 3 What are you studying?
- 4 Do you still play tennis?
- 5 Did you receive a birthday present from me?
- 6 Have you learnt to drive yet?

⌚ Track 58

Listen to the museum guide. Tick the things she asked or told Waleed and his friends to do.

Good morning, boys and girls. Welcome to the National Museum of Tripoli. My name is Mrs Al-Hamza, and I'm your guide today. First of all, I must give you a few rules. These are important, so please listen carefully. This is a very big museum, and it's easy to get lost in it. So don't walk away from the group – stay together at all times. You're allowed to talk in the museum – but not loudly, please. Last year, one school group started to sing songs! Please don't do that! You have three worksheets; you must fill those in as we go round – not at the end of the tour. Eating and drinking is not allowed in the museum. You can take photos, but not with flash. I have your tickets, so you don't need to stop at the ticket office. Any questions? No? Good. Follow me, and I hope you enjoy the museum.

Unit 7

⌚ Track 59

Listen and check your answers.

Highlights of your 3-day holiday in Lapland

Day 1

When you arrive, you will be served cold drinks in glasses made of ice.

You will be shown to your rooms and given reindeer skins and a warm sleeping bag.

Day 2

You will be taken on a reindeer sled through the cold desert of Lapland.

You will be shown how to catch a reindeer with a rope.

Dinner will be served to you in a traditional Lapland home.

Day 3

You will be driven on a dog sled to the mountains.

You will be taught how to drive sled dogs yourselves.

You will be served dinner at the Ice Hotel, in the coolest restaurant in the world.

⌚ Track 60

Listen and check your answers.

Dahab Jewellers

Necklaces, bracelets, rings, earrings

Every girl in Tripoli has their ears pierced here.

It's quick, clean and painless.

Special low prices for children.

Are you getting married soon?

Where are you going to have your hair done?

I can make your life easier!

Call me and you can have your hair cut, washed and styled in your own home.

I am a professional hairdresser and I specialize in hairdressing for weddings.

Jameela – 55519362

THE SNAP SHOP

Do you need to have your passport photo taken?

Then you need The Snap Shop!

Your photos will be ready in one hour. Last year, over a million people had passport photos taken at The Snap Shop.

AL HAZEM OPTICIANS

Do you wear glasses or contact lenses?

When did you last have your eyes tested?

Did you know you should have them tested at least once a year?

Phone us now for an appointment.

⌚ Track 61

Listen and check your answers.

Girl 1: Your kitchen looks great. Who did you have it done by?

Girl 2: I had it done by Benghazi Kitchens.
Girl 1: Benghazi Kitchens? Who are they?
Girl 2: They are new kitchen designers to work out the best design.
Girl 1: Fantastic! Can I have their number?
Girl 2: Sure. It's 5551 9362.

Track 62

Listen and read the first two paragraphs on page 85.

What are renewable energy sources? Well, renewable energy sources include sources of heat that are, as the name suggests, naturally renewable – sources such as sunlight, wind, rain, and geothermal heat. Included in this definition is electricity and heat generated from solar, wind, water, biomass (energy from plants) and geothermal (energy from inside the earth) sources. Renewable energy has the power to help solve some of the main environmental problems that are affecting us on a global scale today. Renewable energy can help with things such as climate change and global warming, air pollution, water pollution and acidity in rivers and seas around the world.

Natural fossil fuels like coal, oil and gas, are not considered renewable energy sources because they are finite and will, one day, run out. Human use of fossil fuels creates a decrease in the 'stocks' of this type of fuel – the more we use it, the less there is left.

Track 63

Listen and read the dialogue.

Latifa: Hi, Muna.
Muna: You're very late, Latifa. Forty-five minutes, in fact.
Latifa: Oh, dear! I'm really sorry. But I ...
Muna: Don't tell me – you have a good excuse, Latifa. You always do!
Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.
Muna: You had to call a plumber!

Latifa: Yes, there was only Grandmother and me at home.
Muna: And did he fix it?
Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.
Muna: I guess not. But why didn't you call me?
Latifa: I left my mobile at my cousin's and it's got your mobile number on it.
Muna: You should know my number by heart by now.
Latifa: You're right. I promise I'll learn it.
Muna: About time!
Latifa: So, am I forgiven?
Muna: I suppose so. But you'll have to pay for lunch.
Latifa: Sure! It's a deal!

Track 64

Listen and match the adjectives to the speakers. Write the numbers one to seven in the boxes.

1

Girl: Hudal! Hudal! Hey, Hudal! It's me, Angela. (girl running)
Oh, er, I'm terribly sorry. I thought you were a friend of mine.

2

Girl: I've been walking all day. (Yawns.) I can't stay awake another minute. I'm going to bed.

3

Boy: I can't believe it. I've won two tickets to New York. Isn't that fantastic? And they're paying for a five-star hotel as well. It's great!

4

Boy: Thank you so much. You've been so kind. I don't know what I would have done without your help.

5

Girl: Do you think they're OK? They're two hours late. I hope they haven't had an accident. Do you think we should phone the police?

6

Boy: The view from my balcony is so beautiful. I love watching the sunset from here. It's so peaceful.

7

Girl: Do you want to come for a picnic tomorrow? It should be fun. We're going to have a barbecue on the beach. And all my cousins are coming.

Track 65

Listen and read. Then practise the dialogue.

Farah: What's the matter?
 Reema: My father's in hospital.
 Farah: You must be really worried.
 Reema: I am. I feel very anxious.
 Farah: You poor thing! Is there anything I can do to help?
 Reema: That's a kind offer. Maybe you could give me a lift to the hospital?
 Farah: Of course.

Track 66

A Listen and read. What is different in the way these two people speak?

Boy: Hi guys! Do you realize that I've finished my exams?
 Man: Hello, Mr Donaldson. I'm pleased to tell you that we've finished the job.

Track 67

B Listen and tick the speakers who are excited.

1

Girl 1: This is terrible – I've lost my mobile!

2

Man: The weather forecast isn't good. It's going to be extremely hot.

3

Woman: The food's all on the kitchen table, but the bread isn't ready yet.

4

Boy: Fuad's not coming – his car's broken down again!

5

Man 2: I can't believe it! I got an email from Alice!

6

Woman: I received an interesting email from Mr Al Dossadi yesterday.

Track 68

Listen and repeat.

[Track 68 is a repeat of Track 67.]

Unit 8

Track 69

Listen and check your answer.

Layla: What do you call someone who talks to guests on a TV chat show?
 Hasan: A presenter.
 Layla: Thanks.

Track 70

Listen and check your answers.

Fawzi: What are your plans for this summer?
 Justin: If I had lots of money, I'd buy a motorcycle and drive around Europe.
 Fawzi: Could I come with you and sit on the back?
 Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the cinema unless I get a holiday job pretty soon.
 Fawzi: I saw an ad for a job that you might be interested in.
 Justin: Really? What was it?
 Fawzi: They're looking for 80 extras in a film. It's a comedy.
 Justin: Wow! That would be fun! How much are they paying?
 Fawzi: Quite a lot. I'm going to apply. Do you want the number?
 Justin: Yes, please. I'd better put it straight onto my mobile.
 Fawzi: If I were you, I'd call them right away.
 Justin: Thanks. Wouldn't it be great if we both got parts!

7 Track 71

A Listen to a radio advertisement and complete the newspaper advertisement.

Ahlen Productions is looking for around 80 extras to take part in 'My Crazy Desert Life', a forthcoming comedy. Filming will be all day on Tuesday the fifth of July, and on Thursday the fourteenth of July, from seven a.m. until five p.m. That's Tuesday July the fifth, and Thursday July fourteenth, from seven a.m. until five p.m. So don't apply if you are not going to be free on those days.

Extras should not be shorter than 1 metre 65 and should be between 16 and 23 years old. So, no shorter than 1 metre 65, and no older than 23. Extras will receive 90,000 Libyan dinars per day. Breakfast, lunch and other refreshments will be provided for all those taking part throughout the day.

Anyone interested in being in the film should come to an audition on Wednesday the twenty-fifth of May at 9 a.m. at the International Hotel. The International Hotel, of course, is on Abu Nawas Street. Sixteen- and seventeen-year-olds must bring a letter giving their parents' permission to take part.

For further information, please call Yusuf Mabrok or James Mill on 635770. That's six-three-five, double seven oh.

7 Track 72

A Listen and complete the messages, changing the tenses of the verbs.

1

Mona: Hello, this is Mona. I went to the shop and I bought some oil.

2

James: Hi, this is James. We're all going to the cinema with Faisal.

3

Nadia: Nadia here. My father wants to speak to Ahmed.

4

Tim: Tim speaking. We'll be at the bus station at 10 o'clock.

5

Sally: This is Sally. I have found the keys of the office.

6

Kamal: Hello, this is Kamal. I'm waiting in front of the supermarket.

7

Salwa: Salwa here. I'm going to be at my aunt's house until five o'clock.

8

Fawzi: Fawzi speaking. I've got two tickets for the football match.

9

Sara: This is Sara. Everybody must get to school early because of the trip.

10

Ibrahim: Hello, Ibrahim here. I did all the questions in Exercise 2.

7 Track 73

B Listen and check.

Huda: I had my interview this morning. What for?

Ameena: Huda: You know! I applied to be a volunteer at the next Olympics.

Ameena: Oh, yes. Sorry, I forgot. What did they ask you?

Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.

Ameena: Do you think you'll get the job?

Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my head teacher.

Key Words

Unit 1

annoyed (adj)	/'ɑːnɔɪd/	quite angry
artist (n)	/'ɑː(r)tɪst/	a person who makes art (e.g., a painter, musician)
bad-tempered (adj)	/,bæd 'tempə(r)d/	often angry
bossy (adj)	/'bɒsi/	controlling
brilliant (n)	/'brɪljənt/	very good
calm down (v)	/kɑː(r)m daʊn/	to become more relaxed (e.g., after an argument)
castle (n)	/'kɑː(r)s(ə)l/	a large, historical building with thick walls and towers
celebration (n)	/,selə'breɪʃən/	a party or special event to mark an occasion (e.g., birthday, anniversary)
courage (n)	/'kʌrɪdʒ/	bravery
crash (v)	/kræʃ/	to hit something with a vehicle, leading to damage or injury
cultural (adj)	/'kʌltʃərəl/	relating to culture
culture (n)	/'kʌltʃə/	the customs and traditions of a country
disappointed (adj)	/,dɪsə'pɔɪntɪd/	unhappy that something has fallen below expectations
discovery (n)	/dɪ'skʌv(ə)rɪ/	something new that has been found
easy-going (adj)	/'iːzi 'gəʊɪŋ/	relaxed and calm
embarrassed (adj)	/ɪm'bærəst/	feeling awkward or shy
exhibition (n)	/,eksɪ'bɪʃ(ə)n/	a public event to display objects or skills
expect (v)	/ɪk'spekt/	to be confident that a particular thing will happen

fast (n and v) (n)	/fa:st/	a period when people don't eat or drink, usually for religious reasons; (v) to go without food or drink, usually for religious reasons
fortunate (adj)	/'fɔ:(r)tʃənət/	lucky
generous (adj)	/'dʒenərəs/	giving money or possessions away freely
ghost (n)	/gəʊst/	the spirit of someone who has died
greetings card (n)	/'gri:tɪŋ kɑ:(r)d/	a card with a message inside sent on a special occasion (e.g., birthday, Eid, etc.)
holiday camp (n)	/'hɒlədeɪ kæmp/	a fun holiday destination with organized activities
honest (adj)	/'ɒnɪst/	truthful
honestly (adv)	/'ɒnɪs(t)li/	in a truthful way
hurry up (v)	/'hʌri ʌp/	expression, asking someone to do something more quickly
jealous (adj)	/'dʒeləs/	wanting things that other people have
kilt (n)	/kilt/	a piece of traditional Scottish clothing, usually in bright coloured cloth called 'tartan'
lazy (adj)	/'leizi/	showing a lack of energy
loch (n)	/lɒk/	the Scottish word for a lake
Mother's Day (n)	/'mʌðə(r)z deɪ/	a special day every year when mothers are celebrated around the world
musician (n)	/mjʊ'zɪʃ(ə)n/	a person whose job it is to play music
negative (adj)	/'negətɪv/	bad; not positive
nosy (adj)	/'negətɪv/	very curious about other people
patient (adj)	/'peɪʃ(ə)nt/	able to accept delays or sort out problems
performer (n)	/pə(r)'fɔ:(r)mə(r)/	a person who acts, sings, plays music, dances etc. (e.g., in films, plays, etc.)

poet (n)	/'pəʊɪt/	a person who writes poems
point (n)	/pɔɪnt/	main part of an argument or discussion
popular (adj)	/'pɒpjʊlə(r)/	liked by a lot of people
pray (v)	/preɪ/	to worship
prayers (n)	/preəz/	what is said while praying
procession (n)	/prə'seʃ(ə)n/	people walking together in a parade
professional (n)	/prə'feʃ(ə)nəl/	a person with a skilled job
programme (of events) (n) /'prəʊgræm/		a timetable showing what is going to happen and when
proud (adj)	/praʊd/	happy about an achievement
scooter (n)	/'sku:tə(r)/	a two wheeled vehicle, sometimes with a motor, sometimes without
scorpion (n)	/'skɔ:(r)piən/	a small creature with a sting in its tail
Scottish music (n)	/'skɔtɪʃ 'mju:zɪk/	traditional music from Scotland
selfish (adj)	/'selfɪʃ/	thinking of yourself before other people
serious (adj)	/'sɪəriəs/	(e.g., of an accident) worrying, significant
shy (adj)	/ʃaɪ/	quiet; uncomfortable meeting new people
sociable (adj)	/'səʊʃəb(ə)l/	confident; enjoys meeting new people
switch on/off (v)	/swɪtʃ ən/əf/	to turn on/off an electric device (e.g., light, oven, etc.)
traditional (adj)	/trə'dɪʃ(ə)nəl/	as part of a tradition; long-established
windsurfing (n)	/'wɪnd,sɜ:(r)fɪŋ/	a water sport of riding a board with a sail, powered by the wind
worried (adj)	/'wʌrid/	anxious or concerned

Unit 2

adult (n)	/'ædʌlt/	a fully grown person (i.e., not a child)
advertisement (n)	/əd'veɪ(r)tɪsmənt/	an announcement to inform people about a new product, opportunity or company
advertising (n)	/'ædvə(r)taɪzɪŋ/	the business of creating advertisements
age group (n)	/eɪdʒ gru:p/	people who are of a similar age
allow (v)	/ə'laʊ/	to give permission for something to happen
by mistake (adj)	/baɪ mɪs'teɪk/	without meaning to
camera phone (n)	/'kæmə(r)a fəʊn/	a phone that can also take photos
chat (v)	/tʃæt/	to have a friendly conversation
clearly (adv)	/'klɪə(r)li/	in a way that is simple to understand
coastguard (n)	/'kɔ:s(t),gɔ:(r)d/	a person employed to watch the sea and help people in danger
contain (v)	/kən'teɪn/	to have inside
discontented (adj)	/,dɪskən'tentɪd/	unsatisfied or unhappy with life
download (v)	/daʊn'ləud/	to collect information/data from the internet
drinks stall (n)	/drɪŋks stɔ:l/	an outdoor shop where drinks can be purchased
drown (v)	/draʊn/	to die from being underwater and unable to breathe
e-card (n)	/i:-ka:(r)d/	a celebration card that is sent on the internet instead of in the post (e.g., birthday, congratulations)
fear (n)	/fɪə(r)/	an unpleasant feeling that happens when a person is not safe
frequently (adv)	/'fri:kwəntli/	regularly, often

hairdryer (n)	/'heə(r),draɪə(r)/	an electrical household object used to dry hair with hot air
hold on (v)	/həʊld ɒn/	expression meaning 'please wait'
huge (adj)	/hjuːdʒ/	very large
in trouble (n)	/ɪn 'trʌbəl/	having a problem
increase (v)	/ɪn'kriːs/	to make larger
invent (v)	/ɪn'vent/	to create something new
laptop computer (n)	/'læp,tɒp kəm'pjʊ:tə(r)/	a computer that has a battery and is easily transported
overcome (v)	/,əʊvə(r)'kʌm/	to solve a difficulty
percentage (n)	/pə(r)'sentɪdʒ/	a number expressed as a part of 100, usually accompanied by the symbol '%'
persuade (v)	/pə(r)'swεɪd/	to make someone agree with your idea
plug in (v)	/plʌg ɪn/	to connect to electricity
pocket money (n)	/'pɒkɪt 'mʌni/	money that parents regularly give to their children
position (n)	/pə'zɪʃ(ə)n/	the way something is placed
press (v)	/pres/	to use force on an object (e.g., a button)
print (v)	/prɪnt/	(e.g., of a document) to produce a copy with ink
protection (n)	/prə'tekʃ(ə)n/	the act of keeping safe from danger or disease
public (adj)	/'pʌblɪk/	available to everybody
push (v)	/pʊʃ/	to apply pressure to something
review (n)	/rɪ'veju:/	a summary of a person's opinion of a book, film, song, etc.

rough (for the sea) (adj)	/rʌf/	not calm
search (n)	/sɜ:(r)tʃ/	the process of finding information on the internet
select (v)	/sɪ'lekt/	to choose
setting (n)	/'setɪŋ/	a way to control the action of a machine (e.g., temperature)
shade (in the ~) (n)	/ʃeɪd/	not in the sun
shady (adj)	/'ʃeɪdi/	away from the sun
share (v)	/ʃeə/	to give other people something (e.g., information, food, etc.)
surf the net (v)	/sɜ:(r)f ðə net/	to spend time using the internet
text message (n)	/tɛkst 'mesɪdʒ/	a short message sent on a mobile phone
turn on/off (v)	/tɜ:(r)n ɒn/ɒf/	to start or stop the power to an electrical device (e.g., light, oven, etc.)
view (n)	/vju:/	opinion
waste (time) (v)	/weɪst/	to use too much of something (e.g., time, money)
wrong number (n)	/rɒŋ 'nʌmbə(r)/	a phone number that is incorrect
purse (n)	/pɜ:(r)s/	a bag women use to hold money

Unit 3

afford (v)	/ə'fɔ:(r)d/	to have enough money to buy something
against the law (adj)	/ə'genst ðə lɔ:/	not allowed by law
bamboo (n)	/,bæm'bʊ:/	a fast-growing, woody plant found in China
battery (n)	/'bæt(ə)ri/	a power source for portable electronics
break down (v)	/breɪk daʊn/	to divide into smaller pieces

breed (v)	/bri:d/	to have children
carbon dioxide (n)	/,ka:(r)bən da'oksaid/	the gas that you breathe out and that is created by burning oil, gas, etc.
cardboard (n)	/'ka:(r)d,bɔ:(r)d/	a type of strong paper normally used to make boxes and other packaging
certainly (adv)	/'sɜ:(r)t(ə)nli/	for sure
chemical (adj)	/'kemɪk(ə)l/	relating to materials changing at a scientific level
definitely (adv)	/'defɪnətlɪ/	certainly
destroy (v)	/dr'strɔɪ/	to break down completely; ruin
dump (n)	/dʌmp/	a place to put things when you want to get rid of them
earth (n)	/ɜ:(r)θ/	the ground as part of the natural world
economy (n)	/ɪ'kɒnəmɪ/	the system involving movement of money in an area or country
editor (n)	/'edɪtə(r)/	the person in charge of a newspaper magazine company
endangered (adj)	/ɪn'deɪndʒə(r)d/	(of a kind of animal) in danger of dying out (e.g., rhino, panda)
extinct (adj)	/ɪk'stɪŋkt/	(of a kind of animal) none left in the wild (e.g., dodo, the dinosaurs)
fence (n)	/fens/	a small barrier made of wood used to separate areas of land
fin (n)	/fɪn/	part of a sea animal's body which helps them to swim
fish farming (n)	/fɪʃ 'fa:(r)mɪŋ/	breeding fish for food
food chain (n)	/fu:d tʃeɪn/	the sequence in which animals prey on each other (e.g., hawks eat snakes, snakes eat frogs, frogs eat insects, insects eat plants)

fossil fuel (n)	/'fɒsəl fjuːəl/	fuel burned to produce power (e.g., oil, gas, coal, etc.)
fur (n)	/fʊə(r)/	the soft hair found on some animals
global warming (n)	/'glæbəl 'wɔː(r)mɪŋ/	the heating of the environment through human activity
greenhouse gas (n)	/'grɪːnhaus gæs/	a gas which goes into the air and traps heat, causing global warming (e.g., carbon dioxide)
horn (n)	/hɔː(r)n/	the hard spikes on some animals' heads (e.g., Oryx, Deer, etc.) used for fighting
hunter (n)	/'hʌntə(r)/	a person who catches animals for food
hybrid (~ car) (adj)	/'haɪbrɪd/	made up of a combination of things (e.g., a hybrid car, which uses both petrol and electricity)
illegal (adj)	/ɪ'lɪg(ə)l/	not legal; against the law
industrial (adj)	/ɪn'dʌstriəl/	having to do with industry and factories
industry (n)	/'ɪndəstri/	companies that make similar products out of raw materials
life cycle (n)	/laɪf 'saɪkl/	the different stages that a product or living creature goes through
LNG (n) (= liquefied natural gas)	/'el-en-dʒiːz/ (/lɪkwɪfɪed 'nætʃrəl gæs/)	the liquid form of natural gas for easy use in industry
market (on the ~) (n)	/'maː(r)kɪt/	things that are available to buy and sell
microwave (n)	/'maɪkroʊweɪv/	a small oven which heats food very quickly
motor (n)	/'məʊtə(r)/	the part of car that drives it forward
Oryx (n)	/'ɔːriks/	a type of antelope with two long horns
overfishing (n)	/,əʊvə(r)'fɪʃɪŋ/	the act of catching too many fish
ozone (n)	/'əʊzəʊn/	a layer of air and gas which protects the earth from dangerous sun rays

picnic table (n)	/'pɪknɪk 'teɪbəl/	a table placed in a garden, park, etc., to allow people to eat outdoors
pollution (n)	/pə'lju:ʃ(ə)n/	harmful gas or waste caused by human activity
powerful (adj)	/'paʊə(r)fəl/	being in a position of power; in control
process (n)	/'prə:ses/	the stages through which something is made or changed
protect (v)	/prə'tekt/	to make safe; to defend
rebuild (v)	/,rɪ:bɪld/	to make something again after it has been damaged or destroyed
recharge (v)	/rɪ:tʃɑ:(r)dʒ/	to put power into an electrical product
recycle (v)	/rɪ'saɪk(ə)l/	to reuse a product; to make new products out of waste (e.g., plastic, glass, cardboard, etc.)
recycling bin (n)	/,rɪ'saɪklɪŋ bɪn/	a holder to collect waste to be recycled
recycling centre (n)	/,rɪ'saɪklɪŋ 'sentə(r)/	a place where recycling takes place
redo (v)	/,rɪ'du:z/	to do something again
reheat (v)	/,rɪ'hɪt/	to heat something up that has become cold
reorganize (v)	/rɪ'ɔ:z(r)gənaɪz/	to organize in a different way
replay (v)	/'rɪ:plεɪ/	to play a recorded sound or picture over again
reserve (game ~) (n)	/rɪ'zɜ:(r)v/	an area of land kept especially for hunting
retake (v)	/,rɪ'teɪk/	to take something again (e.g., a test, an exam)
reuse (v)	/rɪ'ju:z/	to use something again (e.g., a plastic bag)
rewrite (v)	/,rɪ'rwaɪt/	to write again (e.g., an essay, a letter)
ringtone (n)	/'rɪŋ,təʊn/	the music that plays when a call is made to a phone

rubbish (n)	/'rʌbɪʃ/	waste that is thrown away
run out of (v)	/rʌn aʊt ɒv/	an expression meaning 'to no longer have enough of'
smog (n)	/smoʊg/	pollution that appears like smoke or fog
smooth (adj)	/smuːð/	flat; not rough
stripe (n)	/straɪp/	a line of colour
technology (n)	/tek'nɒlədʒi/	man-made items or systems that make life better or easier in some way
toxic (adj)	/'tɒksɪk/	poisonous
volunteer (n)	/,vɒlən'trə(r)/	a person who does a job for free

Unit 4

blind (adj)	/blaɪnd/	unable to see
episode (n)	/'epɪsəʊd/	a part of a story that is broadcast on TV or radio; part of a series
hero (n)	/'hɪərəʊ/	a person who is admired for doing something brave or good
ranger (n)	/'reɪndʒə(r)/	a person who looks after a park or forest
receptionist (n)	/rɪ'septʃ(ə)nɪst/	a person who greets visitors and answers telephone calls
sociable (adj)	/'səʊʃəb(ə)l/	enjoying being with other people
sympathy (n)	/'sɪmpeθi/	the feeling of being sorry for others; showing understanding
misfortune (n)	/mɪs'fɔːtʃən/	state of being unlucky
values (n)	/'væljuːz/	beliefs and principles that influence your way of life

Unit 5

avoid (v)	/ə'vɔɪd/	to keep away from something
bar (of chocolate) (n)	/bɑ:(r)/	a piece of chocolate with straight sides
boil (v)	/bɔɪl/	to cook something in very hot water
carton (n)	/'kɑ:(r)tən/	a cardboard or plastic container that holds liquid
champion (n)	/'tʃæmpiən/	the winner of a competition
change (n)	/tʃeindʒ/	the coins you get back when you have paid too much for an item
cheat (v)	/tʃi:t/	to act dishonestly in order to do well
chew (v)	/tʃu:/	to bite repeatedly with the back teeth (e.g., gum, food)
chilli (n)	/'tʃili/	a small green or red pepper that is used to make food taste hot
chop (v)	/tʃɒp/	to cut something into pieces
coach (n)	/kəʊtʃ/	a person who trains someone in sport
complain (v)	/kəm'pleɪn/	to say that you are unhappy or dissatisfied with something
complaint (n)	/kəm'pleɪnt/	a statement that somebody makes saying they are unhappy or dissatisfied
couscous (n)	/'ku:sku:s/	a type of North African food made from crushed wheat
crazy (adj)	/'kreɪzi/	very enthusiastic
electric guitar (n)	/ɪ'lektrɪk ɡr'tax(r)/	a guitar that you can plug in to make louder
energetic (adj)	/,enə(r)'dʒetɪk/	having a lot of energy and enthusiasm
energy (n)	/'enə(r)dʒi/	the ability to put effort into an activity

exciting (adj)	/ɪk'saɪtɪŋ/	causing great enthusiasm or interest
facilities (n)	/fə'sɪlətɪz/	equipment or services that are provided for a purpose (e.g., sports, leisure)
flavour (n)	/'flavə(r)/	the taste of food or drink
furnished (adj)	/'fɜː(r)nɪʃt/	(of a flat or house) with furniture
grate (v)	/greɪt/	to reduce food into small pieces by rubbing it against a grater (e.g., cheese, carrot)
grill (v)	/grɪl/	to cook food by at high temperature (e.g., by barbecue or grill)
gum (n)	/gʌm/	a type of sweet that is chewed but not swallowed
inconvenient (adj)	/,ɪnkən'veniənt/	not straightforward
landlord (n)	/'læn(d),bɔ:(r)d/	a person who owns a property that people can rent (e.g., a room, flat, house, office)
lay (~ a table) (v)	/leɪ/	to prepare (a table) for a meal
mountain bike (n)	/'maʊntɪn baɪk/	a bicycle which is designed for riding on rough ground
nursery school (n)	/'nɜː(r)s(ə)ri skuːl/	a school for young children
packet (n)	/'pækɪt/	a small container in which food is packaged to be sold
peel (v)	/piːl/	to remove the outer layer or skin of a fruit, vegetable, etc.
rented (adj)	/'renteɪd/	used by a person who pays rent to the owner; not owned (e.g., a flat)
ridiculous (adj)	/rɪ'dɪkjʊləs/	unreasonable or silly
romantic (adj)	/rəʊ'mæntɪk/	causing feelings of love and excitement
safari (n)	/sə'faːri/	a trip to see animals in the wild, usually in East or Southern Africa

salty (adj)	/'sɔ:lti/	containing a lot of salt
slice (n)	/slæs/	a flat piece of food that has been cut off something larger (e.g., a slice of bread)
spicy (adj)	/'spa:si/	having a strong, hot flavour
spinach (n)	/'spɪnəθ/	a kind of vegetable with dark green leaves that can be cooked or eaten raw
sporty (adj)	/'spɔ:(r)tɪ/	active; good at sports
spot (n)	/spɒt/	a small mark, e.g., on someone's skin
starving (adj)	/'sta:(r)vɪŋ/	very hungry
suit (n)	/su:t/	a smart set of clothes made of the same material (e.g., jacket, trousers)
supper (n)	/'sʌpə(r)/	a meal eaten late in the evening after or instead of dinner
tasteless (adj)	/'teɪs(t)ləs/	with little or no flavour
tasty (adj)	/'teɪsti/	when food or drink has a pleasant flavour
tie (n)	/taɪ/	a long piece of cloth worn around the neck and tied in a knot
unattractive (adj)	/ʌnə'træktrɪv/	unpleasant to look at
unsatisfactory (adj)	/ʌnsætɪs'fækt(ə)rɪ/	when a person believes something is not good enough
uniform (n)	/'ju:nɪfɔ:(r)m/	a set of formal clothes for work or school
wallet (n)	/'wɒlɪt/	a small folding case that is used to carry money and credit cards
weightlifter (n)	/'weɪt,lɪftə(r)/	someone who lifts weights for sport
weightlifting (n)	/'weɪt,lɪftɪŋ/	the sport of lifting heavy weights
yoghurt (n)	/'jɒgə(r)t/	a liquid food made from milk that is thick and sometimes flavoured with fruit

Yours faithfully	/jɔ:(r)z 'feɪθfʊli/	an expression used at the end of a formal letter when the person receiving the letter's name is unknown
Yours sincerely	/jɔ:(r)z sɪn'ஸɪə(r)li/	an expression used at the end of a formal letter when the person receiving the letter's name is known

Unit 6

adventure (n)	/ə'd'ventʃə(r)/	an exciting or rare experience or journey
award (n)	/ə'wɔ:(r)d/	a prize; (v) to give a prize to someone
bring under control (v)	/brɪŋ 'ʌndə(r) kən'trəʊl/	to regain control over a situation
cartoon (n)	/ka:(r)'tu:n/	a comical drawing, e.g., in a newspaper or on TV
chat show (n)	/tʃæt ʃəʊ/	a TV or radio show where famous people are asked questions and discuss their life or work
collapse (v)	/kə'læps/	to fall down or fall apart suddenly
committee (n)	/kə'mɪtɪ/	a chosen group of people who make decisions on a particular subject
condition (n)	/kən'dɪʃ(ə)n/	the state something is in
consequently (adv)	/'kɒnsɪkwəntli/	therefore
contribute (v)	/kən'trɪbju:t/	to give (e.g., money, support or advice), to help someone
decoration (n)	/,deka'reɪʃ(ə)n/	an item or pattern added to something to improve its appearance
designer (n)	/dr'zaɪnə(r)/	a person who designs, e.g., clothes, furniture, websites
directed (by) (v)	/dər'rektɪd/	controlled or created and designed by a person
disaster (n)	/dr'za:stə(r)/	a very bad event, e.g., a flood, earthquake, that may kill people

drama (n)	/'dra:(r)mə/	a play for the theatre, or type of programme for the TV or radio, often with more serious themes
driving licence (n)	/'draɪvɪŋ 'laɪsəns/	a legal document that allows you to drive a vehicle
evacuate (v)	/ɪ'vækjuēt/	to move people from a dangerous area to a safer one
experiment (n)	/ɪk'sperɪmənt/	a scientific test performed to learn more about a subject; (v) to test scientifically
explosion (n)	/ɪk'spləʊz(ə)n/	a sudden, loud and violent burst
fire brigade (n)	/'faɪə(r) bṛɪ'geɪd/	the team of people responsible for putting out fires
font (n)	/fɔnt/	the size and style of letters used in printing
golf (n)	/gɔlf/	a game played over a large area of ground using sticks to hit a ball into holes
historical (adj)	/hɪ'stɔrɪkəl/	related to the past or the study of history
horror (n)	/'hɔrə(r)/	a feeling of disgust or fear; a type of story which creates these feelings in the reader/viewer
instruct (v)	/ɪn'strʌkt/	to teach or tell someone how to do something
interior (n)	/ɪn'tɪəriə(r)/	the inside (e.g., of a building)
keen (adj)	/ki:n/	excited or very happy to do something
lifeguard (n)	/'laɪf,gɑ:(r)d/	a person trained to keep people safe near or in water (e.g., at the beach or a swimming pool)
lifestyle (n)	/'laɪf,stایf/	the way a person chooses to live
miracle (n)	/'mɪrək(ə)l/	an unlikely, wonderful event

Nobel Prize (n)	/nəʊbel 'praɪz/	a very famous award given to people excellent in their area of study, e.g., literature, science, etc.
novel (n)	/'növəl/	a longer book that is usually an imagined story
poisonous (adj)	/'pɔɪz(ə)nəs/	causing serious harm or death if swallowed or taken into the body
presenter (n)	/prɪ'zentə(r)/	the person who hosts or leads a TV or radio show
prevent (v)	/prɪ'vent/	to stop something from happening or stop someone from doing something
promote (v)	/prə'məut/	to make something more popular and widely known
psychological (adj)	/saɪkə'lɒdʒɪk(ə)l/	related to a person's state of mind
publish (v)	/'pʌblɪʃ/	to produce a book or magazine and sell it to the public
receptionist (n)	/rɪ'sepʃənist/	someone who works at the front desk in, e.g., an office or hotel
remind (v)	/rɪ'maɪnd/	to prompt or help someone to remember something
reminder (n)	/rɪ'maɪndə(r)/	a prompt that helps someone remember something
science fiction	/'saiəns 'fɪkʃən/	a type of story that is based on future inventions, space, life on other planets, etc.
seriously (adv)	/'sɪəriəsli/	extremely
soap opera (n)	/səʊp 'əp(ə)rə/	a TV drama about ordinary people
special effects (n)	/'speʃəl ɪ'fekts/	exciting and unusual events in films or TV created by computers or special technology
still life (n)	/stɪl laɪf/	a type of art based on painting, drawing or sculpting real objects that are carefully arranged, (e.g., a bowl of fruit)

stunned (adj)	/stʌnd/	shocked or surprised
sub-editor (n)	/sʌb 'edɪtə/	a person who checks grammar and spelling in an article before it is published
take (v) (~ a photo)	/teɪk/	to photograph someone or something with a camera
terrified (adj)	/'terəfɪd/	extremely frightened
thriller (n)	/'θrɪlə(r)/	a type of story which creates a feeling of excitement in the reader/viewer
unforgettable (adj)	/,ʌnfə(r)'getəb(ə)l/	not able to be forgotten
vehicle (n)	/'viːk(ə)l/	an object used for transport, e.g., a car, motorbike, bus, lorry, etc.

Unit 7

About time!	/ə'baut taɪm/	an expression meaning 'at last' or 'finally'
accurate (adj)	/'ækjʊrɪt/	correct in all parts
anxious (adj)	/'æŋkʃəs/	nervous, worried
Arctic Circle (n)	/'ɑːktɪk 'sɜː(r)k(ə)l/	the most northern region of the world, surrounding the Arctic
attractive (adj)	/ə'træktɪv/	pleasing to look at
audience (n)	/'ɔːdɪəns/	a group of people watching a TV show or film, or listening to music
autograph (n)	/'ɔːtə,graːf/	a signature written by a famous person as a keepsake
bravely (adv)	/'breɪvli/	in a brave way
concert (n)	/'kɒnsə(r)t/	a performance of music
confidence (n)	/'kɒnfɪd(ə)ns/	the quality of believing in yourself
construct (v)	/kən'strʌkt/	to build or put together

contact lenses (n)	/'kɒntækt 'lɛnsɪz/	small plastic lenses that go directly onto the eye, sometimes used instead of glasses
contestant (n)	/kən'testənt/	a person taking part in a game, usually on TV
dagger (n)	/'dægə(r)/	an old fashioned weapon that looks like a small sword
decision (n)	/dr'sɪʒ(ə)n/	a thing that is chosen from a number of options
decisive (adj)	/dr'saɪsɪv/	good at making decisions
decorate (a house) (v)	/'dekəreɪt/	to paint the inside walls of a house
dependent (adj)	/dr'pendənt/	needing the support of something or someone else
embroidery (n)	/ɪm'broidəri/	a form of fabric decoration using a needle and coloured thread
Euro (n)	/'juərəʊ/	the currency used by most European countries
export (v)	/'ekspo:(r)t/	move to another country
fashionable (adj)	/'fæʃ(ə)nəb(ə)l/	on trend
furious (adj)	/'fjuəriəs/	very angry
guaranteed (adj)	/,gærən'ti:d/	sure to be true; safe
harmful (adj)	/'ha:(r)mf(ə)l/	dangerous or likely to hurt
harmless (adj)	/'ha:(r)mлs/	not dangerous or likely to hurt
I guess not	/aɪ ges nɒt/	an expression meaning 'I agree that this is not true.'
I suppose so	/aɪ sə'pəʊz səʊ/	an expression meaning 'I agree that this is true.'
immature (adj)	/,ɪmə'tjʊə(r)/	not like an adult
immoral (adj)	/ɪ'mɔːrəl/	against what is moral and fair

impractical (adj)	/ɪm'præktɪk(ə)l/	not useful or easy
impress (v)	/ɪm'pres/	to create a positive feeling
incense (n)	/'ɪnsens/	an oil or stick that is burned to create a pleasant smell
increasingly (adv)	/ɪn'krɪsɪŋli/	more and more
incredible (adj)	/ɪn'kredəb(ə)l/	unbelievable in a positive way
indecisive (adj)	/,ɪndɪ'saɪsɪv/	slow to make final decisions
independent (adj)	/,ɪndɪ'pendənt/	not needing help or support
inexpensive (adj)	/,ɪnɪk'spensɪv/	cheap; not costing much money
insensitive (adj)	/ɪn'sensɪtɪv/	not aware of other people's feelings
It's a deal	/ɪts ə dɪ:l/	an expression meaning 'I agree to this arrangement.'
learn by heart (v)	/lɜ:(r)n bɑɪ hɑ:(r)t/	to memorize fully
mature (adj)	/mə'tʃʊə(r)/	behaving appropriately, like an adult
melt (v)	/melt/	to become liquid after being heated
model agency (n)	/'mɒdl 'eɪdʒənsi/	a business that manages the careers of models
moral (adj)	/'mɔ:rəl/	fair and careful to do the right thing
opponent (n)	/ə'pəʊnənt/	the person who competes against a player in a game or sport
optician (n)	/ɒptɪʃ(ə)n/	a person whose job it is to look after the health of people's eyes
plumber (n)	/'plʌmə(r)/	a person whose job it is to fix pipes and water systems
positive (adj)	/'pɒzɪtɪv/	thinking about what is good
powerless (adj)	/'paʊə(r)ləs/	without power

practical (adj)	/'præktrɪk(ə)l/	active and problem-solving; concerned with real-life situations
relieved (adj)	/ri'lɪvɪd/	relaxed after feeling worried
reopen (adj)	/ri'əʊpən/	to open again
specialize (v)	/'speʃəlائز/	to have particular knowledge of a subject
style (n) (v)	/staɪl/	(n) a particular way of looking or working, (v) to make appear a particular way
successful (adj)	/sək'sesf(ə)l/	good at achieving things once they are started
suspense (n)	/sə'spens/	worry that something bad is going to happen in the near future
Sweden (n)	/'swɪdən/	a country in the north of Europe, part of Scandinavia
sword (n)	/sɔ:(r)d/	a large, old-fashioned weapon made of a long blade
take ages	/terk 'eɪdzɪz/	an expression meaning 'lasts a long time'
time limit (n)	/taɪm 'lɪmɪt/	the most time that something is allowed to take
tonne (n)	/tʌn/	a large measurement of weight, about the same as a car
unbearable (adj)	/ʌn'bɪərəb(ə)l/	very bad
unfashionable (adj)	/ʌn'fæʃənəb(ə)l/	not reflecting modern trends
version (n)	/'vɜ:(r)ʃən/	one of a number of similar things; something that might change over time
victory (n)	/'vɪkt(ə)ri/	the fact of winning something (e.g., a football match, a game, etc.)
What a pity!	/wɒt ə 'pɪti/	an expression used to show concern
What a shame!	/wɒt ə ʃeɪm/	as above; an expression used to show concern

winnings (n)	/'wɪnɪŋz/	money gained from victory in a competition
You poor thing!	/ju: pʊə θɪŋ/	as above: an expression used to show concern

Unit 8

professionally (adv)	/prə'feʃ(ə)nəli/	in a professional way
film extras (n)	/fɪlm 'ekstrəz/	people who act in small background roles in films
publish (v)	/'pʌblɪʃ/	to make available for people to read
snowboarding (n)	/'snəʊ,bɔ:(r)dɪŋ/	the activity of sliding down a hill with both feet attached to a board
whitewater rafting (n)	/'waɪt'wɔ:(r)tə 'ra:(r)fɪŋ/	the activity of paddling a boat down a fast-moving river
quad biking (n)	/kwɔ:d 'baɪkɪŋ/	the activity of driving a four-wheeled bike
spectacular (adj)	/spek'tækjʊlə/	very impressive; very beautiful
dunes (n)	/dju:nz/	hills of sand found in the desert
limit (v)	/'lɪmɪt/	to allow only a small number

Phonetic Symbols

Vowels			
iː <u>see</u>	I sit	ʊ book	uː too
e <u>men</u>	ə america	ɜː word	ɔː sort
æ <u>cat</u>	ʌ <u>but</u>	aː <u>part</u>	ɒ <u>not</u>

Diphthongs		
ɪə <u>here</u>	eɪ day	
ʊə tour	ɪə boy	əʊ go
eə <u>wear</u>	aɪ <u>my</u>	aʊ <u>how</u>

Consonants							
p <u>pink</u>	b <u>bed</u>	t <u>time</u>	d <u>do</u>	tʃ <u>church</u>	dʒ <u>judge</u>	k <u>kilo</u>	g <u>go</u>
f <u>five</u>	v <u>very</u>	θ <u>think</u>	ð <u>the</u>	s <u>six</u>	z <u>zoo</u>	ʃ <u>short</u>	ʒ <u>casual</u>
m <u>milk</u>	n <u>no</u>	ŋ <u>sing</u>	h <u>hello</u>	l <u>live</u>	r <u>read</u>	w <u>window</u>	j <u>yes</u>

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Components of English for Libya, Secondary 2

- Course Book
- Workbook
- Teacher's Book
- Audio

The Course Book presents new language and provides opportunities to practise English language and 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a Grammar and Functions section – giving detailed explanations and examples of the language points covered in the course – and a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher's Book contains an introduction with detailed practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Wherever possible, model answers are provided.

The Audio extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

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