



State of Libya  
Ministry of Education  
Curricula and Educational Research Centre

21<sup>st</sup> CENTURY

# English for Libya

Secondary 1 Course Book



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**Garnet**  
EDUCATION



# English for Libya

**Secondary 1** Course Book

Garnet

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English for Libya Secondary 1 Course Book  
State of Libya  
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# CONTENTS

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<b>Unit 1</b> Language Learning .....	6
<b>Unit 2</b> Education .....	18
<b>Unit 3</b> Travel and Tourism .....	30
<b>Unit 4</b> Fun with English 1 .....	42
<b>Unit 5</b> Family and Friends .....	50
<b>Unit 6</b> Health and Fitness .....	62
<b>Unit 7</b> Science and Technology .....	76
<b>Unit 8</b> Fun with English 2 .....	88
Grammar and Functions .....	96
Checklist for Written Work .....	106
Transcript .....	107
Key Words .....	126
Phonetic Symbols .....	140

## ICON KEY

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



Pairwork activity



Group work activity



Project work



Functional grammar



21<sup>st</sup> Century Skills



## Book Map

	UNIT 1 Language Learning Page 6	UNIT 2 Education Page 18	UNIT 3 Travel and Tourism Page 30	UNIT 4 Fun with English 1 Page 42
Listening and speaking	[Content]	[Content]	[Content]	[Content]
Reading and writing	[Content]	[Content]	[Content]	[Content]
Structure and language	[Content]	[Content]	[Content]	[Content]
Vocabulary	[Content]	[Content]	[Content]	[Content]

Grammar and Functions Reference; Page 96

Checklist for Written Work; Page: 106

# Dictionary of American English

Most commonly used words in the American English lexicon



**Communication Skills:** Rephrasing information

**Study Skills:** Inferring meaning from context

**Information Literacy:** Reading diagrams

**Information Literacy:** Skimming a text

**Communication Skills:** Drawing conclusions

**Life Skills:** Critical thinking

**Career Skills:** Reading applications



## Bilingual Dictionary Français - Français-Anglais



## DICTIONARY / СЛОВАРЬ ENGLISH - RUSSIAN - РУССКИЙ / АНГЛИЙСКИЙ

Português - Inglês dicionário  
English - Portuguese dictionary



GENERAL  
DICTIONARY  
•  
DIZIONARIO  
GENERALE



## Unit 1

### Language Learning

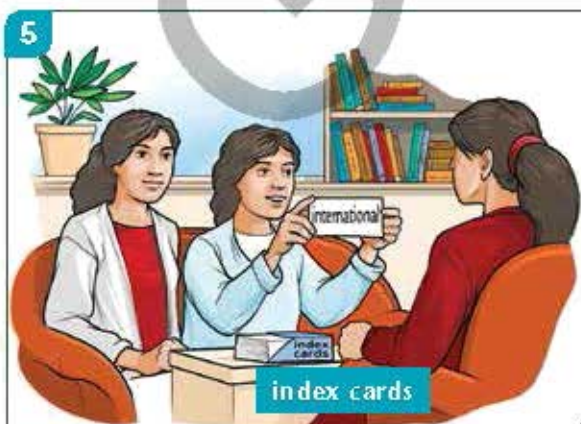
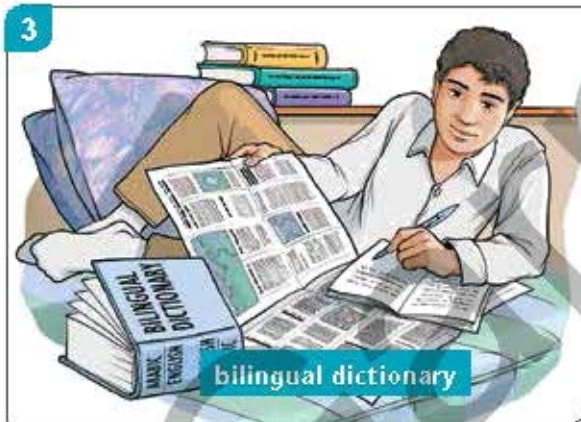
- **Lesson 1:** How do you learn? ..... 8
- **Lesson 2:** Describing Trends ..... 10
- **Lesson 3:** Choosing a Summer Programme ..... 11
- **Lesson 4:** Getting Familiar ..... 12
- **Lesson 5:** Asking for Information ..... 13
- **Lesson 6:** A Tour of the Self-access Centre ..... 14
- **Lesson 7:** Arabic and English ..... 15
- **Lesson 8:** Official Languages ..... 16
- **Round up:** ..... 17



# Unit 1

## Lesson 1: How do you learn?

A Look at the pictures and describe what the people are doing.



B Listen and check your ideas. Then do Exercise A on page 4 in the Workbook.

C Look at some things the people said. Match them to the pictures on page 8.

- A Sometimes I write new words on cards and test my friends, and my friends test me.
- B I practise writing every day.
- C I usually look up new words in a dictionary and write them in a notebook.
- D I write what I have learned in my learning diary after every class.
- E I go to the self-access centre and practise saying the words with a CD.
- F I go to the café with my friends and we speak only English for two hours.



D Are they good ideas? What else can you do to learn English?



E Look at the examples. Then do Exercises B to D on page 4 of the Workbook.



Talking about facts and habits: Present simple

- I **walk** to school every day. (habit)
- My sister **uses** a computer to do her homework. (habit)
- The capital of Libya **is** Tripoli. (fact)
- Bilingual dictionaries **are** very useful for learning languages. (fact)
- I **don't speak** Japanese. (fact)
- The self-access centre **isn't** open on Fridays. (fact)

p.96



# Unit 1 Lesson 2: Describing Trends

## A Read and match the topic sentences to the paragraphs below.

- |  |   |
|--|---|
| <p>1 The number of American university students learning French <b>is falling slowly</b>.</p> <p>2 Many students travel abroad to get a degree, learn a language or learn about a new country.</p> | <p>3 It is difficult to say exactly how many languages are spoken in the world today.</p> <p>4 The number of people learning Arabic at university <b>is going up rapidly</b>.</p> |
|--|---|

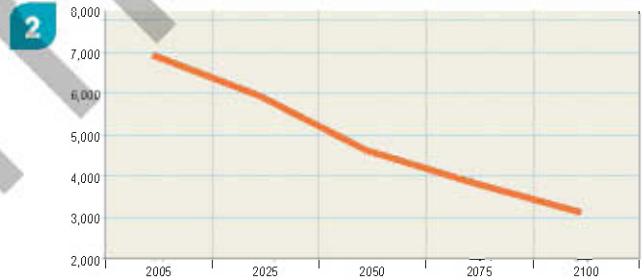


## B Read and match each paragraph with a graph.

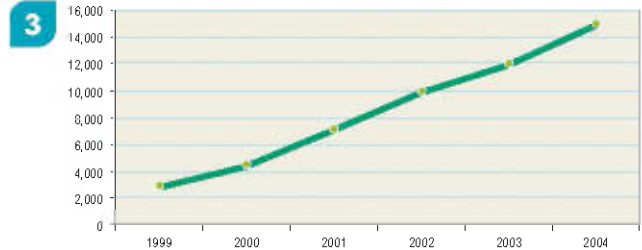
**A** Most experts think that there are around 6,800. But the number of languages in the world **is going down quickly**. Linguists say there will only be 3,000 by 2100. This is because people prefer to learn the most common languages so they can communicate with others, read newspapers from other countries and use the internet.



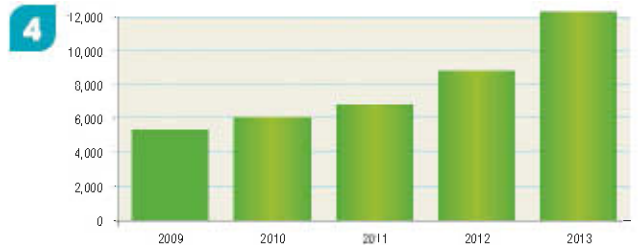
**B** The UK is one of the most popular destinations. For example, the number of Indian students studying in the UK **is rising steeply**. In 1999 it was 3,000, but in 2004 it was 15,000.



**C** In 1980 3,285 students received a university degree in French and 4,331 received a degree in Spanish. In 2002 only 2,396 students received a degree in French, but 7,243 completed a degree in Spanish. Many people in the United States prefer to study Spanish because they think it is more useful.



**D** It went up from 5,000 students to 12,000 students between 2009 and 2013. Most people who study Arabic learn it at university, then go to an Arabic-speaking country to practise speaking and listening.



**C** Read the examples in the Grammar and Functions section on page 96. Then do Exercises A to E on pages 5 to 7 of the Workbook.



## Lesson 3: Choosing a Summer Programme

- A What do you need to think about when you choose a summer programme? Skim the leaflet. Does it mention your ideas?

### HOW TO CHOOSE A SUMMER PROGRAMME

The number of people taking part in summer study programmes is going up all the time. Choosing a programme can be confusing for both parents and children. That's why you need to think carefully before you make your choice. Here are some questions you should ask yourself.

What are your learning goals? Some summer programmes have classes in all subjects to help you prepare for school in the autumn. They can help you improve in all subjects. Others are especially for students who want to learn or practise a language. There are programmes that have classes all day, for people who need to make a lot of progress quickly. Other programmes offer classes only in the morning, so you can visit interesting places as well as studying.

What do you like doing in your free time? You can do different activities in a city than in the country. If you like doing sport, or enjoy being in a quiet place, you should choose a programme in the countryside. But if you like going to museums or the cinema, choose a programme in the city, or you might get bored.

How do you learn best? Some people like to be in small classes where they can get plenty of attention and help from their teachers. Others work better in larger groups where they can share their ideas with a lot of other people. Think about what type of class you like best, and find out about class size in the programmes you're interested in.

Study programmes are an exciting way to meet new people, learn new things and have fun. If you choose the right programme, you will have a fantastic time.

For more information, email us at [summerprogramme@summer.edu](mailto:summerprogramme@summer.edu) or visit our website.

- B Read the leaflet again. Then do Exercises A and B on pages 7 and 8 of the Workbook.

- C Study the Functional Grammar box. Then do Exercise C on page 8 of the Workbook.



Describing feeling: Adjectives ending in *-ed* and *-ing*

- Use adjectives with *-ed* to talk about how a person feels. (*excited, confused*)
- Use adjectives with *-ing* to talk about the person, place or thing that makes them feel that way. (*exciting, confusing*)

Sami is very *interested* in history.

He thinks the British Museum is very *interesting*.

## Unit 1 Lesson 4: Getting Familiar

**A**  **3** Listen to Omar and Adam talking about study programmes. Answer the questions.

- 1 What does Adam like about the programme?
- 2 What does Omar like about the other programme?
- 3 Why would Omar prefer to stay with a family?
- 4 What does Adam want to find out?

**B** Look at the opinions. Match each sentence with a response.

- |   |  |
|---|--|
| <b>1</b> I'd love to go on a study programme.   | <b>A</b> I agree. It might be very different from ours.                  |
| <b>2</b> I need to work on my English.  | <b>B</b> So would I. I love art.   |
| <b>3</b> I think it's really important to learn about the culture of the country you're in. | <b>C</b> I wouldn't. I'd rather go on holiday with my family.            |
| <b>4</b> I want to be in the countryside where there's lots of fresh air.                   | <b>D</b> So do I. I failed the exam last week.                           |
| <b>5</b> I think it's much better to stay with a family.                                    | <b>E</b> I disagree. I'd rather meet lots of new people.                 |
| <b>6</b> I'd like to take drawing classes.  | <b>F</b> I don't. I think it's boring. Cities are much more interesting. |

**C**  **4** Listen and check your answers. Then read the opinions (1–6) again. Do you agree or disagree? Give your reasons.

**D** Do Exercises A to D on page 9 of the Workbook.



## Lesson 5: Asking for Information



**A** Look at the direct questions (left) and the questions Adam asks the secretary (right). What's the difference?



Asking politely: Indirect questions

### Direct

What sports do you offer?

Do you have drawing classes?

Do you have a pool?

Where is the school?

How much does it cost?

### Indirect

Could you tell me what sports you offer?

Can you tell me if you have drawing classes?

Could you tell me if you have a pool?

Can you tell me where the school is?

Could you tell me how much it costs?

### Reply

Certainly ...

Sure ...

Yes, we do.

I'm afraid we don't.

Of course.

It depends ...

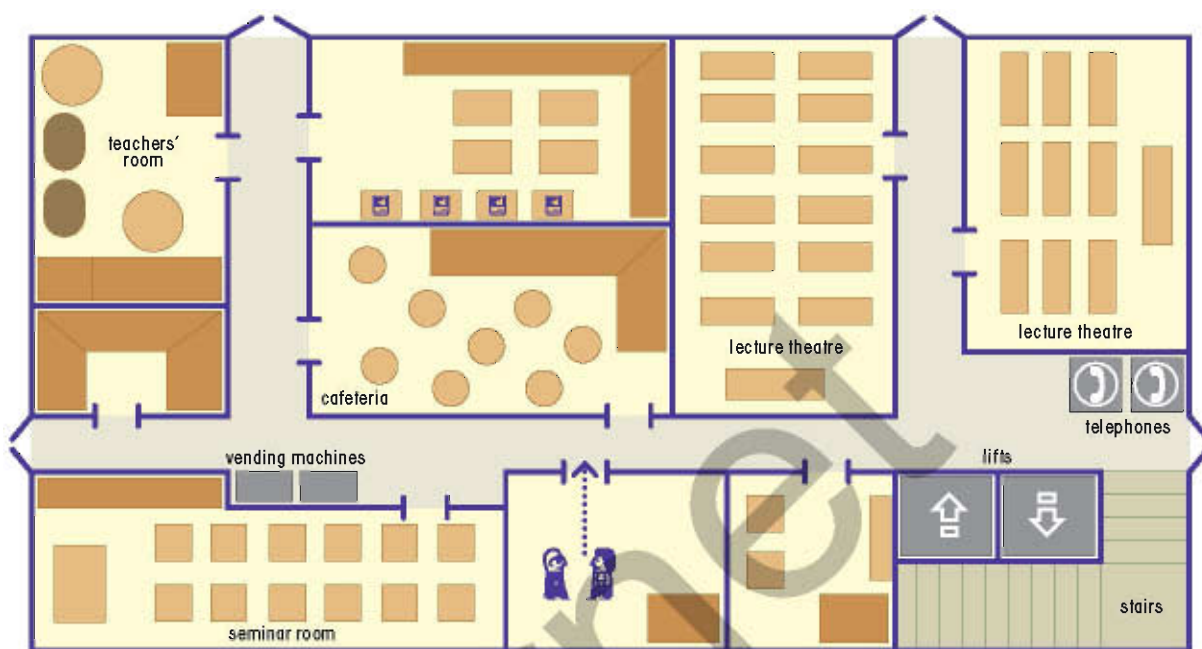
📖 p.97

**B** Now do Exercises A to C on page 10 in the Workbook.

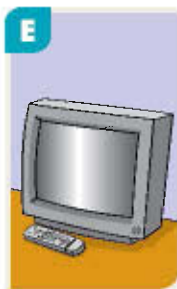
**C** Look at Adam's application form. Do Exercises D to F on pages 11 and 12 of the Workbook.

SURNAME:	A/Sudani	FORENAME:	Adam
DOB:		DATE/TIME:	
ADDRESS:	P.O. Box 3674, 100 Hadhrah Road		
	Tripoli		
	POST CODE:	Libya	
PHONE NUMBER:	+218 2XXXXXX		
E-MAIL ADDRESS:	adam@qnet.ly		
WHY ARE YOU INTERESTED IN OUR SCHOOL?			
<p>I would like to go on a summer programme to improve my English. I am interested in your school because you offer English classes at many levels. I also think I would like to be in the country, and to have an opportunity to do sport.</p>			

A  8 Listen and find the self-access centre.



B What can you do in a self-access centre?  9 Listen and follow the tour with the pictures. Are any of your ideas mentioned?



C Match these sentences to the pictures.

- |  |  |
|--|--|
| 1 Don't try to change channels.                            | 4 Fill out a card and bring it to the desk.          |
| 2 Don't take the magazines out of the self-access centre.  | 5 Just sit down and type your password.              |
| 3 Put on the headphones so you don't disturb other people. | 6 Click on the icon for the program you want to use. |

D Now do Exercises A to D on pages 13 and 14 of the Workbook.



## Lesson 7: Arabic and English

C21  
SKILLS

- A Adam is going to give a talk on Arabic in his English class. Read his notes and decide what they mean.

### ARABIC TODAY

- ~420 m. people
- 5<sup>th</sup> lang. in the world
- One of official langs. of UN

### TYPES OF ARABIC

- People from different countries maybe don't understand each other: dialects (e.g. Moroccan)
- Modern Standard Arabic: in books/newspapers, on radio/TV, in mosques all over the world

### HISTORY

- Arabic from Semitic family. Most Semitic langs. dead.
- spread across Europe (Science, Maths, etc.) into French, Spanish and English, esp. 800 yrs ago

### THE HOLY QUR'AN

- Pure lang. of Holy Q. - an v. similar to Modern Arabic
- Helped Arabic survive for ~1400 yrs.



- B  Listen and check your ideas. What does the teacher ask Adam?

- C Adam is doing some research about English. Read the article. Then do Exercises A to D on pages 15 and 16 of the Workbook.

Why are there so many words with similar meanings in English? Why do we have two words – sick and ill – that look very different but both mean not very well? Why is a reply also an answer? And why are there weddings and marriages in English? The answer lies in the history of Britain.

Old English was a very different language from the English we know today. It included words brought to England by Anglo-Saxons and Vikings. The Anglo-Saxons brought their language with them in the 5<sup>th</sup> century. The Vikings invaded in the 9<sup>th</sup> century and brought more words. This mixture of languages was first written down in the 10<sup>th</sup> century.

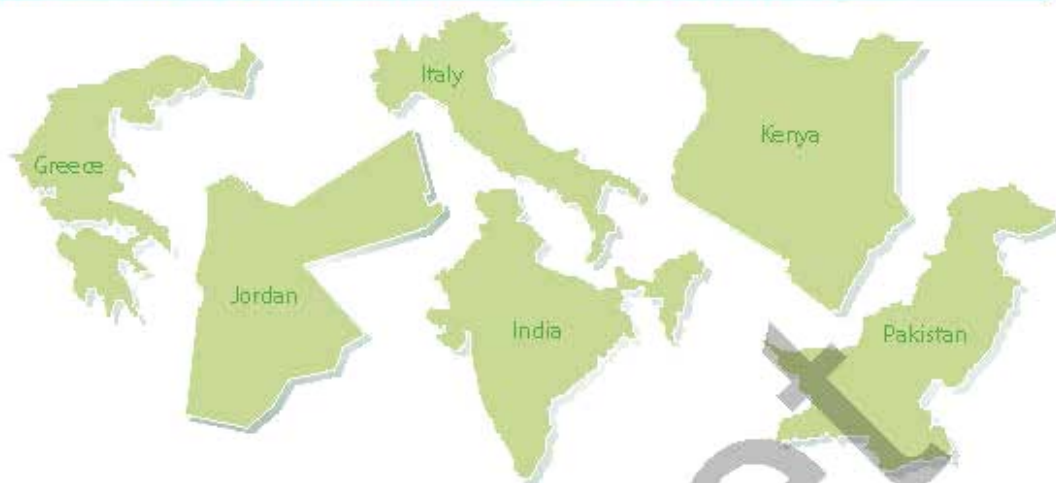
The same thing happened after 1066, when the Normans invaded Britain. They brought the French language and this added more words to the mixture (close for shut, desire for wish and liberty for freedom).

Over time, the pairs of words – or synonyms – started to have very small differences in meaning. In fact, it is almost impossible to find two words that mean exactly the same thing. One word in a pair of synonyms is usually more formal or more specific than the other. The example sentences in dictionaries will help you decide if you can use either word, or if you must choose one.



## Unit 1 Lesson 8: Official Languages

A Match the countries with their official languages from the box.



Greek Hindi Arabic Italian Urdu English

B Read the assignment below. Then do Exercises A to C on page 16 of the Workbook.

- Canada is the second largest country in the world, after Russia.** It is 9,979,619 km<sup>2</sup>. It has a population of 31,946,300, and that number is growing. But Canada's population is not large for its size. Most people live near the border with the USA.
- Canada is a beautiful country.** Because it is so big, there are many parks and wilderness areas. If you travel to Canada, you can see rivers, lakes, forests, and even glaciers. One of Canada's most famous natural features is Niagara Falls.
- How do people live in a country with two official languages?** The two official languages of Canada are English and French, because some Canadians are of British origin and some are of French origin. Most people don't speak both languages. About 31% of the population speak French, and about 84% speak English. You will hear more French or English depending on where you are.
- Canada has several large cities.** The biggest of these is Toronto. The capital, Ottawa, is only the fourth largest city. In Ottawa, about half the people speak both French and English. Communication is easier there!





## Unit 1: Round up

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

Now you can:

- **use the present simple to talk about facts and habits**

The Earth **rotates** around the Sun. (fact)

Libya **is** the fourth largest country in Africa. (fact)

I **wake up** at 6 in the morning. (habit)

I don't **go to bed** early at the weekend. (habit)

- **use adjectives ending with *ed* to describe how a person feels**

I am **interested** in History.

He was very **bored** in the lecture.

- **use adjectives ending with *ing* to describe how a person feels towards a person, place or thing**



History is **interesting**.



The lecture was **boring**.

- **use indirect questions to ask politely**

What classes do you offer?

**Could you tell me** what classes you offer?

Do you give History classes?

**Can/could you tell me** if you have drawing classes?

Where is the school?

**Can you tell me** where the school is?



**Media Literacy:** Identifying text purpose

**Communication Skills:** Drawing conclusions

**Life Skills:** Critical thinking

**C21  
SKILLS**

**Information Literacy:** Skimming for information



## Unit 2

### Education

- **Lesson 1:** At School.....20
- **Lesson 2:** Similarities and Differences .....21
- **Lesson 3:** Helping People Learn.....22
- **Lesson 4:** The Importance of Education .....24
- **Lesson 5:** Denise's Story.....25
- **Lesson 6:** School Memories.....26
- **Lesson 7:** A Special School .....27
- **Lesson 8:** An Interesting Job .....28
- **Round up:** .....29

# Unit 2

## Lesson 1: At School

A Match the pictures and the words. Say what the students are doing.



use the self-access centre   watch a film   write a report  
give a presentation   take an exam

B Look at Adam's timetable. Ask and answer questions.

	9.00	9.00	10.00	11.00	11.30	12.30	1.30
Sunday		Biology	English	B		Arabic	
Monday	Geography	English	Maths	R		Physics	
Tuesday	Arabic		English	E	Geography	Maths	
Wednesday	History		Chemistry	A		Maths	
Thursday		Arabic	Maths	K	History	English	



History



Geography



Physics



Chemistry



Biology

How often does Adam have History?

He has History twice a week.

C Listen to Adam and do Exercises A and B on page 17 of the Workbook.

D Look at two things Adam said.

I'm going to the self-access centre to **borrow** some books for my report.

My cousin is going to **lend** me some maps.

E Now do Exercises C and D on pages 17 and 18 of the Workbook.



## Lesson 2: Similarities and Differences



**A** How are the boys the same? How are they different?  
Read and tell your partner.

### English homework October 12<sup>th</sup> - My school

My name is Abbas. I'm from Oman. I'm 15 years old and I have a cousin called Kamal who's 15 years old too. He's my best friend, but I can't see him very often because he's spending a year studying in Canada. He sends me letters telling me about his new school.

Both Kamal and I are in Secondary 1, but our schools are very different. I go to a private school for children from Primary 1 to Secondary 3. There are about 800 students in the school and only about 25 students in each class. The school is big and beautiful. It has a lot of modern facilities, like a self-access centre, a swimming pool and a football field. It has a mosque too.

There are only 500 pupils in Kamal's school, but his classes are as large as mine. That's because, unlike my school, Kamal's school is only for

students in secondary school. Kamal says he likes going to a school where everyone is his age. I like going to a school with children of all ages. It's more fun. Kamal's school has pupils from many countries and they speak a lot of different languages. I think that sounds interesting. And Kamal is happy because he is not the only student trying to improve his English.

Kamal's school is in the city and it is not as big as mine, so it doesn't have many facilities. Like my school, it has a self-access centre. But it doesn't have a mosque, a swimming pool or even a football field. It just has a gymnasium where the students play basketball and volleyball. But Kamal says there are good things about living in the city. He lives close to the cinema and the sports centre. He lives close to his school too. I live in a dormitory at my school. Neither Kamal nor I have to take the bus to school. We can just walk.

2

**B** Now do Exercises A and B on page 18 in the Workbook.



Expressing similarity: Saying things are the same

- Both Kamal **and** Abbas are in Year 10.
- **Like** my school, Kamal's school has a self-access centre.
- His classes are **as large as** mine.
- He lives close to his school **too**.
- **Neither** Kamal **nor** Abbas has to take the bus to school.

p.98

Expressing differences: Saying things are different

- **Unlike** my school, Kamal's school is only for students in secondary school.
- Kamal's school is in the city and it is **not as big as** mine.

p.98

**C** Look at the examples and do Exercises C to G on pages 18 to 20 of the Workbook.



# UNICEF

### What is UNICEF?

UNICEF was created in 1946, when many children were sick and hungry in Europe after World War II. UNICEF stands for United Nations International Children's Emergency Fund because it was created when there was an emergency. In 1953, UNICEF saw the emergency in Europe was over. However, they realized that children in many countries still needed help. It decided to work with children and families all over the world. It changed its name to United Nations Children's Fund, but people still call it UNICEF. UNICEF believes that all children should have a good education, health care (doctors and medicines) and good nutrition (healthy food).



### Why do some children not go to school?



Today, about 121 million children around the world don't go to school. In countries such as Thailand, natural disasters like floods can destroy schools. Children in these countries can't go to school because they don't have a school building to go to. In other countries, parents don't want to send their children to school because the schools aren't clean or safe. In many parts of Asia, Africa and South America, children start working when they are less than 12 years old, and so they can't go to school. This is called child labour. About 246 million children do child labour. In some places, like the Ivory Coast, children work in the fields. In the Philippines and other countries, children work in factories, where they make toys, clothes or sports equipment.



## How does UNICEF help?

UNICEF does different things to help. When schools have been destroyed by natural disasters, UNICEF organizes emergency classes in tents, so children don't miss school. It also helps build new schools for these children. It tries to help schools get clean water and good food so that parents are not afraid to send their children there. UNICEF also works with governments to make sure that children go to school instead of going to work when they are very young.



A Look at the pictures and the text. Do you think it was written to inform or entertain? What do you know about the work of UNICEF?



B Skim the article and match the numbers and facts.

- |   |             |                          |   |  |
|---|-------------|--------------------------|---|--|
| 1 | 1946        | <input type="checkbox"/> | a | the number of children who don't go to school in the world |
| 2 | 1953        | <input type="checkbox"/> | b | the year UNICEF was founded                                |
| 3 | 121 million | <input type="checkbox"/> | c | the number of children who work                            |
| 4 | 246 million | <input type="checkbox"/> | d | the year the emergency in Europe was over                  |

C Some words in a text can help you understand other words. Read the examples and do Exercises A and B on page 20 of the Workbook.

A All children should have a good education, health care (*doctors and medicines*) and good nutrition (*healthy food*).

B Children have to start working when they are less than 12 years old. *This is called child labour.*

C Natural disasters *like floods* can destroy schools.

## Unit 2 Lesson 4: The Importance of Education

A Look at the text below. What is it for? Read and answer the questions in Exercise A on page 21 of the Workbook.



### Nothing is more important than education.

Unfortunately not all children can go to school.

Schools for All is an organization that helps the poorest children go to school. We give them money to pay for books. We make sure their schools are safe. Last year we built two schools in Kenya, and gave books to 500 children.

**But Schools for All needs your help. Please donate to help us send more children to school this year.**

B Now do Exercises B to D on pages 21 and 22 of the Workbook.

C Read about Justine's day and write sentences comparing your lives.

Justine lives in Uganda, in Africa. Every morning she gets up at 5.00 a.m. and does her homework. She has breakfast at 6.30. Then she has to collect water with her sisters. They carry 10 litres of water – it's very heavy!

Justine walks to school. The journey takes 25 minutes. Justine's lessons start at 8 o'clock and finish at 3.30. After school she goes home and helps her mother to water the garden. The family have some goats and Justine has to feed them. She also collects food for the family. They have supper at 9.30 and then Justine goes to bed.

Unlike Justine, I live in Libya.

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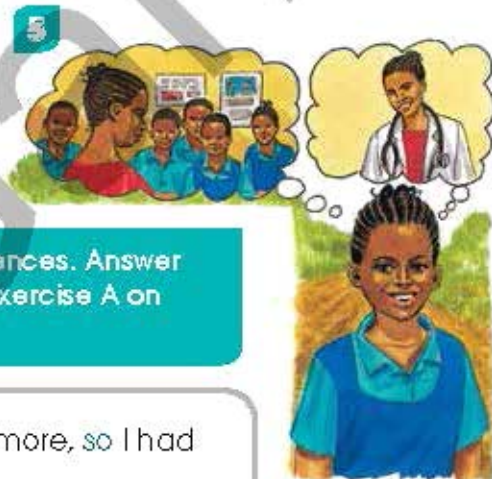
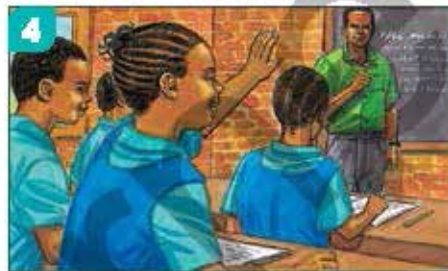
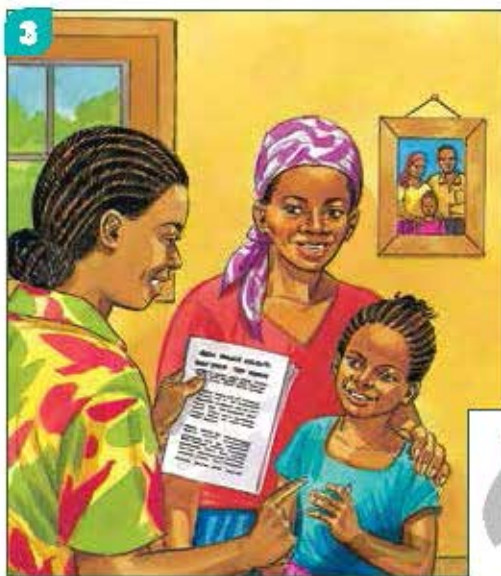
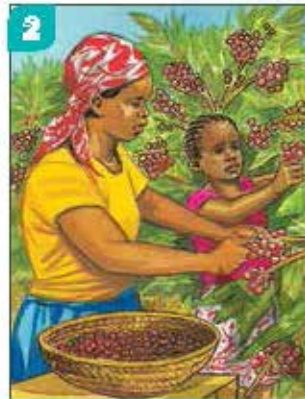
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## Lesson 5: Denise's Story

A Look at the pictures. What do you think is happening?

 Listen and check your ideas.



B  Read and listen to the sentences. Answer the teacher's questions in Exercise A on page 22 of the Workbook.

We didn't have much money any more, so I had to leave school.

I was unhappy because many of my friends were going to school.

The organization pays for my school fees and my uniform.

I want to be a teacher or a doctor when I grow up.

C Now do Exercises B to D on pages 23 and 24 of the Workbook.

## Unit 2 Lesson 6: School Memories

A Look at the pictures. Which of these things do you use? Which do you think people used 60 years ago?



B  20 Listen to the men talk about what school was like for them. Answer the questions for each man. Do Exercise A on page 24 of the Workbook.

- 1 How did he travel to school?
- 2 Did he like school?
- 3 Which things did he use at school?




C How is school different for you?

D Now do Exercises B and C on page 25 of the Workbook.



Describing situations: Adjective + infinitive

- It was fun **to ride** in the rickshaw.
- It was difficult **to get** paper and pencils.
- It is easy **to do** Maths with a calculator.

 p.98



## Lesson 7: A Special School

- A Read the website. Who goes to this school? Is your school like this one? Write sentences. Do Exercise A on page 25 of the Workbook.



The screenshot shows a web browser window displaying the website for 'The Meade School for Children in the Arts (MSCA)'. The website has a light blue background with a large, stylized 'M' watermark. On the left side, there are four circular icons with labels: 'About Us', 'School Calendar', 'Class Timetables', and 'Famous Pupils'. The main content area is divided into three sections: 'Our Mission', 'Our History', and 'Changes'. Each section contains a paragraph of text. To the right of the text, there are three small photographs: a boy playing a guitar, a group of children playing a sport on a field, and a group of children posing together. The browser window shows a 'Done' button at the bottom left and an 'Internet' icon at the bottom right.

# The Meade School

for Children in the Arts (MSCA)

**About Us**

**Our Mission**

Child actors, musicians and athletes have different needs from other students. They need to have time to rehearse and train, but they need a good education too. Our mission is to give students both these things. At MSCA, students can take classes in the morning or at night. They study Art, Music and Sports, but they also study Biology, Physics and Chemistry so they can go to university when they leave school.

**School Calendar**

**Class Timetables**

**Our History**

In 1910, John Meade was walking in the street when a boy stopped him. The boy wanted John to help him read a street sign. John was surprised that the boy couldn't read. He asked the boy about his school, and the boy told him he was an actor. Child actors spent a lot of time rehearsing and didn't have time to go to school. John decided to start a special school for these children. He decided classes should start later than in other schools, so children would have time to rehearse. When they were working in another city, they could post their lessons to their teachers.

**Famous Pupils**

**Changes**

Our school has changed with the times. In the beginning, it was only for actors and musicians. Then one day, while John Meade was reading the newspaper, he saw an article about young athletes. He realized that children who did sports needed a special school too. He brought more sports teachers to the school and he built a swimming pool.

Other things have changed at the school too. We now have a modern self-access centre and a computer room. Students who are working in other cities don't have to send their lessons by post because they can send them by email.



Describing events in the past: Past simple and past continuous

- John Meade was walking in the street when a boy **stopped** him.

p.98

- B Read Grammar and Functions on page 98 and do Exercises B and C on page 26 of the Workbook.



## Unit 2 Lesson 8: An Interesting Job

**A**  **22** Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?

**B**  **23** Read and listen to Sally talking about two things that happened at her old job. Answer the questions in Exercise A on page 27 of your Workbook.

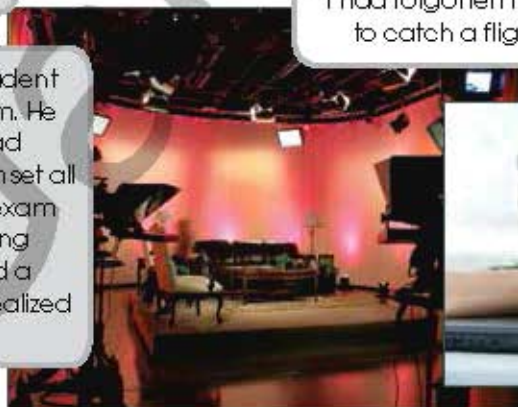


It was tiring for the children too. They had to act and study too, so they worked a lot.

I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring too. I had to pack all the children's school books and take them to the airport.

Once, I went to Italy with two actors. I had a lot of books to pack and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport, I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

Once, I had to give a student called Ben a Maths exam. He was tired because he had been working on the film set all morning. I gave him his exam paper and started reading a book. Suddenly I heard a snore. I looked up and realized Ben had fallen asleep.




**C** Read the sentences and answer your teacher's questions.



Describing situations: Past perfect (simple and continuous)

- I couldn't get on the plane because I **had forgotten** my passport.
- He was tired because he **had been working** on the film set.

 p.99

**D** Now read Grammar and Functions on page 99 and do Exercises B to E on pages 28 and 29 of the Workbook.



## Unit 2: Round up

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

Now you can:

- **use expressions to say things are the same**

Both Fawzi and Jasmine have school tomorrow.

Like my parents, Omar's parents are from Tripoli.

His car is as fast as mine.

She likes apple pie too.

Neither Charlie nor Chris speaks in Arabic.

- **use expressions to say things are different**

Unlike me, Kamal lives in the city.

His Arabic language is not as good as mine.

- **use (adjectives + infinitive) to describe feelings towards action**

It was sad to say goodbye.

It was hard to finish the race.

It is amazing to see how technology has developed.

- **use the past simple and past continuous to describe actions in the past**



We were leaving the house when she called.



They were studying when the power went out.





**Media Literacy:** Inferring information from images



**Communication Skills:** Understanding direction

**Study Skills:** Interpreting charts



## Unit 3

# Travel and Tourism

- **Lesson 1:** Places to Go .....32
- **Lesson 2:** Choosing a Holiday .....33
- **Lesson 3:** Holiday Fun .....34
- **Lesson 4:** Getting Information .....35
- **Lesson 5:** Travel Plans .....36
- **Lesson 6:** At the Hotel.....37
- **Lesson 7:** Giving Directions .....39
- **Lesson 8:** Travel Experiences .....40
- **Round up:** .....41

## Unit 3 Lesson 1: Places to Go



A Match each picture to a country. Say what you know about each place.

Libya Egypt England Greece

1



The Great Pyramids of Giza

2



Sabratha

3



Stonehenge

4



The Parthenon

B Read and match. Where did Sandra go? Which place would you like to visit most?

A

This is the most famous and the largest one in Egypt. Archaeologists think it was built for a pharaoh named Khufu. It is made of thousands of stones. The stones look like steps but we weren't allowed to climb it because it's too dangerous. By the time we got there, we had been walking all day and we were very hot. We were very happy when we went inside, where it was cool and dark.

B

Nobody is sure what the stones were for, but we know that they are very old. The first ones were put there about 5,000 years ago. There used to be more of them, but some were taken for building houses. I wasn't allowed to get very close to the stones because tourists had damaged them by writing on them, but I took a lot of pictures.

C

I went there with my family. It was really beautiful. We walked along the Mediterranean coast. It has an amazing history and is one of the ancient "three cities" of Roman Tripolis.

D

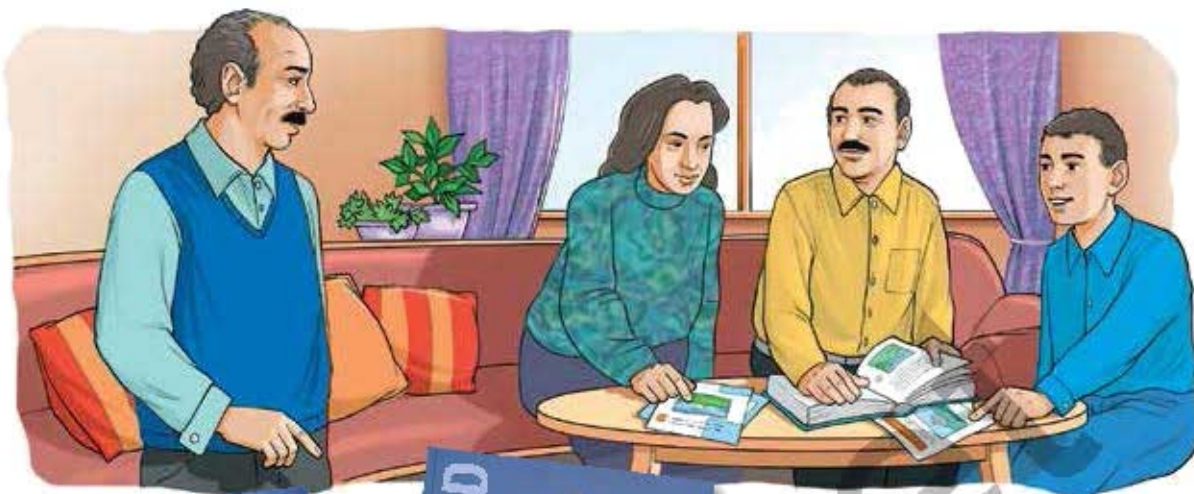
I love to visit old buildings when I travel. This one was built over 2,000 years ago. It was damaged in 1687, because people had been using it to keep gunpowder and the gunpowder exploded. After that, some people took parts of it and put them in museums. But a lot of the columns are still there.

C Now do Exercises A and B on page 30 of the Workbook.



## Lesson 2: Choosing a Holiday

A  What are Tariq and his family talking about?  Listen and tell your partner.



B Do Exercise A on page 31 of the Workbook.

C Look at the example in the Functional Grammar box. Then do Exercises B to E on pages 31 and 32 of the Workbook.



Sharing experiences: Present perfect with *ever*, *never*, *yet* and *already*

- Have you **ever** been to Greece? Yes, I **have**.  
No, I **haven't**.
- I've **never** visited England.
- I **haven't** picked up the brochures **yet**.
- Tariq's father **has** **already** seen the Pyramids.

📖 pp 99-100

## Unit 3 Lesson 3: Holiday Fun

Do you like to spend your holidays relaxing on a beach or do you prefer a more active break? Read on if you are a fan of unusual sports. I've chosen my favourite places to do the best new sports: snowboarding, whitewater rafting and quad biking.

### SNOWBOARDING

Have you ever tried snowboarding? If you enjoy skateboarding and skiing, snowboarding is for you. It is like skiing, but you have one board on your feet instead of two. One of the best places for snowboarding is in **the Alps**, in a town called **Chamonix**. It is great for both beginners and advanced snowboarders because there are steep slopes and gentle hills. Chamonix has a lot of shops and restaurants, and places where you can rent snowboarding equipment.



### WHITewater RAFTING

Whitewater rafting is a great way to see a country and have fun too. You get in a raft with a group of people, including a trained leader, and go down a river. Sometimes the river is calm, but sometimes it moves fast and the water turns white. My favourite place for whitewater rafting is **the Colorado River in the United States**. You can see spectacular scenery and can also stop on the way to go cycling or horse riding.



### QUAD BIKING

**Saudi Arabia** is the place to go for a quad biking holiday with a difference. You can bike through quiet deserts and ride over beautiful dunes. You can go on a quad bike tour even if you have never done it before, but you need to go with a guide. Your guide will show you how to ride the quad bike and help you choose safety gear like a helmet. Most tours are limited to people aged 12 years and over, so check with the tour operator before taking your little brother along!



A Read the article on 'Active' holidays. Now do Exercise A on page 33 of the Workbook.

C21  
SKILLS

B Which sport would you like to do? Tell your partner.

C Read and think about why some place names have 'the'.

- the Alps
- the United States
- the Colorado River
- Chamonix
- Saudi Arabia

p.100

D Now do Exercises B and C on page 33 of the Workbook.



## Lesson 4: Getting Information

- A  25 Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person?



- B Now do Exercise A on page 34 of the Workbook.

- C  28 Listen to Conversation 2 again and answer the questions.

- 1 What type of room does Tariq's father want?
- 2 When does he want to stay at the hotel?
- 3 When is high season?

- D Read the conversation in Exercise B on pages 34 and 35 of the Workbook and check your answers.



Confirming details: Checking information

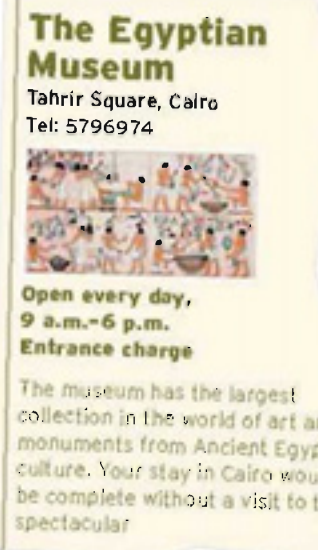
- It's cheaper to fly on Friday, right?  
Do you mean a single room without a shower costs £63? Yes, that's right.
- I'm sorry, did you say the flights leave at 6.20, 9.35 and 11.30?  
I'm sorry, could you say that again? No, 9.45.  
Of course.

- E Now do Exercise C on page 35 of the Workbook.

## Unit 3 Lesson 5: Travel Plans

A Match the documents with the words in the box. What is each one for?

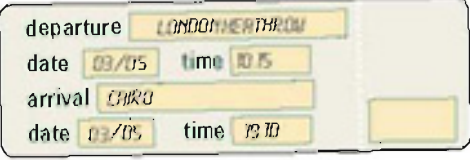
guidebook receipt timetable plane ticket leaflet




**The Egyptian Museum**  
Tahrir Square, Cairo  
Tel: 5796974

Open every day,  
9 a.m.-6 p.m.  
Entrance charge

The museum has the largest collection in the world of art and monuments from Ancient Egyptian culture. Your stay in Cairo would not be complete without a visit to this spectacular




departure LONDON/HEATHROW  
date 03/05 time 10:15  
arrival CAIRO  
date 03/05 time 13:10




**Fabulous Nile dinner cruise**  
Leaves 8.00 p.m. ....

Special menu £15...



**AIRPORT SHUTTLE BUS**

Departs Cairo Airport (Arrivals)	Arrives Hotel (Car Park)
12.00	12.35
14.00	14.35
16.00	16.35
18.00	18.35
20.00	20.35
22.00	22.35
00.00	00.35



**Super Taxis**

£20 fare  
to Heathrow Airport  
03/05/11

Receipt

B Read about what each person needs and find the document.

**1** 

When I travel for work, I need something to show how much money I spent. Then my company pays me back.

**2** 

I need to know what time the shuttle bus leaves for the airport.

**3** 

I need to know what interesting things there are to see.

**4** 

I don't know what time the museum opens tomorrow.

C Now do Exercise A on page 36 of the Workbook.


D Look at the Functional Grammar box. Now do Exercises B and C on page 36 of the Workbook.

 **Talking about routine:** Present simple for timetables

- Use the present simple to talk about when planes leave, when museums open or other timetabled events.

My plane **leaves** at 10.00 in the morning.

I don't know what time the museum **opens** tomorrow.

 p.96



## Lesson 6: At the Hotel

A Name as many items as you can in the photos of hotels in Tripoli.



B What are the people below doing? Describe the pictures with words from the box.

porter   tourist   luggage   waiter   lift   receptionist  
guest   menu   check in   order   give directions   ask for




C  29 Listen and check your ideas. Then study the phrases below.

 Requesting politely: Requests and refusals

Can I have ...?  
Could I have ...?  
Can you bring ...?  
Could you tell me ...?  
Would you send ...?

**Saying yes**  
Of course,  
Certainly,  
Sure.

**Saying no**  
I'm afraid ...  
I'm sorry, but ...

 p.101

D Now do Exercises A to D on page 37 of the Workbook.

E  Work in pairs. Imagine you are in a restaurant. Practise asking the waiter for the items in the pictures.



Could you bring us a bottle of orange juice, please?



F Now do Exercise C on page 38 of the Workbook.



## Lesson 7: Giving Directions



A 32 A hotel porter is giving people directions. Match the questions and answers, then listen and check.

A



Excuse me, how far is the football pitch from here?

1

Go along Main Street. It's on the right, just past the car park.

B



Could you tell me where the bus stop is?

2

It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.

C



Excuse me, where's the train station?

3

Yes. It's around the corner. Just turn right on Bank Street and you'll see it.

D



Excuse me, where's the nearest restaurant?

4

It's on Park Avenue, near the cinema. Go along this street and turn left on River Road. It's on the right, opposite the museum.



B Now do Exercises A to C on page 39 of the Workbook.

## Unit 3 Lesson 8: Travel Experiences

A Read the postcard and the email. Which holiday sounds like the most fun?

1



GREETINGS FROM  
SHARM EL SHEIKH

Huda,  
I've been having a great time here in Sharm El Sheikh. Yesterday we went riding quad bikes. I'll send you more pics when I get back to the hotel.  
Hugs,  
Sarah

2

From: Mahmoud  
To: Bradley  
Subject: Hello from England!  
Attachment: Me on the River Thames.jpg

Hi Bradley,

How are you? I'm fine. As you know, we're spending three weeks in England. I've been speaking English every day. I think I am improving. We spent last week in Oxford. We went cycling and punting on the river. Do you know what punting is? You get in a boat and push it forward with a stick. It sounds easy but it isn't. I fell in the water once, but it wasn't too bad because the weather was really warm.

Now we are in London. We've been visiting lots of monuments and museums. My favourite is the British Museum. It's really huge and it has a lot of interesting Egyptian art. I think you would like it too, since you are interested in Egypt and pharaohs.

I hope you're having fun too. Have you been going to the beach? I'll go with you when we get home.

Best wishes,  
Mahmoud

B Look at the examples in the Functional Grammar box. Can you find more examples of the present perfect continuous?

C Now do Exercises A to E on pages 40 to 42 of the Workbook.



Talking about recent habits:  
Present perfect continuous

- I've been speaking English every day.
- Have you been going to the beach?

p.101



## Unit 3: Round up

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

Now you can:

- **use capital letters for the names of places**

the Great Pyramids  
Italy

the Colorado River

- **use the present perfect with *ever*, *never*, *yet* and *already* to talk about experiences**

Have you **ever been** to Australia?  
I **have never seen** a buffalo.

I **have already bought** some souvenirs.  
He **hasn't emailed** his friends yet.

- **use the present simple to talk about timetables**

The plane from Tripoli **arrives** at 2.00.

When **does** the film **start**?

- **check and confirm information**

The restaurant opens at 9.00, right?

Yes, that's right.

Do you mean all rooms are the same price?

No, double rooms are more expensive.

Did you say the light show starts at 10.00?

No, 10.30.

I'm sorry, could you say that again?

Of course.

- **make polite requests**

Can I **have** a coffee, please?

Of course.

**Could you** tell me when the boat leaves?

Certainly.

**Would you** help me with my suitcase?

I'm afraid ...

- **say where things are**

The hotel is **just past** the cinema.

The museum **is near** the restaurant.

There's an ice-cream stand **around** the corner.

The pyramids are **15 minutes away**.

- **say what you have been doing (the present perfect continuous)**

I **have been learning** how to ride a quad bike.

**Have you been swimming** a lot?

Garnet





## Unit 4

### Fun with English 1

- **Lesson 1:** The Gap Year .....44
- **Lesson 2:** Staying in Touch .....46
- **Lesson 3:** Eid Aladha .....47
- **Lesson 4:** Two Cities .....48



A What is the article for? Who should read it? Read and find out.

# IS A GAP YEAR FOR YOU?



### 1 The number of people taking a gap year is rising.

**What is a gap year? It is time you take off from school or work to do something different. If you think this sounds like a good idea, you are not alone. In 2013, about 250,000 people between the ages of 16 and 25 took a gap year in the UK.**

2 If you want to take a gap year, you have to decide what to do. There are many possibilities. Some people choose to work with charity organizations. They help build houses for people who have no money, or teach in countries where there aren't enough local teachers. Many people decide to learn a new sport, like whitewater rafting. Others use the time to see the world. The number of British teenagers travelling far from home during their

gap year is going up. The top five areas for British teenagers to go to now are Tibet, Indonesia, Taiwan, Eastern Europe and Canada.

3 It is important to plan your gap year well. Learning a new sport is not easy to do. Find an organization that can teach you, and help you get the right safety gear. If you decide to travel to another country, learn as much as you can about the country before you go. Find out if you need any vaccinations, and

what type of clothing you should take. There are hundreds of organizations that can help you plan well.

4 Taking a gap year has many advantages. You can decide what you like and what you are good at. You can also learn things that will help you find a good job when you get home. For example, a gap year is a good time to learn or practise a language. And if you travel, a gap year gives you a chance to meet new people and see the world.



**B** Write the number of the paragraph where you think you will find each fact. Then check your answers.

- |   |  |           |                          |
|---|--|-----------|--------------------------|
| 1 | People who take a gap year often leave their country.                            | Paragraph | <input type="checkbox"/> |
| 2 | In 2013, about 250,000 young people decided to take a gap year in the UK.        | Paragraph | <input type="checkbox"/> |
| 3 | People who take a gap year can learn things that help them get a good job.       | Paragraph | <input type="checkbox"/> |
| 4 | There are a lot of organizations that can help young people plan their gap year. | Paragraph | <input type="checkbox"/> |



**C** Read the article on page 44 more carefully and answer the questions.

- 1 What kinds of things do young people do during a gap year?

\_\_\_\_\_

- 2 What do you need to do before you take a gap year?

\_\_\_\_\_

- 3 What are the advantages of taking a gap year?

\_\_\_\_\_

- 4 Would you like to take a gap year? Why/Why not?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**D** Now do Exercises A to D on pages 43 and 44 of the Workbook.



Bangkok, Thailand



Bali, Indonesia



Blogger

## Unit 4 Lesson 2: Staying in Touch

C21  
SKILLS

A  Work in pairs. Which of these communication methods do you use? Discuss your ideas.



C21  
SKILLS


B   34 What are the advantages and disadvantages of mobile phones? Discuss your ideas. Then listen and see if the speakers had the same ideas.

C Read the opinions below. Which method of communication is each speaker talking about?

a In my opinion, it's the best way to communicate because you can say as much as you want, and you don't need any special equipment.

b I don't like these because they don't say much.

c I think it's great because your message gets there immediately and it's very cheap.

D  Do you agree? Think of other reasons why you like or dislike these ways of communicating and write them in your notebook.

E Now do Exercises A to D on pages 44 and 45 of your Workbook.



## Lesson 3: Eid Aladha

A Look at the pictures. What do you know about Eid Aladha?



B Look at Ahmad's notes for an essay about his visit. Are the notes complete sentences? Are they in order? Why do people write notes before writing an essay?

- visited cousins in Msillata
- during Eid Aladha holidays
- sacrificed a ram
- shared the meat out - family, friends, poor
- went to mosque for prayers
- thanked Allah
- dressed in new clothes
- visited family and friends
- gave gifts
- gave money to the poor
- went to an amusement park

C Read the beginning of Ahmad's essay. Which of his ideas did he use in the first paragraph?

Last year, I went to stay with my cousins in Msillata. It was the Eid Aladha holidays and we had a great time! The day before Eid Aladha, we prepared special sweets to give to our friends and family. On the morning of the holy festival, we dressed in our new clothes and went to the mosque for prayers. We thanked Allah for all our blessings.

D  Ahmad's second paragraph is about the rest of the day. What do you think it talks about? Listen and check. Then do Exercises A to D on page 45 of the Workbook.

## Unit 4 Lesson 4: Two Cities








A Student A: Read the information about Tripoli, below.  
Student B: Read the information about Tokyo on page 49.  
Now do Exercise A page 46 of the Workbook.

# TRIPOLI

Tripoli is the capital city of Libya and has a population of between 1.1 and 2.2 million people. It is a very old city. It was built around 700 BC and has been a trade centre for a long time.

Tripoli has become a very big, modern city. It is an exciting place to visit. Tourists come to visit the many beautiful places, including the Red Castle and the spectacular mosques, and go to the seafront. Tripoli also has a lot of markets and often has festivals. You can travel around the city by bus or take a taxi.

It usually rains in winter, so the best time to visit Tripoli is in the spring.







B Look at the dictionary entries on the next page and answer the questions.

- 1 How many syllables are there in *spectacular*?
- 2 What is the symbol for the long 'a' sound in *artefact*?
- 3 What kind of word is *blossom*?
- 4 Which word can be used to replace 'very old' in the first paragraph?
- 5 Find another word in the text that means 'beautiful'.



# -Tokyo-

Tokyo is the capital of Japan. It is on Honshu, the largest island in Japan. It was a fishing village until the 1600s and is now one of the world's biggest cities. It has a population of over 13 million people.

There are interesting museums to visit in Tokyo. The Tokyo National Museum has art and artefacts from many countries, including some Egyptian mummies. Tokyo also has stadiums for sports and music and some beautiful parks and gardens. The best way to travel in the city is by bus, train or underground.

There is a lot of rain in the summer, and winter can be quite cold. The best times to visit Tokyo are in spring (from March to May) and in autumn (from September to November). If you go in spring, you can see the cherry blossoms.

Places to visit - Tokyo

**artefact** *noun* – simple object made by people in the past: I like to look at ancient artefacts. 'ar•te•fact – /'ɑːtɪfækt/ – plural artefacts.

**spectacular** *adjective* – interesting or unusual to see: The waterfall is spectacular. 'spec•ta•cu•lar – /spek'tækjʊlə/.

**blossom** *noun* – flower: This tree has beautiful white blossoms. 'blos•som – /'blɪsəm/ – plural blossoms.

**C** Now do Exercises B to D on pages 46 and 47 of the Workbook.



**Information Literacy:** Inferring meaning from context

**Communication Skills:** Interpreting information

**Life Skills:** Critical thinking



**Study Skills:** Transferring information to a table

**Communication Skills:** Inferring purpose of text

**Study Skills:** Delivering a presentation



## Unit 5

# Family and Friends

- **Lesson 1:** Describing People.....52
- **Lesson 2:** Would you like to come with us?.....53
- **Lesson 3:** A Birthday Present.....54
- **Lesson 4:** Planning a Party.....55
- **Lesson 5:** Wedding Customs.....56
- **Lesson 6:** Welcome Home Week.....57
- **Lesson 7:** Special Events.....58
- **Lesson 8:** History at the Museum.....59
- **Round up:** .....60

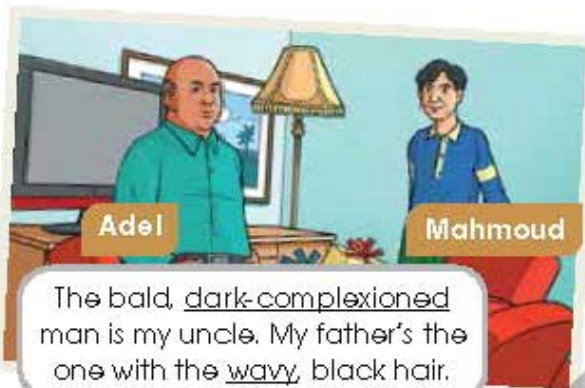
## Unit 5 Lesson 1: Describing People

A  37 Listen to Hala and Noor.  
How many sisters has Noor got?

B Now do Exercise A on page 48 of the Workbook.



mobile phone



The bald, dark-complexioned man is my uncle. My father's the one with the wavy, black hair.



My mother's tall and slim. My aunt's shorter.



The one on the left with the round face is my cousin Basma. She's very bright and she's been getting really good marks.



Amal looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.



Rasha's very sensible and never does anything foolish. She's also very reliable. When she says she's going to do something, she always does it.



Sometimes I'm a bit forgetful.



C  Work in pairs. Tell your partner what you think the underlined words mean, then look them up in a dictionary. After that, do Exercises B to I on pages 48 to 51 of the Workbook.



## Lesson 2: Would you like to come with us?



A Read the film reviews. Which film would you most like to see?

B Look at the pairs of words in bold. Does the first one make the second one stronger or weaker?

### Holiday

comedy

Two cousins spend their holiday trying as many new sports as they can. They realize that some things are not as easy as they seem. This is an **incredibly funny** film for all audiences.

Film times: 6.15, 9.30

### Polar Bear

(documentary)

In this **absolutely fascinating** film, a team of scientists goes to Canada to observe polar bear behaviour.

If you love animals, you must see this film.

Film times: 5.00, 8.20

### A Mystery by the Nile



MYSTERY

A museum guard has an unexpected adventure when an **extremely rare** mummy is stolen from the museum where he works. If you like mysteries, this film is for you.

Film times: 6.30, 8.45



C Listen to Peter and Adam. Which film do they decide to see?

D Now do Exercise A on page 51 of the Workbook.

E Read the Functional Grammar box and answer the questions.



Polite offers: Invitations, offers and promises

- **Would you like** to come with us?
- **I'll** drive you if you want.
- **Shall I** read you the review?
- **I'll** pick you up at 6.00, then.

I'd love to.  
I'm afraid I can't.  
Thanks, that would be nice.  
Sure.  
No thanks.  
Great!

p.101

- 1 Which expression is followed by *to*?
- 2 Which word can be used to make an offer and to make a promise?
- 3 What do *I'll*, *I'd* and *I'm* stand for?

F Now do Exercises B to D on pages 51 and 52 of the Workbook.

## Unit 5 Lesson 3: A Birthday Present

A Match the pictures and the words. Which do you think are good birthday presents?

bilingual dictionary   man's shirt  
PlayStation game   CDs  
diary   mobile phone



B Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned?

C Now do Exercise A on page 52 of the Workbook.

- Amal:** Mustafa's birthday is next week. Do you know what you're going to get him?
- Yasmin:** No, I don't, Amal. What about you, Yusef?
- Yusef:** Uh, I'm not sure yet. Maybe I'll get him some CDs. Then he won't borrow mine all the time!
- Amal:** Oh, yes! He'd like that. Maybe you should get him a diary, Yasmin. He'll need one at university next year. He's so forgetful!
- Yasmin:** A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.
- Yusef:** Well, you could get him a Playstation game.
- Yasmin:** Hmm, that's not a bad idea. He said the one you lent him last week was too easy.
- Yusef:** He did? That's amazing! I took months to complete that!
- Amal:** What are you and Dad going to get him, Mum?
- Mother:** I think we'll buy him a mobile phone this year. He won't be at home as much and he'll want to stay in touch.
- Yusef:** Wow! He'll be thrilled! I'd like one too. I hope you'll buy me one for my birthday.
- Mother:** You don't need one yet, Yusef. I'll buy you one when you go to university.
- Amal:** I still don't know what to get him.
- Mother:** He'll want some new clothes when classes start.
- Amal:** Mm. Not very exciting, but useful. I'll get him a new shirt.

D Study the Functional Grammar box and find examples in the conversation. Then do Exercises B to E on pages 53 and 54 of the Workbook.



**Expressing decisions, promises and hopes:** Future simple

We use *will/won't* + infinitive:

- to say what you think or hope will happen.
- to make a promise.
- to say what you have just decided to do.

p.101



## Lesson 4: Planning a Party

C21  
BILLS

A Look at what the family has to do to plan their party. Match the things on the list with a picture.



- 1 order the food ☐
- 2 have a cake made ☐
- 3 get the invitations printed ☐
- 4 have the house cleaned ☐
- 5 choose the flowers ☐

B Now do Exercises A and B on pages 54 and 55 of the Workbook.

C Read the Functional Grammar box, then do Exercises C and D on pages 55 and 56 of the Workbook.



Getting things done: *get/have* + object + past participle

- Use *get* or *have* + object + past participle to show that someone else is doing something for you or to you.

I'll **get** the invitations printed. (I'll ask someone at the printers to print them.)

I'll **have** the house cleaned. (I'll ask someone at the cleaning company to clean it.)

p.102



## Unit 5 Lesson 5: Wedding Customs

A Look at the photo. Have you ever been to a wedding? What was it like?



B Read the article, then answer the questions in Exercises A to C on pages 56 and 57 of the Workbook.

**W**eddings are different from country to country. They are also different from what they were in the past. In the past, weddings in many countries took place over several days. Now **few** people have weddings like that. People often don't have the time or money to take days to get married. In the Philippines, **some** people even get married in group ceremonies where hundreds of people get married at once. We will look at some of the more traditional wedding customs.

A wedding is important to the bride and groom and also to **both** families. Because of this, traditional

weddings have many ceremonies that include the couple's families and friends. In the Middle East and North Africa, the bride's hands and feet are often decorated with henna. This is to make her beautiful and also bring her luck. While this is happening, the girl's friends drink tea with her and listen to music. In Morocco, the groom's friends carry him, in a special chair, to the barber's for a haircut.

Weddings are a happy occasion for **all** the people in the family. Families celebrate with music, singing and dancing. At a Bedouin ceremony in the Gulf, men dance traditional dances. Food is also

an important part of the celebration. The parents of the bride and groom invite friends and relatives for big meals. In Morocco, the bride's mother-in-law welcomes her to her new home with milk and dates. In Libya, many wedding ceremonies last for about three days.

Many customs include special wedding clothes. Bedouin women wear clothes made of colourful fabrics. In the UK, the bride wears white to symbolize purity.



C Read the Functional Grammar box. Does the determiner come before or after the noun?



Quantifying nouns: Determiners *few, some, both, all*

**Determiners tell you more about the noun.**

- Now **few** people have weddings like that.
- **Some** people get married in group ceremonies.
- A wedding is important to the bride and groom and also to **both** families.
- Weddings are a time of joyful celebration for **all** the guests.

p.102

D Now do Exercise D and E on pages 57 and 58 of the Workbook.



## Lesson 6: Welcome Home Week

**A** Do Exercise A on page 58 of the Workbook.

**B** Read to check your answers to Exercise A on page 58 of the Workbook.

**Waleed:** I'm really looking forward to going home at the end of term. What about you, will you be going back to Ireland?

**Sean:** I'm staying here in July, but I'll be going back home in August. I have to go then, because it's 'Welcome Home Week'.

**Waleed:** What's that?

**Sean:** Well, a lot of Irish people live and work abroad. So most towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports competitions.

**Waleed:** Is anyone else in your family coming back home?

**Sean:** Yes, my Uncle Patrick will be coming home for a whole month. He's an oil worker out in the Gulf and I haven't seen him for ages. He plays the flute in an Irish band, and we'll be going to some concerts.

**Waleed:** That sounds good.

**Sean:** Yes, and my cousin Niall comes home every summer for two weeks. He's an aid worker in Africa, but he loves coming home to meet up with his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my mother is excited because my Aunt Mary is coming over from the United States with my cousin Maeve.

**Waleed:** Will they all be staying with you?

**Sean:** Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an Irish dancing competition there.


**Waleed:** That's a lot of people in one house!

**Sean:** It's normal where I live!



Planned activities: Future continuous

- Make the future continuous with *will/won't + be + present participle*.
- Use the future continuous to talk about:
  - something that will be happening at a specified time in the future.
  - an activity in the future that is already planned.

 p.102

**C** Read the Functional Grammar box and find examples. Then do Exercises B and C on pages 58 and 59 of the Workbook.

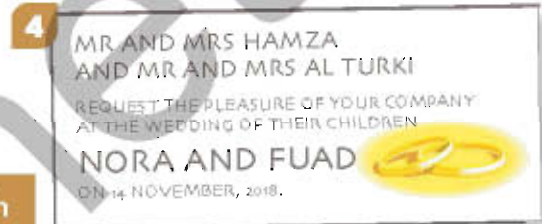
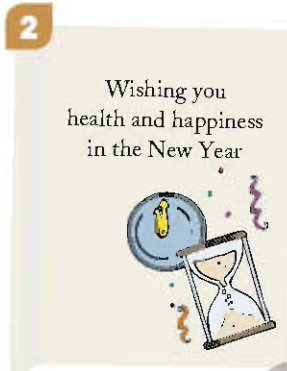
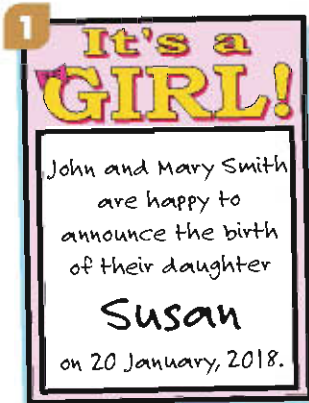
## Unit 5 Lesson 7: Special Events

C21  
SKILLS

A Match each card with an event. Then discuss these questions:

- How do you celebrate each event?
- For which do you have a big meal?
- For which do you exchange gifts?
- For which do you go to a ceremony?

New Year card birthday invitation birth announcement wedding invitation



B Read the email and answer the questions in Exercise A on page 59 of the Workbook.

From: Helen  
To: Noor  
Subject: Hello from England!

Dear Noor,

How are you? I'm sorry I haven't written for a long time. I've been very busy.

I've got exciting news to tell you. I'm going to have a little cousin! I don't know if it'll be a boy or a girl, but we expect it'll be born in March. I think my aunt and uncle have thought of names for him (or her), but they refuse to tell me what they are. My aunt told me there was a big argument in her family about her name, so she doesn't want to tell anyone until the baby is born. I think they might name the baby after my grandfather or grandmother, but I've got some better ideas. If it's a boy, I like the name Alan, which means handsome. If it's a girl, I think she should be called Aida - that means joyful. What do you think? Anyway, I'm very excited. I've offered to baby-sit whenever they want because I love taking care of children. Next year I'll be spending a lot of time at my aunt and uncle's house!

Write soon and tell me what's new with you.

Love, Helen

C Read the examples, then do Exercises B to D on pages 60 and 61 of the Workbook.



Offers and refusals: Verb + to + infinitive

- They **refuse to tell** me what they are.
- I've **offered to baby-sit** whenever they want.

p.102



## Lesson 8: History at the Museum

**A** Look at the photos. Now read the text and find the words for the places and things in the photos.



The National Museum of Libya at the Red Castle is one of the most interesting museums in the world.

- A** Last week we went on a trip to The National Museum in Tripoli. It is a very nice building and you feel calm there. It has 47 galleries distributed across four floors. It contains artefacts dating back to the Neolithic ages, Pre-historic Libya.
- B** We arrived at the museum at ten o'clock. When we went inside, a museum guide gave us some worksheets with information about things in the museum and questions to answer. I was with my friends Mazin, Osama and Jalal. Each group was led to a specific floor.
- C** The ground floor displays artifacts from 300,000 years ago and primitive time. We wanted to look at the catacomb from Ghirza. We also visited Gallery (6) which presents the Phoenician era. My friend Mazin took amazing photos in the Roman gallery. We saw some artifacts taken from Leptis Magna, Oea and Sabratha.
- D** Once we had visited all the galleries and answered all the questions on our worksheets, we went to the cafeteria on the ground floor. Then we went to the gift shop. I bought a postcard and Jalal bought a beautiful cup with a golden pattern on it.
- E** We had a fantastic time at the museum and we learned a lot about many civilizations in Libya. I want to come again soon to visit all of the galleries and spend time on the first floor to know more about the history of Libya because one day I want to be an archaeologist.

**B** Now do Exercises A and B on pages 61 and 62 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:

- use strong adjectives



Was the party good?

Yes. It was **fantastic**!



Were you tired after the match?

Tired? I was **exhausted**.



- use adverbs to make adjectives stronger



That film was **incredibly** funny!

- invite, offer, promise and respond



Would you like to go to the cinema with us?

I'd love to.



I'm afraid I can't.



Shall I go to the supermarket with you?

Thanks, that would be nice.



I'll take you home after the party.

Great!





- **talk about likely or definite events in the future:** use *will* + infinitive



Yusef thinks our team *will win* the cup this year.

I'll *have* a cup of tea, please.



- **talk about future events that will happen at a definite time, or that are already planned:** use the future continuous



Tomorrow afternoon I'll *be cooking* for the party.

She'll *be leaving* Libya soon to go back to her job in Egypt.



- **say someone is doing something for you:** use *get / have* + object + past participle



The car is at the car wash. I'm *having it washed*.

- **use determiners to give information about a noun**



*Some* people like big parties, but I don't.

*Few* people went to see that film.



- **use verbs that are followed by the infinitive**



I *promise to call* tomorrow.

- **use expressions to show that you have understood, or to ask for confirmation**



*Hold on*. Do you mean first or second right?



**Life Skills:** Critical thinking

**Communication Skills:** Making predictions

**Life Skills:** Problem solving

**Study Skills:** Transferring information to a table

**Study Skills:** Collecting information

**Study Skills:** Delivering a presentation

**C21  
SKILLS**





## Unit 6

### Health and Fitness

- **Lesson 1:** Eating Healthily.....64
- **Lesson 2:** Have a good night!.....65
- **Lesson 3:** How do you feel? .....66
- **Lesson 4:** At the Doctor's.....68
- **Lesson 5:** At the Chemist's.....69
- **Lesson 6:** Keeping Fit .....70
- **Lesson 7:** Predicting the Future .....71
- **Lesson 8:** The Asian Games.....72
- **Round up:** .....74

## Unit 6 Lesson 1: Eating Healthily

C21  
SKILLS

A  Work with a partner. Which meal do you think is healthier? Why?



B Nadia is a nutritionist. Read the first part of her talk about nutrition and check your ideas.



Which picture shows the healthier lunch? If you guessed picture 2, you're right. Why is it better? Well, first of all, this lunch has food from more food groups than the other one. Secondly, the lunch in picture 1 includes food that can be bad for your health.

Let me talk first about why it is important to eat food from different food groups. Our bodies need different things to grow and be healthy, and they are not all in the same food groups. The yoghurt in picture 2 is from the dairy group – foods made from milk – and contains calcium. We need calcium to have healthy teeth and bones. The chicken in the sandwiches contains protein, which gives us strong muscles. The salad and grapes are from the fruit and vegetable group. The foods in this group contain vitamins our body needs. For example, oranges have a lot of vitamin C, which some doctors think helps you get better when you are ill. Some teenagers don't get enough fruit and vegetables in their diet. Try to eat more! Vegetables taste good if you don't cook them too much. And fruit and vegetables have few calories, so they're good for people who want to stay slim. Calories are the measurement of energy values in foods.

C21  
SKILLS

C Guess what Nadia will talk about next.  45 Then listen and check.

- How to bake bread.
- Food that is bad for you.
- How exercise can make you healthy.

D Now do Exercises A to E on pages 63 and 64 of the Workbook.



## Lesson 2: Have a good night!

C21  
BILLS

A  Discuss these questions with a partner. Then read the magazine article and compare your ideas.

- Why is sleep important?
- How much sleep do teenagers need?

# A GOOD NIGHT'S SLEEP

**Do you think sleep is a waste of time? Do you like to stay up late to do homework, talk with friends, or play computer games?**

**We asked Dr Ibrahim Ansari, a sleep expert, if sleep was really important for teenagers.**

### The need for sleep

Dr Ansari said he was worried about many of the teenagers he saw in his office. He said that many of them slept for only six or seven hours a night. 'Teenagers should sleep for an average of eight hours per night. Your body needs sleep to grow and stay strong. If you haven't had enough sleep, you can get hurt if

you do sport. Your brain needs sleep too.' Dr Ansari told us that many of the teenagers he saw got bad marks because they were often tired.

### Different stages of sleep

Scientists still don't know everything about sleep, but they know that there are five stages of sleep. We asked Dr Ansari what they were. The first stage is when you fall asleep. You relax and your heart starts to beat more slowly. The second stage is light sleep. During this time, you wake up very easily if you hear a noise. In the third and fourth stages, you sleep more deeply. It's difficult for someone to wake you up. The last stage is the time when you dream. Your body is relaxed, but your eyes move.

### HEALTH ADVICE FOR TEENAGERS

#### Cures for sleeplessness

Sometimes you go to bed, but can't get to sleep. We asked Dr Ansari what you could do. 'First of all, try to go to bed at the same time every night. Don't do anything exciting just before bed, like exercising or watching an adventure film.' Dr Ansari told us you could drink a glass of warm milk if you really couldn't fall asleep. He said many teenagers found drinking milk relaxing.

**Now that you know what to do, have a good night's sleep. You'll feel much better in the morning.**




B Read the article again and answer the questions in Exercise A on page 64 of the Workbook.

C Read the Functional Grammar box and find examples in the article. Then do Exercises B to E on pages 64 and 65 of the Workbook.



Retelling: Reported speech

Use the reporting verbs *ask*, *tell*, *say* to tell another person what somebody said.

 p.103



## Unit 6 Lesson 3: How do you feel?

A  Listen to the dialogues and put the pictures in order. Number them 1-4.



C21  
SKILLS

B Read the dialogues and try to work out the meaning of the words in bold.

**Mother:** You sound ill. How are you feeling this morning?

**Salwa:** Not very well. I have a **sore throat**. And I've been coughing a lot.

**Mother:** Do you have a **headache**?

**Salwa:** Yes, and my head feels very hot. I think I have a **fever**.

**Mother:** You can't go to school today. You probably have **flu**. You'll have to stay in bed.

**Jane:** What happened to you?

**Sally:** I had an accident. I fell off my bicycle.

**Jane:** Did you break your **ankle**?

**Sally:** No, I only **sprained** it. It was **bruised** and **swollen**, but not broken.

**Jane:** How long do you have to keep the **bandage** on?

**Sally:** A few more days.



**Khalid:** Ouch!

**Ibrahim:** Are you all right?

**Khalid:** Well, my arm **hurts**.

**Ibrahim:** Maybe you broke it. Can you move it?

**Khalid:** Yes, I think so.

**Ibrahim:** What happened?

**Khalid:** I climbed that tree to get my kite, but a branch broke and I fell to the ground.

**Ibrahim:** Do you want me to help you get home?

**Khalid:** No thanks. I can manage.

**John:** Oh, you've got a bad **sunburn!**

**Tim:** Yes. I was playing volleyball on the beach with my friends yesterday and I didn't realize I was getting **burned**.

**John:** Does it hurt?

**Tim:** Yes, it hurts a lot. I couldn't sleep last night.

**John:** Didn't you use sun cream?

**Tim:** No, I forgot.

**C21**  
**SKILLS**

**C Match the advice to the people in Exercise B with the problems. Two don't match.**

**1**

You should see the doctor to make sure you haven't broken it.

**2**

You ought to take an umbrella.

**3**

You shouldn't eat much chocolate.

**4**

You could take some aspirin. It might help.

**5**

You shouldn't walk on it.

**6**

You could try using after-sun cream.

**D Look at the advice on this page. Which modal verb is not as strong as the others?**



**Giving advice:** Modal verb + infinitive

- Use *should/shouldn't*, *ought to*, *could* + infinitive to give advice.

**p.103**

**E Now do Exercises A to C on pages 66 and 67 of the Workbook.**

## Unit 6 Lesson 4: At the Doctor's

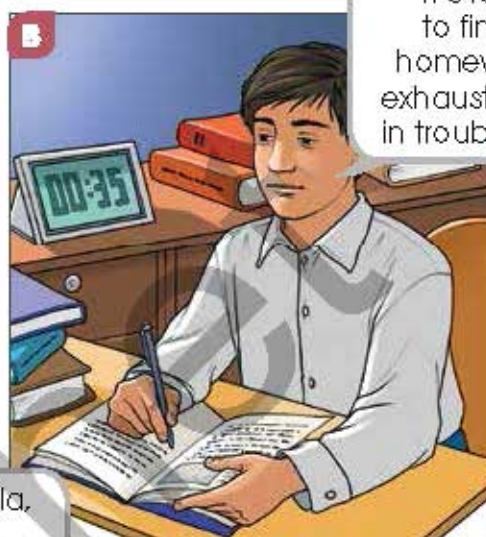
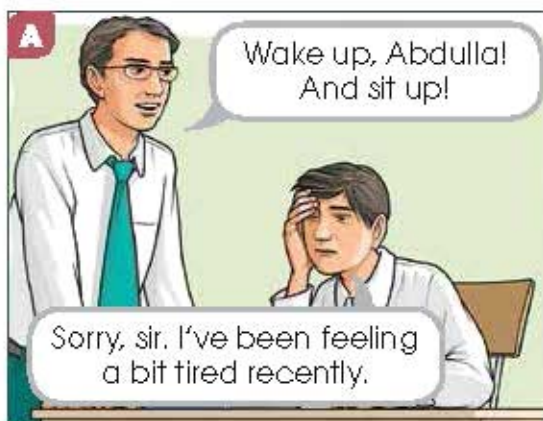
C21  
Skills

A Read and find out why Abdulla has some problems. What advice would you give him?

He should ...

He ought to ...

He shouldn't ...



B Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?

C Now do Exercises A to C on pages 67 and 68 of the Workbook.



## Lesson 5: At the Chemist's

C21  
SKILLS

A Match the pictures with the words below.



- ☐ a sunburn    ☐ a cough    ☐ a sore throat    ☐ a headache  
☐ a cut    ☐ a sprain    ☐ to wash    ☐ a fever

C21  
SKILLS

B Listen to some people at the chemist's and complete the table.

Name	Problem	Advice
Noura	Her daughter is coughing.	She ought to see a doctor if the cough continues for more than 3 days.
Layla		
Sultan		
Adnan		
Yassir		

C Now do Exercises A to C on pages 69 and 70 of the Workbook.

## Unit 6 Lesson 6: Keeping Fit



**A** What problems do you think people can have when they start an exercise programme? Make a list with a partner.

**B** Ibrahim is a fitness trainer. He is giving a talk to some students. Read what Ibrahim says in his blog and compare your ideas with his.

If you want to be fit and healthy, you need to take regular exercise. There are many ways you can do this. For example, you can go to a gym and follow an exercise programme, you can go walking or cycling, or you can take up a sport.

Before you begin, there are some things you should think about. First, you need to find something that you are fairly sure you will enjoy doing. If you don't enjoy the activity, you'll give it up in a few weeks. I also suggest that you exercise with a friend. There will be times when you don't feel like exercising, but if you know your friend is waiting for you, you won't let your friend down – you'll go. Finally, if you do the same thing all the time, you may get bored. Try to find different ways of getting exercise. For example, go swimming one day and walking the next.

The second thing I want to talk about is sports injuries. These can be extremely painful and difficult to cure. Of course, accidents can always happen and people will get injured in any sport, but lots of injuries are unnecessary. They happen because people are careless and don't follow proper safety procedures. If you want to avoid injuries, you'll take my advice.

I have four pieces of advice. First, it's very important to warm up before you begin exercising or playing a game. You can do this by running on the spot, then stretching to prepare your muscles. Next, wear the right clothing and safety equipment. For example, wear knee and elbow pads if you rollerblade. Thirdly, many people want to do too much at first. Don't be impatient. Move on to new and more difficult exercises slowly. Finally, pay attention to what your body tells you. For example, always have water with you because you will get thirsty. You can get dehydrated quickly when exercising. Oh, I nearly forgot a fifth piece of advice. You'll often hear people say that exercise should be painful – 'no pain, no gain'. They're wrong. If the exercise you're doing is painful, you ought to stop right away and give your body time to rest.

**C** Read the Functional Grammar box. Then do Exercises A to C on pages 71 and 72 of the Workbook.



Making new words: Prefixes and suffixes

- Affixes are letters that are added to words to make new words.  
Prefixes go at the beginning of the word, e.g., **im**patient, **de**hydrated.  
Suffixes go at the end, e.g., care**less**, pain**ful**.

p.104



## Lesson 7: Predicting the Future



A Look at the newspaper headlines. Which of these things do you think will be possible in the future?

### WORLD'S OLDEST PERSON DIES AT 130

No cases of heart disease found this year

Amazing new world marathon record!

### CLEAN DRINKING WATER FOR EVERYONE

B Read some other people's opinions. Are any the same as yours?



I think people might live longer than that in the future because medicine has improved and continues to improve.

Athletes are getting stronger because they know how to train better and because they eat healthier food. I think athletes might continue to break speed records forever.



Heart disease might not kill as many people in the future because people are taking more exercise and giving up smoking. In fact, many diseases may disappear completely if this trend continues.



Clean drinking water for everyone! That would be fantastic. But no, I don't think it will ever happen. It might, but it might not because we are not doing enough to protect our environment now.



C Read the Functional Grammar box below. Find other examples on the page.



Talking about possible events: *may/might* + infinitive

- People **might** live longer than that.
- Many diseases **may** disappear completely.

p.104

D Now do Exercises A to H on pages 72 to 74 of the Workbook.

A Read the article and do Exercises A to G on pages 74 to 76 of the Workbook.



## The Asian Games

### History of the Games

The Asian Games took place for the first time in India in 1951. Only 11 countries sent athletes to the Games and there were only six sports. Over the years, more countries have become involved in the Games and more activities have been added. Now the Asian Games is the second largest event in the world, after the Olympics.

### The biggest Asian Games

The 15<sup>th</sup> Asian Games took place in Doha, Qatar, from 1 to 15 December, 2006. It was much bigger than the first Games in 1951. Athletes from 45 countries participated and there were 39 sports. People in 47 countries were able to see the events on television. The 16<sup>th</sup> Asian Games took place in Guangzhou, China, from 12 to 27 November, 2010. It was the biggest Games so far, with 9,704 athletes competing in 476 events.

### New sports

Spectators were able to see a wide variety of events in 2010. There were sports like basketball, cycling and football that have been part of the Asian Games since they started. There were also some new events. The traditional game of cricket was added, and the ancient sport of dragon boat racing, as well as the very modern activities of dancesport and rollersports.





## Preparing for the Games

To prepare for the Games, the organizers built 11 new sports venues and improved the facilities at 42 others. Athletes were able to stay in the new Asian Games Town. The local airport was improved and a new high-speed railway built to take the spectators and athletes quickly to the events. But the organizers needed more than buildings, planes and trains. They also looked for 60,000 people to help during the Games. These volunteers did various things, such as taking spectators to their seats, checking their tickets and giving information and directions.

## Celebrations


A lot of events took place before and after the Games. One of the most exciting was the Torch Relay. It was a celebration of friendship and unity. The torch was lit at the Great Wall of China on 9 October and carried round 23 cities by a total of 2,068 runners. The amazing opening and closing ceremonies were held along the Pearl River, with fireworks and around 6,000 performers acting, singing and dancing.

## Say hello to the sporty goats!

The mascot for the 16<sup>th</sup> Asian Games was the 'five sporty goats'. In Chinese tradition, the goat is a symbol of great luck and happiness. The mascot's job was to help people learn about the Games and remember that the Games are all about sport, fun and friendship.



## Unit 6: Round up

A  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:

- report what somebody said



Yes, you can go to the match.

My father **said** I could go to the match.



You have to write a story.

The teacher **told us** we had to write a story.



Will you go to the chemist's, please?

My sister **asked me** to go to the chemist's.



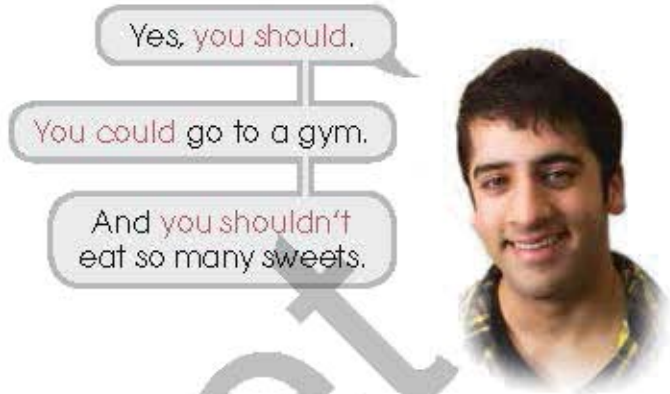
Is the sports centre open?

**She asked** the man **if** the sports centre was open.





- ask for, give and respond to advice



- talk about possible events in the future

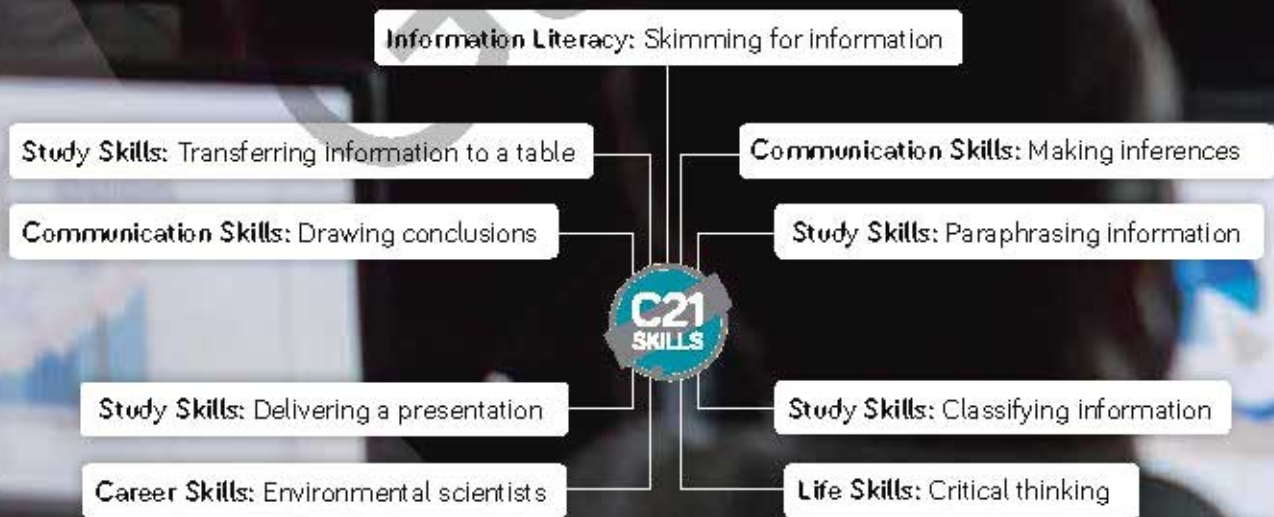


- use words with prefixes and suffixes



- use punctuation to make your writing clear







## Unit 7

# Science and Technology

- **Lesson 1:** Meet the Scientists .....78
- **Lesson 2:** Winds .....79
- **Lesson 3:** A Weather Forecast .....80
- **Lesson 4:** Aljabal Alakhdar .....81
- **Lesson 5:** From the Earth to the Refinery .....82
- **Lesson 6:** Online Shopping .....83
- **Lesson 7:** A Presentation .....84
- **Lesson 8:** A Science Report .....85
- **Round up:** .....87



## Unit 7 Lesson 1: Meet the Scientists



**A** Match the texts and the pictures. Work out what the names of these jobs mean. Then do Exercise A on page 77 of the Workbook.

1



meteorologist

2



geologist

3



aerospace engineer

4



marine biologist

5



forester

**A**

I study plants and animals that live in the sea. Sometimes I work in a laboratory, but today I'm working on the beach. I have a test tube to collect water samples in. I use these samples to see if the water is too polluted for fish and plant life. It is important to protect our oceans because fish is an important source of food in many countries. It is also important for people who don't eat fish. Some fish and marine plants may help us find cures for diseases like cancer one day.

**B**

If you watch the weather forecast on TV, you probably know why my job is important. I can help you decide what to wear, or tell you if it is a good time to go to the beach. Sometimes the information I give people about the weather can save lives. Pilots need to know what the weather will be in order to fly their planes safely. Some parts of the world have severe storms. The people need to know when they are coming so that they can be prepared. I use different tools to help me predict the weather. This is a radar map. It shows where it is raining.

**C**

I study the Earth. How does that help you every day? I work for a petroleum company. I help the company find petroleum in the Earth. We use petroleum to make different products such as petrol to drive your car, glasses to help you see better and even ink for the pens you write with. In fact, it is almost impossible to live today without using some products made from petroleum.

**D**

My job is to help satellites get information from space and send it back to Earth. You may not know it, but things you use every day use satellite technology. Satellites can help you get television programmes from far away on your TV screen. They can also take pictures of the Earth and give us information about the weather or about pollution in the atmosphere.

**E**

Forests are an important part of our world because they are home to thousands of plants and animals. Many of these plants release oxygen that we need in order to breathe. Some plants are important because we use them to make medicines. My job is to study forests in different parts of the world and see what we need to do to protect them for future generations.



**B** How do these scientists help us? Discuss this question in groups. Then read what the scientists say and find out.

**C** Now do Exercises B and C on pages 77 and 78 of the Workbook.



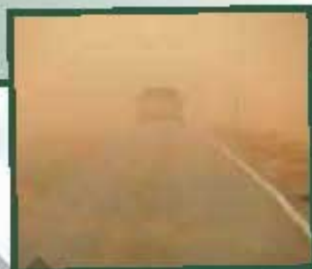
## Lesson 2: Winds



A Match the paragraphs with the questions in Exercise A on page 78 of the Workbook.

### SCIENCE TODAY

- A** We can't see it, but we can feel it. Sometimes the wind is gentle and makes us feel cool on a hot day. It can be used to generate electricity. Sometimes it is so strong it can damage trees and buildings. Where does it come from?
- B** Wind is connected to changes in the temperature of the air. If the air is warm, it expands and rises. This leaves an area of low pressure near the Earth. If the air is cold, it contracts and sinks towards the Earth. This creates an area of high pressure near the Earth. Wind happens when air moves from areas of high pressure to areas of low pressure. If there is a big difference between the high- and the low-pressure areas, the winds are very strong.
- C** There are global winds – winds that blow all over the world. The sun heats some parts of the world more than others and creates areas of high and low pressure. Trade winds are an example of global winds. They blow from the subtropics to the equator. They are called trade winds because, in the past, sailors used them to move their sailboats when they wanted to trade.
- D** Some winds are local winds. They blow only in certain areas of the world. An example of a local wind is the Shamal, which blows in the Arabian Gulf. It blows in the summer only, especially in the afternoon, and decreases at night. This wind blows from the north east and can cause sandstorms.
- E** In some parts of the world, dangerous storms called hurricanes happen at the end of the summer. If the air above the sea is very warm, the air pressure falls very rapidly over the warm sea and a hurricane forms. The winds increase in speed and they can cause terrible damage to people and buildings when they pass over land. Meteorologists use satellites to try to predict when a hurricane will form and where it will go so that they can warn people who live in the area.



B Now do Exercise B on page 79 of the Workbook.

C Read the Functional Grammar box and find more examples. Then do Exercises C and D on page 79 of the Workbook.



Explaining factual results: Zero conditional

- Use it to talk about things that are always true, e.g., scientific facts.

*If clause*

*main clause*

If the air is warm, it expands and rises.

p.104



## Unit 7 Lesson 3: A Weather Forecast

A Do Exercises A and B on pages 79 and 80 of the Workbook. Then read the forecast below and check your answers.

And now for our international weather forecast. Let's start with the Middle East. The weather will be typical for the season in the United Arab Emirates (UAE) and Saudi Arabia. In the UAE, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in the UAE, you may experience high winds on Wednesday, so watch out for sandstorms. In other parts of the region ...



Now on to Africa. If you are in Libya, you will be very hot on Wednesday. Temperatures might be as high as 40 degrees and the lowest temperature will be 30. The skies will be cloudy, but there is no chance of rain. Check with us again tomorrow for more information. Egypt will have partly cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be pleasantly cool, with highs of 23 degrees and lows of 13 degrees. Skies will be cloudy. As you can see from my map, it's very stormy over the Atlantic. If this weather continues to move eastwards, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the southeast of the United States. As you know, September is the hurricane season because warm air over the ocean creates areas of very low pressure. If you live in the south east of the United States, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more.

B Read the Functional Grammar box and find examples in the text.



Expressing conditional events in the future: First conditional

- Use the first conditional for events that are possible in the future if a condition is met.

*If clause*

present simple

If you study hard,

*main clause*

will/may/might + infinitive

you will pass the test.

p.104

C Now do Exercises C and D on pages 80 and 81 of the Workbook.



## Lesson 4: Aljabal Alakhdar



**A** Look at the pictures. What kind of place do you think this is? Read the email quickly and find out. Then do Exercise A on pages 81 and 82 of the Workbook.

Dear Mona,

I'm having a great holiday with my family in Aljabal Alakhdar, doing a lot of canoeing and fishing.

We are staying with a family in Almarj. They know a lot about the places there. Yesterday they talked about how the area is one of the very few forested areas in Libya. It runs from Benghazi to the east in Derna on the coast for about 330 kilometers. It is also one of the wettest areas of Libya because of the high rainfall. The high rainfall also contributes to the area's large forest containing Chamhari, an evergreen tree which blooms in the end of autumn and the beginning of winter. The fruit is green then turns to a red colour when ripe. It is very much like the strawberry in shape and colour.



Bees that feed on the Chamhari tree flower produce a bitter mountain honey that has many medical uses which help in treating patients with liver and digestion problems. Interestingly, the honey also is used for the treatment of patients with diabetes without the need to use insulin as it also naturally controls blood sugar. I hope I will be able to bring some of the honey back with me.

Aljabal Alakhdar is home to more than 200 thousand people. Most people work in farming and a few families breed cows and sheep. The people are very generous and friendly, but I think they need more support to develop their health and education services.

I have learned a lot about wetlands, the environment and life in Aljabal Alakhdar. I am sure that there are plants that have not been studied yet, which may one day be made into medicines. I have also found out about how the area hosts the ancient Greek colony of Cyrene with the ruins remaining. It also is where the Libyan leader Omar Mukhtar defended Libya against Italian occupation. Aljabal Alakhdar is an amazing place rich in resources and history. It should bring tourism from all over the world.

Perhaps I'll write again before we come home. If not, I'll definitely call you as soon as possible.

Wishing you all the best,

Layla

**B** Now do Exercises B to D on pages 82 and 83 of the Workbook.



Expressing certainty: Adverbs of certainty

- *Definitely, probably and perhaps* are adverbs that say how sure you are.
- Find examples in the email. Which one sounds ... most sure? ... least sure?

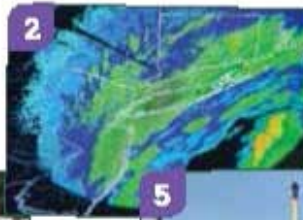
p.105



## Unit 7 Lesson 5: From the Earth to the Refinery

**A** Match the pictures and the words. What are they for? Read the text and check your ideas. Then do Exercise A on page 84 of the Workbook.

petrol station refinery pipeline rock samples derrick radar map



Petroleum was formed millions of years ago. Animals and plants died and were covered by layers of mud and water. These layers put pressure on the remains of the animals and plants. The heat and pressure slowly changed them to petroleum.

Petroleum is not found everywhere. To find it, geologists examine rock samples from the Earth, or they use satellite images and radar maps. When petroleum has been found in an area, drilling takes place to find out if there is enough oil to make it worthwhile extracting. If there is enough, a well is drilled through the rock. It can be as deep as five kilometres. A derrick has to be built to hold the tools that are used by the workers and to hold the pipes that have to go into the well. When the oil is reached, it gushes up through the pipes.

When petroleum comes out of the ground, it is a thick, black liquid. It needs to be processed before it can be used. This takes place at a refinery. The oil is sent to the refinery by ship or through pipes. At the refinery, it is separated into different petroleum products.

Many different products are made from petroleum. You probably know that the petrol people put in their cars comes from petroleum. Did you know that everyday items such as crayons and bubble gum are made from petroleum? It is even used in complex equipment like artificial hearts that can help save lives. Some people worry that petroleum products damage the environment, but cleaner products are being developed by petroleum companies.

**B** Read the Functional Grammar box. Then do Exercises B to D on page 84 of the Workbook.



Focussing on action in the past: The passive

- Form the passive with the verb *be* + past participle.  
Petroleum **was formed** millions of years ago. (past simple passive)
- Use the passive when you don't know who performed the action, or when the action is more important than who did it.

p.105



## Lesson 6: Online Shopping



- A Read about the advantages and disadvantages of online shopping. Is the author mostly for or against it?

**ONLINE SHOPPING**

More and more families are getting computers and internet access and many adults and teenagers are buying products online. Many people think online shopping is wonderful, but many others don't like it, or are afraid to try it out. Let's look at some of the reasons why.

**Shopping online is easier than shopping in a shop. One reason for this is you don't have to leave your home.** Have you ever driven or walked from shop to shop looking for something very special and come home exhausted at the end of the day? With online shopping, you can visit hundreds of stores from your home. **It is also easier because you don't have to carry heavy shopping bags.** When you go to the mall, you have to carry everything with you. You may try to do a lot of shopping at once to save time. Your bags get heavier and you get tired. If you buy what you need online, it is delivered to your house and you don't need to carry it at all.

Another reason people like shopping online is that it can be less expensive. Shopkeepers spend money to take care of their shops. Because of this, they often charge more for their products. Products that you buy online often don't come from a real shop, so they can cost less. It is also easier to compare prices on the internet to find the lowest one.

However, there are disadvantages to shopping online. One is that you can be disappointed when the product arrives. This can happen because you can't see or touch the real product when you shop online. You can only look at a picture. This is usually not a problem if you buy a book or a computer game, but imagine what can happen if you buy shoes online. They may be too big or too small. If you open your box and find your new toy is broken, you really feel bad.

Is it safe to buy online? Can people find out information about you and steal your money? Yes, they can if you are not careful. You should always make sure you are shopping on a safe site. If there is a little picture of a lock at the bottom of your screen, the site is safe.

Shopping online can have disadvantages. However, if you think carefully about what you buy and where you buy it, it can save you time and money.

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



## Unit 7 Lesson 7: A Presentation

A Read Jaber's presentation and put the paragraphs in order.  68 Then listen and check your answers.



- A** Right. Now let me tell you what is in a satellite. Satellites carry different equipment, depending on the job they have to do. Satellites that we use for telephone communication have radios that can receive and send conversations. Many satellites have cameras, so they can send pictures back to Earth. All satellites need a source of power. Most satellites have solar panels, which get energy from the sun. Take a look at this picture. The solar panels are the long parts that stick out of the body. The body of the satellite can be made of many things, such as metal or fibreglass. It has to be light and strong.
- B** A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. These satellites are launched into the sky by a rocket or the space shuttle. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies. Some satellites orbit the Earth from 480 km away. Others are really far – over 35,000 km away.
- C** Now I'll talk about what satellites are used for. You may know that they help us receive television programmes and give meteorologists information they use in weather forecasts. But do you know that satellites can take pictures from the sky that are used to make maps? Some pictures can help scientists see environmental problems more clearly, for example, the destruction of rainforests. Without satellites, cars couldn't have a Global Positioning System (GPS). GPS is even better than a map. A map shows you where you want to go, but GPS also shows you where you are.
- D** My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about what is in a satellite. Finally, I'll talk about some of the different things that satellites are used for. If you have any questions, you can ask them at the end of my presentation.
- E** Next time you watch your favourite TV programme, or plan to go for a picnic on a sunny day, remember, it may be thanks to a satellite! Now, do you have any questions?

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



## Lesson 8: A Science Report

C21  
Skills

A Skim the report below. Match these sentences to the correct paragraph. Write letters a to c.

- 1 Although hawksbill turtles have been protected for years, they are still endangered. ☐
- 2 The hawksbill is a medium-sized sea turtle with a very beautiful shell. ☐
- 3 These sea turtles find their food at the bottom of the ocean. ☐

### The hawksbill sea turtle



a \_\_\_\_\_ Its shell is a mixture of dark and light colours and its belly is white or yellow. Its colours help it hide from its enemies in the water. The turtle's name comes from the shape of its mouth, which looks a bit like the beak of a hawk. The hawksbill weighs about 60 kilograms and is about one metre long. The hawksbill sea turtle lives in the Atlantic, Pacific and Indian Oceans.

b \_\_\_\_\_ They eat sponges, jellyfish and other small sea animals and plants. The shape of their mouth helps them get food from between rocks or branches of coral. Although the turtles spend most of their time in the water, females come out to lay their eggs on the beach. When the babies hatch, they run straight into the water.

c \_\_\_\_\_ Hunting them for their shells is now illegal. However, their habitat is being destroyed. When examining dead turtles, scientists have observed that some had rubbish in their stomachs. It appears that turtles think that pieces of plastic are food. They eat them and fall ill and die. These turtles are rare but there are things we can do to help them survive. First of all, we must not pollute. We can also help scientists obtain information about these rare creatures by informing marine biologists if we see any sea turtles on the beach.

B Now do Exercises A to C on page 88 of the Workbook.

**C Read the Functional Grammar box. How is *however* different from *but* and *although*?**



**Expressing contrast: *however*, *although*, and *but***

- Use *however*, *although* and *but* to introduce contrasting or surprising information.

Hunting for them is illegal. **However**, they are still endangered.

Hunting for them is illegal. They are still endangered, **however**.

These turtles are rare, **but** there are things we can do to help them survive.

**Although** the turtles spend most of their time in the water, females come out to lay their eggs.

p.105



**D Read the summary. Find five mistakes and rewrite the summary on the lines.**

You can recognize the hawksbill turtle because of its pretty eggs and its unusual mouth, which looks like a jellyfish. It eats sea animals and coral. It comes out of the ocean only to sleep. These sea turtles are protected, but they are endangered by fishermen. We can all help protect them by being more careful with our rubbish.

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**E Read and match the beginnings and endings of the sentences.**


- 1 Although we have been studying these animals for years,
- 2 We went to the beach to look for turtle eggs,
- 3 I know you like books about mammals.
- 4 Not many baby turtles survive,
- 5 People used to make jewellery from turtle shells,



- a However, I think you'll really enjoy this book about sea turtles.
- b although thousands of them are born.
- c but it is now illegal.
- d but we didn't find any.
- e we still have very little information about them.



## Unit 7: Round up

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

Now you can:

- **use the zero conditional to talk about things that are always true**

If there isn't enough rain, plants die.

- **use the first conditional and *will, may, might* to express degrees of possibility in the future**

I will write a report about the Arabian Sea if I find the information I need.

If you live in the south, you may want to check the forecast tomorrow.

If we throw rubbish into the sea, a sea turtle might eat it and die.

- **use the passive**

Petroleum was formed millions of years ago.

Sea turtles have been protected since the 1970s.

Many more rainforest plants will be studied in the future.

- **talk about certainty and uncertainty**

I'll definitely bring some sun cream.

I'll probably go to the beach tomorrow.

Perhaps you should listen to the weather forecast.

- **use formal vocabulary in reports**

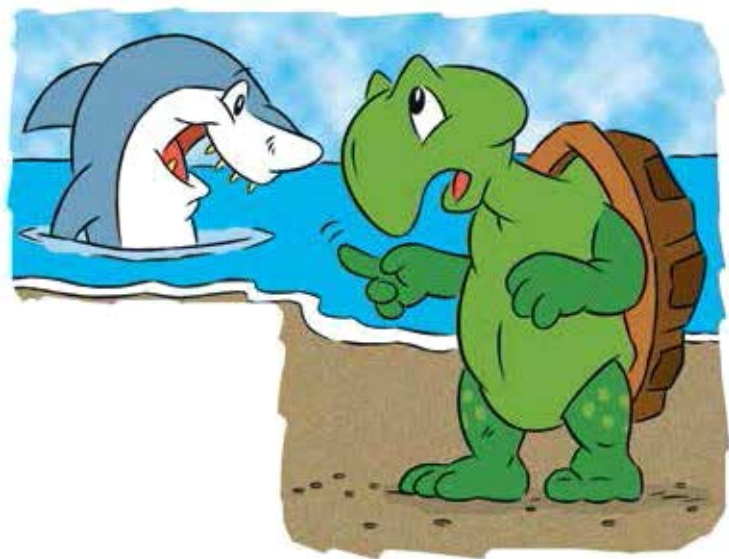
Scientists <sup>observed</sup> saw the turtles laying their eggs on the beach.

- **use words to link contrasting ideas**

I stayed up late, but I couldn't finish my homework.

Although the desktop computer is cheaper, I want to buy a laptop.

It will be sunny in most of the UK. However, it may rain in London.





**Life Skills:** Thinking critically

**Career Skills:** Choosing a career

**C21  
SKILLS**

**Study Skills:** Transferring information



## Unit 8

### Fun with English 2

- **Lesson 1:** GPS Receivers .....90
- **Lesson 2:** Keeping Fit in Space .....92
- **Lesson 3:** Choosing the Right Job .....94
- **Lesson 4:** Making Invitations .....95





A What do you know about GPS receivers? Which of these articles will give you information about them?

B Read this article and do Exercises A and B on page 89 of the Workbook.

## GPS Helps Rescuers Find Hiker

An injured hiker was rescued in the Scottish Highlands yesterday. Rescuers found Paul Dupont, a hiker from France, thanks to his GPS receiver.

Paul was hiking in the hills near Aviemore when there was an unexpected snowstorm. He decided to turn back because he knew that it could be dangerous to be out in this area alone in bad weather, even in the autumn. 'The snow began to fall faster and thicker,' said Paul, 'and I couldn't see very far ahead.'

Paul continued walking. As an experienced hiker, he was not very worried. Then, suddenly, he lost his footing. The next minute, he was sliding down a long hill and gathering speed.



Eventually, he came to a stop near some large rocks. Paul tried to stand up. 'I screamed in pain,' he said, 'and fell down again. I knew I had broken my leg.'

Fortunately, Paul had a mobile phone in his pocket and he called the police. He told them he was hurt and unable to walk. 'But I didn't know where I was. It had become very cold,'

he said, 'and I was afraid I was going to die.' However, Paul remembered that he had a GPS receiver in his rucksack. He used it to find where he was on a map and he was able to tell the police. Twenty minutes later, a mountain-rescue helicopter arrived to take him to hospital. 'I'm very lucky,' he told reporters. 'I'm alive, thanks to my GPS receiver.'



- C Read this text and find out how a GPS receiver works. Then do Exercises C to E on pages 90 and 91 of the Workbook.

## How A GPS RECEIVER WORKS

Most people know it is possible to buy a car with a Global Positioning System. What many people do not know is that you can also get a hand-held GPS receiver.

Fishermen use them to find where they are in the ocean, and many people who do outdoor sports such as hiking use them to avoid getting lost.

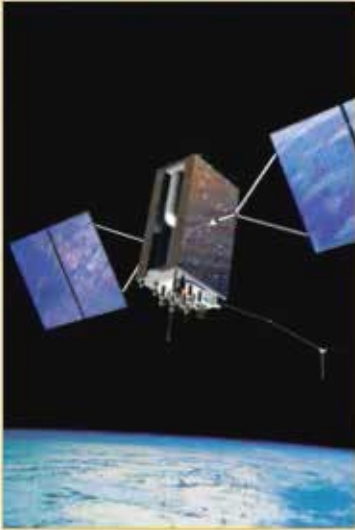
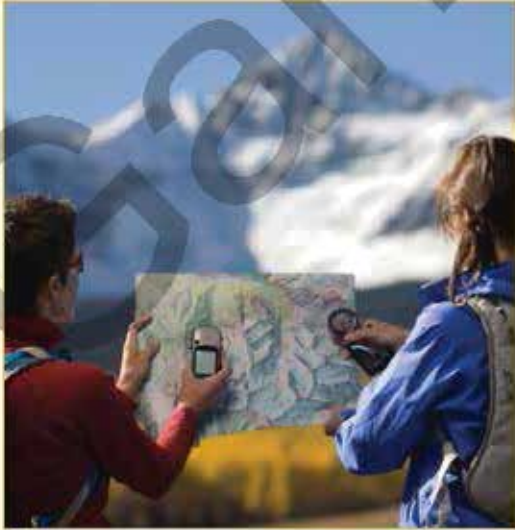

How do GPS receivers work? They are connected to a network of satellites. When you turn your GPS receiver on, it looks for at least four of the GPS satellites. Radio signals are sent from the satellites to the receiver. The receiver measures the time it takes for the

signals to reach it. With this information, the receiver is able to measure how far it is from the satellites.

Once the receiver knows its distance from the satellites, it is able to find its position on Earth. When its position has been calculated, it

is matched to a map the receiver has in its memory. Then you can look at the map and see exactly where you are.

GPS receivers are expensive, but many people who are outdoors a lot think they are worth the money.



- D Would you find a GPS receiver useful? Think of people other than those in the text who might use GPS receivers.



## Unit 8 Lesson 2: Keeping Fit in Space



**A** What problems do you think astronauts have staying fit in space? How do they stay healthy?

**B** Read the interview and check your ideas. Then do Exercises A to E on pages 91 to 93 of the Workbook.



We all know that fitness is important. It's more important for some jobs than for others, and in some jobs it's a real challenge to keep fit. Our guest on today's programme is an astronaut. He's going to tell us what astronauts do to keep fit.

*First of all, could you tell us why it's important for an astronaut to keep fit?*

Yes, of course. Actually, when we're in space, we don't need to be as strong and fit as when we're on Earth.

*Why is that?*

Because in space, there's no gravity, so moving takes very little effort. But we have to keep fit so that we're ready for emergencies, especially when the spaceship is returning to Earth. And of course we need to stay fit for when we're back on Earth. Although we don't need to be strong in space, we always need to be healthy.

*It must be fun to be in an environment without gravity.*

It is, but it can be dangerous too. When we don't experience gravity, we don't need to use many of the muscles we use every day on Earth just to stand up and walk. When they're not used, the muscles of our legs, back and neck get smaller and weaker. Astronauts can lose up to 20% of their strength on a mission in space. This becomes a problem when we return to Earth. Another problem is with our bones. On Earth, activities like walking, running and climbing stairs help keep our bones healthy. But because there's no gravity in space, our bones can get weaker through lack of exercise. As a result, we can break our arms or legs more easily, and it takes longer for us to get better.



Using a rowing machine



Monitored on a treadmill



***Is there anything you can do to prevent that from happening?***

Yes, we prevent this with exercise and a healthy diet. Astronauts on the International Space Station spend two and a half hours exercising every day. Since there's no gravity, we can't do many of the exercises we do on Earth, like lifting weights. And there's no place to walk or run. So we use special machines that use resistance to exercise our muscles.

***What about your diet?***

We need to eat foods that contain a lot of calcium to keep our bones healthy and strong. And we make sure we eat a balanced diet that gives us all the vitamins we need.

***Does it taste terrible?***

In the past it did. Now we have a variety of foods to choose from, even some sweets. The food has to be carefully prepared to stay good for a long time. Water is taken out of foods like soups, and oxygen is taken out of the packages. Most of all, the food has to be something that can be eaten in an environment without gravity. Salt and pepper are in a liquid form. If they were powder, they would fly around and get in our eyes, or damage our equipment.

***Do you have any other health or fitness problems in space?***

Yes, a lot of astronauts have trouble sleeping. Most people sleep when it's dark and wake up when it's light. But days and nights in space are not the same as on Earth. We sometimes have to sleep close to other people and they can be noisy. Some of them snore! But sleep is very important for people to be able to work and think clearly. That's why many astronauts wear a mask over their eyes to protect them from the light, and earplugs to shut out the noise around them.

***It sounds as if it isn't easy to stay healthy in space.***

No, but it's important. Scientists and nutritionists are always studying the best ways to keep us fit. And what they learn helps all people, not just astronauts, because the more we learn about our bodies, the more we know about how to keep fit.



Eating in space



An astronaut's meal pack



Fast asleep!



**A** Match a job from the box with the interests in the column on the left.  
Two jobs are extra.

dentist teacher meteorologist aerospace engineer  
chemist forester marine biologist geologist

**B** Use this magazine test to find out what job would suit you.

**Are you wondering what's the right job for you?  
Here are some jobs you may not have thought of.  
Find your interests on the left and match them  
with a job on the right.**

**If ...**

**you might like  
to be a/an ...**

you like travelling,  
you are interested in sea creatures,  
you are good at science,

you are interested in teeth,  
you like making people feel better,  
you know how to make people relax,

you are good at physics,  
you are interested in space,  
you want to work with new technologies,

you enjoy working outdoors,  
you care about the environment,  
you think trees are important,

you wonder what causes wind and rain,  
you want to help people,  
you always check the weather forecast,

you like helping solve people's problems,  
you are interested in health and medicines,  
you like talking to people,

**C** Now do Exercises A to H on pages 93 to 95 of the Workbook.



## Lesson 4: Making Invitations

**A** Read these questions. Where is Yousif going ... with Adam? ... with Kamal?  
 **64** Now close your books and listen to two conversations to answer the questions.

**Yousif:** Hi, Adam. How are you? I didn't see you at the match last week.

**Adam:** I was studying for my Physics exam.

**Yousif:** When was it?

**Adam:** Yesterday. I think I did really well.

**Yousif:** Great. And what are you doing today?  
Would you like to go to the beach?

**Adam:** I'm afraid I can't. I have to go to the dentist  
this afternoon.

**Yousif:** How about tomorrow? I'll pick you up if  
you want.

**Adam:** Thanks, that'd be nice.

**Yousif:** I'll pick you up tomorrow morning then.

**Adam:** Great!

**Kamal:** Hello. Kamal here.

**Yousif:** Hi, Kamal. Listen. I'm going to the beach with  
Adam tomorrow. Would you like to come?

**Kamal:** I'm afraid I can't. I'll be visiting my grandparents all day. Let's go today.

**Yousif:** I asked Adam if he could go today, but he said he couldn't. He told me he had  
to go to the dentist.

**Kamal:** Oh, right. Well, do you want to go to the cinema tonight?

**Yousif:** I'd love to. What do you want to see?

**Kamal:** There's a comedy showing at 6.00. My brother saw it and said it was  
incredibly funny.

**Yousif:** That sounds great.

**Kamal:** OK. Shall I pick you up?

**Yousif:** No, thanks. I'm not sure I'll be home. I might go to the library first.

**Kamal:** All right. I'll see you outside the cinema.

**Yousif:** Fine. Bye.



**B**  Work with two partners. Practise the conversations. Then do Exercises  
A to E on pages 96, 97 and 98 of the Workbook.

# Grammar and Functions

## UNIT 1

### ■ Present simple (page 9, 36)

#### Form

Regular verbs

	+	-
I/You	work	do not work
He/She/It	works	does not work
We/You/They	work	do not work

#### Question

Do	I/you	work?
Does	he/she/it	work?
Do	we/you/they	work?

#### To be

	+	-
I	am	am not
You	are	are not
He/She/It	is	is not
We/You/They	are	are not

#### Question

Am	I?
Are	you?
Is	he/she/it?
Are	we/you/they?

#### Use

Use the **present simple** to talk about facts and habits.

- I'm a student.
- The university isn't far from my house.
- Are you Libyan? Yes, I am.
- When is the library open?
- I sometimes practise English with my friends.
- We don't go to the self-access centre every day.
- Do you like English? Yes, I do.
- How do you learn vocabulary?

### ■ Present continuous (page 10)

#### Form

Make the present continuous with *am/are/is* + present participle.

	+	-
I	am working	am not working
You	are working	are not working
He/She/It	is working	is not working
We/You/They	are working	are not working

#### Question

Am	I	working?
Are	you	working?
Is	he/she/it	working?
Are	we/you/they	working?

#### Use

Use the present continuous to talk about something happening now or around now.

- We are studying the rainforest in school at the moment.
- It's not raining now.
- What are you writing your report about?

Use the present continuous to talk about changing situations.

- The number of people who have computers is going up.
- Mobile phones aren't getting more expensive. Prices are going down!
- Is your English getting better? Yes, it is.

Use the **present continuous** to talk about planned future events.

- We are having dinner with my uncle at 8.00.
- What are you doing at the weekend?

❗ You can't use the present continuous with some verbs. For example: *be, like, know, see, understand.*

- Do you understand the problem now?
- I see him. He is over there.



## ■ Indirect questions (page 13)

### Form

Indirect questions start with a polite phrase.

- *Could you tell me where the dictionaries are?*
- *Can you tell me if you are open tomorrow?*

The verb in an indirect question doesn't have the same form as in a direct question. It is like an affirmative sentence:

**Direct question:** *How much does it cost?*

**Indirect question:** *Can you tell me how much it costs?*

If a question can be answered yes or no, use *if* in the indirect question.

**Direct question:**

- *Do you have language software?*
- *Is it time to go?*

**Indirect question:**

- *Can you tell me if you have language software?*
- *Could you tell me if it's time to go?*

### Use

Use indirect questions when you don't know someone well, or you want to be very polite.

one syllable	hard big nice	harder bigger nicer
more than one syllable ending in y	happy	happier
other adjectives with more than one syllable	interesting	more interesting
exceptions	good bad	better worse

### Use

Use a comparative adjective + *than* to compare two things.

- *My school is bigger than your school.*
- *Running is easier than skateboarding.*
- *Computers are more expensive than mobile phones.*

## ■ Superlative adjectives (page 21)

### Form

one syllable	hard big nice	the hardest the biggest the nicest
more than one syllable ending in y	happy	the happiest
other adjectives with more than one syllable	interesting	the most interesting
exceptions	good bad	the best the worst

### Use

Use *the* + superlative adjective when you are talking about more than two things.

- *The Amazon is the longest river in South America.*
- *The polar bear is the heaviest bear.*
- *That was the most difficult exam I have ever taken.*

## UNIT 2

## ■ Comparative adjectives (page 21)

### Form

Add *r* to adjectives with one syllable ending in *e*.

Double the consonant of some adjectives before adding *er*. For example, *fat*, *hot*, *wet*.

Change *y* to *i* before adding *er* to adjectives with more than one syllable ending in *y*.

## ■ Other comparisons (page 21)

Use **as + adjective + as** to say two **things** are the same.

- *Geography is as interesting as Physics.*

Use **not as + adjective + as** to say **two things** are different.

- *My brother is not as tall as my father.*

Use **both ... and ... + plural verb** to say **something** is **the same for two people, places or things**.

- *Both Tamara and Sara are in Year 10.*  
(*Tamara is in Year 10 and Sara is in Year 10.*)

Use **neither ... nor ... + singular verb** to say **something** is **not true** for two people, places or things.

- *Neither Ahmad nor Adam likes Physics.*  
(*Ahmad doesn't like Physics and Adam doesn't like Physics.*)

## ■ Adjective + infinitive (page 26)

Some adjectives **that express feeling** are followed by **to + infinitive**

**Here** are some common adjectives **that** are followed by **to + infinitive**

happy, pleased, sad, bothered, excited

- *We were happy to see you.*
- *We were pleased to receive an invitation.*
- *They were sad to hear about his death.*
- *He was bothered to talk about it.*
- *She was excited to see the results.*

## ■ Past simple (page 27)

### Form

Regular verbs

	+	-
I/You/He She/It/We You/They	played	did not play

### Question

Did I/you/he/she/it/we ... play?

To be

	+	-
I	was	was not
You	were	were not
He/She/It	was	was not
We/You/They	were	were not

### Question

Was	I?
Were	you?
Was	he/she/it?
Were	we/you/they?

Some verbs have irregular past simple forms:

- go ⇌ went
- see ⇌ saw
- have ⇌ had
- do ⇌ did

### Use

Use **the past simple** to talk about **something that happened in the past and is finished**.

- *I helped my father yesterday.*
- *When I was little I had a dog.*
- *She studied a lot for the exam and got a good mark.*

## ■ Past continuous (page 27)

### Form

Make the past continuous with **was/were + present participle**.

	+	-	
I	was	was not	sleeping
You	were	were not	sleeping
He/She/It	was	was not	sleeping
We/You/They	were	were not	sleeping

### Question

Was I sleeping?  
Were you sleeping?  
Was he/she/it sleeping?  
Were we/you/they sleeping?



### Use

Use the **past continuous** to talk about something that **was happening** at a certain time.

- *What were you doing at 7.00?*

Use the **past continuous** to talk about something that **was already happening** when another action **happened**.

- *I was reading a book when the doorbell rang.*
- *I wasn't sleeping when you called.*

## ■ Past perfect simple (page 28)

### Form

Make the **past perfect simple** with **had + past participle**.

Regular verbs

	+	-
I/You/He She/It/We You/They	had worked	had not worked

### Question

Had I/you/he/she/it/we ... worked?



Some verbs have irregular **past participle** forms:

- *be* ⇨ *been*
- *do* ⇨ *done*
- *go* ⇨ *gone*
- *have* ⇨ *had*

### Use

Use the **past perfect simple** to talk about an action in the past that **happened before** another action in the past. The first action is sometimes the cause of the second action.

- *She was late for dinner because she had missed the bus.*  
(First she missed the bus, then she was late for dinner.)

Use the **past perfect simple** when the first action **finished before** the second one **happened**.

- *When Sami got home, his brother had left.*  
(Sami's brother was not at home when Sami arrived.)

## ■ Past perfect continuous (page 28)

### Form

Make the **past perfect continuous** with **had been + present participle**.

	+	-
I/You/He She/It/We You/They	had been reading	had not been reading

### Question

Had I/you/he/she/it/we ... been reading?

### Use

Use the **past perfect continuous** to talk about an action that **happened before** another action when the first action takes a long time and/or is not finished.

- *Mary was very tired when she got home because she had been shopping all morning.*  
(First Mary shopped, then she was very tired. Shopping took a long time.)
- *John hadn't been listening to the teacher so he didn't hear the homework assignment.*
- *Had they been waiting long when the bus arrived?*

## UNIT 3

## ■ Present perfect simple (page 33)

### Form

Make the **present perfect** with **have/has + past participle**.

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

### Question

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

## ! Use

Use the **present perfect simple** when you want to show the **effect of a past action on the present**.

- *He has left the school.*  
(He is no longer at the school.)
- *He hasn't studied for the exam.*  
(He probably won't get a good mark.)

Use the **present perfect simple** with **for** or **since** to talk about something that started in the past and is still true.

- *He has lived here for five years.*  
(He still lives here.)

Use the **present perfect simple** to talk about something that has happened recently.

- *Sue has a tan. Has she just come back from her holiday?*

When we say exactly when something happened, we use the **past simple**, not the **present perfect**.

- *We came back from our holiday yesterday.*

## ■ Ever/never (page 33)

### Use

Use **ever** and **never** to ask a question or make a **negative** sentence about any time in the past.

- *Have you ever travelled by plane?*  
(Have you travelled by plane at any time in your life?)
- *He has never left Sirt.*  
(He has lived in Sirt all his life.)

### Form

Use the **present perfect with** **ever** and **never**. Put **ever** or **never** before the **past participle**.

- *Have you ever been to Egypt?*
- *He has never seen the Pyramids.*

## ■ Yet (page 33)

### Use

Use **yet** to make a **negative** sentence or a **question** when you think it is possible something has happened or will happen soon.

- *He has come back to Bayda, but we haven't seen him yet.*  
(We will probably see him soon.)
- *Has Nadia finished her homework yet?*  
(It's very possible that Nadia has finished her homework.)

### Form

Use the **present perfect** with **yet**. Always put **yet** at the **end of the sentence** or **question**.

- *They haven't taken the boat ride yet.*
- *Have you picked up the brochures yet?*

## ■ Already (page 33)

### Use

Use **already** to make a **positive** sentence or a **question** about something that you **didn't** think had happened or would happen soon.

- *Ramzi has already come home.*  
(We thought he would come home later.)
- *Has the film started already?*  
(I thought it would start later.)

### Form

Use the **present perfect** with **already**. Put **already** before the **past participle** or at the end of the **sentence**.

- *I've already made a reservation.*  
**or**  
*I've made a reservation already.*
- *Have you already packed your suitcase?*  
**or**  
*Have you packed your suitcase already?*

## ■ Articles (page 34)

### Indefinite article a/an

Use **a** or **an** when you are talking about something for the **first time**.

- *There is a train to London at five o'clock.*
- *There is an apple on the table.*

Use **a** with words that begin with a **consonant**, **an** with words that begin with a **vowel**.

- *a ticket*      • *an umbrella*
- *a reservation*      • *an exam*

### Definite article the

Use **the** when you are talking about something that you have already talked about or if there is only one.

- *Is there a restaurant car on the train?*
- *The president is giving a speech tonight.*



Use **the** with countries which **have** more than one **state**.

- the United Arab Emirates
- the United States

Use **the** with **names** of rivers, mountains, seas, oceans, island groups, deserts, hotels and museums.

- the Nile
- the Philippines
- the Alps
- the Sahara
- the Red Sea
- the Hilton
- the Pacific Ocean
- the National Museum

Do not use an article with **the** names of most countries, cities, continents, **streets** or lakes.

- Egypt
- Europe
- Lake Victoria
- Rome
- Bond Street

### Prepositions **at**, **on**, **in**

Use **at** with **times**.

- I get up at 7.00.

Use **at** in some fixed expressions.

- Noora isn't here, she's at school.
- My father is at work so he can't help me with my homework now.
- What are you doing at the weekend?

Use **on** with **days** of the week

- The self-access centre isn't open on Fridays.

Use **in** with **months** of the year and with some **times** of the day.

- My brother was born in December.
- I have Maths in the morning.
- He goes to the library in the afternoon.

Use **at** with **night**.

- There is a sound and light show at night.

Use **in** with **some** fixed expressions.

- I was in hospital for three days when I broke my leg.

## ■ Present perfect continuous (page 40)

### Form

Make **the** present perfect continuous with **have/has been** + **present** participle.

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

### Question

Have I/you been studying?  
Has he/she been studying?  
Have we/you/they been studying?

### Use

Use **the** present perfect continuous when you want to describe an action that started in the past which hasn't finished and/or took a long time.

- I have been working here for three years.
- Have you been studying English for long?
- I have been waiting for an hour.

Use **the** present perfect continuous to say **what** you have been doing.

- Since I arrived in Rome, I have been visiting museums every day.
- Have you been cooking? It smells good.

## UNIT 5

## ■ Invitations, offers, requests and promises (page 38, 53, 58)

Use questions with **Would like** + **to** + infinitive to give invitations.

- Would you like to come?

Use questions with **Shall** + infinitive and positive statements with **will** + infinitive to make offers.

- Shall I buy the cinema tickets?
- I will / 'll buy the cinema tickets.

Use **will** + infinitive to **make** promises.

- I'll / will do it tomorrow.
- We won't forget to pick you up.

## ■ Future simple (page 54)

### Form

Make **the** future simple with **will** + infinitive.

	+	-	
I/You	will	will not (won't)	do it.
He/She/It	will	will not (won't)	do it.
We/You/They	will	will not (won't)	do it.

### Question

Will	I/you/he/she/it/we	do it?
------	--------------------	--------

### Use

Use the **future simple** to say what you **think** or **hope** **will happen**.

- *Our team will win the match.*

Use the **future simple** to make a **promise**.

- *I'll buy you a mobile phone for your birthday.*

Use the **future simple** to say what you have just **decided** to do.

- *Oh, there isn't any more milk! I'll buy some this afternoon.*

## ■ Get/Have something done (page 55)

### Form

get/have	object	past participle
I got	my hair	cut yesterday.
He had	the gift	sent to his friend.

### Use

Use this **form** when **someone** does something for you or to you.

- *I am having the windows washed this afternoon.* (I am paying someone to wash the windows for me.)
- *He had his bicycle stolen yesterday.* (A thief stole his bicycle.)
- *They got the mobile phone fixed at the shop.* (Someone at the shop fixed the mobile phone for them.)
- *The students got their report cards signed by their parents.* (The parents signed the report cards for their children.)

## ■ Determiners (page 56)

Determiners give you **more information** about the noun. They go **before the noun** they modify.

### Compare

- *All students at my school study French.* (Every student in the school studies French.)

- *Few students at my school study French.* (Not many students study French.)
- *Some mobile phones in this shop are expensive.* (You can buy an expensive or a cheap mobile phone in this shop.)
- *Both mobile phones in the shop are expensive.* (There are two mobile phones in the shop. They are expensive.)

## ■ Future continuous (page 57)

### Form

Make the **future continuous** with **will/won't + be + present participle**.

	+	-	
I/You He/She/It We/You/They	will	will not (won't)	be going.

### Question

Will	I/you he/she/it we/you/they	be going?
------	-----------------------------------	-----------

### Use

Use the **future continuous** to **talk** about something that **will be happening** at a **specified time** in the future.

- *At six o'clock, I will be eating dinner. Can you call me at seven?*
- *A lot of people will be coming to Sirt next week for the festival.*

Use the **future continuous** to talk about an activity that is **already planned**.

- *My mother-in-law will be visiting us in May.*
- *Will you be going to your grandparents' house this summer?*

## ■ Verb + to + infinitive (page 58)

Some verbs are **usually followed** by **to + infinitive**. Here are some **common verbs** that follow this pattern.

refuse	agree	offer	want	decide	promise
learn	remember	forget			



- Dad refused to tell me what my present was.
- Did you offer to pick him up at the station?
- Hasan and Batool want to get married in the spring.
- It was too hot to play football, so we decided to go to the cinema.
- Mum agreed to drive me to the mall.
- Ahmad is learning to blow glass like his father.
- Dana promised to bake a cake for the party.
- I remembered to send the invitations, but I forgot to buy the flowers.

Some of these verbs can also be followed by nouns and noun phrases.

- She remembered / forgot my name.
- We wanted a cold drink after our long walk.
- My brother learned Spanish quickly.
- My friend refused the money that I offered her.

## UNIT 6

### ■ Reported speech (page 65)

#### Use

Use reported speech to tell another person what somebody said.

#### Form

Introduce reported statements with *tell* or *say*.  
Introduce reported questions with *ask*. These reporting verbs are always followed by an object – a noun or a pronoun.

#### Reported statements

- Ali: 'I am tired.'  
Ali said (that) he was tired.
- Mum: 'It's time to get up, Bilal!'  
Mum told Bilal (that) it was time to get up.

! 'that' can be left out.

Change the tense of some, but not all verbs:

direct speech	reported speech
present simple	past simple
can	could
should	should
could	could

- Khalid: 'I don't want to go to bed.'  
Khalid said he didn't want to go to bed.
- Dad: 'Faisal can go with you.'  
Dad told us Faisal could go with us.
- Mum: 'You should eat more fruit.'  
Mum said I should eat more fruit.
- Sara: 'I couldn't sleep last night.'  
Sara said she couldn't sleep last night.

#### Change the pronouns.

- I > he or she
- we > they
- me > him or her
- us > them

#### Reported questions

They become statements when they are reported.

- Marwa: 'What time is it?'  
Marwa asked me what time it was.

#### Use if in yes/no questions.

- Students: 'Is Abdulla ill?'  
They asked me if Abdulla was ill.

### ■ Modal verb + infinitive (page 67)

#### Form

	+	-	
I/You	should	should not	go.
He/She/It	(shouldn't)		
We/You/They	must	must not	
		(mustn't)	

	+	
I/You	ought to	go.
He/She/It		
We/You/They		

	+	
I/You	could	go.
He/She/It		
We/You/They		

#### Question

Should	I/you he/she/it we/you/they	go?
--------	-----------------------------------	-----

## Use

Use *should/shouldn't, ought to and could* to give advice.

- *You should wear a hat in the sun.*
- *We ought to do some work before going out.*
- *You shouldn't go to school today.*
- *You could try these pills. They may help.*

Use *should* to ask for advice.

- *Should I bring my umbrella?*

Note: *could* is not as strong as *should* or *ought to*.

## ■ Affixes: Prefixes and suffixes (page 70)

### Form

Prefixes are added to the beginning of words.

- *impatient*

Suffixes are added to the end of words.

- *painful*

### Use

Affixes are added to words to make new words. If you know what the affix means, you can guess the meaning of the new word.

Here are some common prefixes:

	meaning	example
im~	not	imperfect
de~	the opposite of	deform
re~	again	refill

Here are some common suffixes:

	meaning	example
~less	without	worthless
~ful	full of	joyful

- *I am impatient to go on holiday.*
- *This toy is worthless. It broke as soon as Fuad started playing with it.*

## ■ May and might (page 71)

### Form

	+	-	
I/You He/She/It We/You/They	might may	might not may not	go.

## Question

Might	I/you he/she/it we/you/they	go?
-------	-----------------------------------	-----

### Use

Use *may/might + infinitive* to talk about possible events in the future.

- *The ocean may be less polluted in ten years.*
- *We might find a cure for heart disease one day.*
- *Might he come for dinner tomorrow?*

! You can also use *Do you think ... will* to ask about possible events.

- *Do you think people will recycle their rubbish in the future?*

## UNIT 7

## ■ Zero conditional (page 79)

### Form

A zero conditional sentence has two clauses: a clause with *if* and a main clause. Use a comma to separate the clauses when you put the *if* clause first.

if clause	main clause
If + present simple,	present simple

- *If you heat water to 100 degrees, it boils.*
- *Water freezes if the temperature falls to 0 degrees.*

### Use

Use zero conditional sentences to talk about things that are always true, such as scientific facts.

## ■ First conditional (page 80)

### Form

A first conditional sentence has two clauses: a clause with *if* and a main clause. Use a comma to separate the clauses when you put the *if* clause first.

if clause	main clause
If + present simple,	will/may/might + infinitive



- *If it is sunny, we will go to the beach.*
- *I will watch the weather forecast if I have time.*

### Use

Use the first conditional for events that are possible in the future if the condition is met. Use *will* when you think the possibility is high, *may/might* when you think it is lower.

- *If it is cold, I will wear a jacket.*
- *If you watch this documentary, you may learn something new.*
- *You might catch the bus if you leave right away.*

## ■ Adverbs of certainty (page 81)

### Perhaps

Use *perhaps* to say that you think something is possible but not certain. Put *perhaps* at the beginning of a sentence.

- *Perhaps we will see each other during the holidays.*

### Probably

Use *probably* to say that you think something is likely. Put *probably* after the verb *to be* and auxiliary verbs, but before simple tenses of most verbs.

- *He is probably very tired from all that walking.*
- *We will probably visit the pyramids when we are in Egypt.*
- *Layla probably learned a lot on her trip.*

### Definitely

Use *definitely* to say that you think something is sure. Put *definitely* after the verb *to be* and auxiliary verbs, but before simple tenses of most verbs.

- *I tried to call Muna twice. She is definitely not at home.*
- *I will definitely call you as soon as I get back.*
- *He definitely wants to come with us.*

## ■ The passive (page 82)

### Form

Form the passive with the verb *to be* + past participle.

Present simple	am/are/is	helped
Present continuous	am/are/is + being	
Past simple	was/were	
Present perfect simple	have/has + been	
Future simple	will + be	

### Use

Use the passive when you don't know who performed the action, or when the action is more important than who did it.

- *This map is too old. It was made in 1990.* (The date the map was made is important, but the person who made it is not.)
- *My tools have been stolen.* (We don't know who stole them.)

Use *by* when you want to say who did the action.

- *Our petroleum products are bought by many countries.*

## ■ Contrasting information with *however*, *although* and *but* (page 86)

### Use

Use *however*, *although* and *but* to introduce or link contrasting or surprising information.

Put *however* at the beginning or the end of a sentence that contrasts with the sentence before it.

- *Turtles live in many parts of the ocean. However, they are endangered.*
- *Turtles live in many parts of the ocean. They are endangered, however.*

Put *but* in the middle of a sentence, to introduce a contrasting idea.

- *Turtles were once hunted for their shells, but hunting them is now illegal.*

Put *although* at the beginning or in the middle of a sentence when the other clause contains surprising information.

- *Although the baby turtles have just hatched, they know how to find the ocean.*
- *The baby turtles know how to find the ocean, although they have just hatched.*

# 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, 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 and check your ideas.

1

Male student: I want to be an interpreter, so I need to speak a lot of languages. I already speak English and French. Now I'm studying Arabic in a language school. It's very different from English and it's hard to write, so I practise writing every day.

2

Boy: My parents came to France from Libya when I was a baby. We go to Libya every summer to visit my grandparents, so I can speak Arabic and French. I'm learning English at school, and I'm pretty good at it. I mean, I can read it well, but sometimes it's difficult to say. I go to the self-access centre and practise saying the words with a CD so I can speak better.

3

Teenage boy: I like reading newspapers to help me learn English. Of course I don't know all the words, but I know a lot about sports, so I can understand most of the sports pages. Sometimes I look up new words in a dictionary – you know, one that has translations from English to Arabic. Then I write the words in a notebook. I'm going to take a summer course in England next year. I'll learn English and watch a lot of football too.

4

Teenage boy: In China it's very important to learn English because most people who come to China don't speak Chinese. You need to speak English if you want to do business, and if you want to get a good job. I'm studying English at university. Once a week I

go to the café with my friends and, well, we try to speak only English for two hours. Sometimes I meet English people but I don't always understand them. They speak fast. Next year I'm going to England on an exchange programme, and I'll learn to understand English better.

5

Teenage girl: Most people learn English at school here. I watch a lot of films and sometimes listen to music in English, so I understand it well, but it is difficult to remember vocabulary. Sometimes I write new words on index cards and test my friends, and then my friends test me.

6

Teenage girl: I live in Russia and I'm learning English at school. We learn a lot of things in English class, and sometimes it's hard to remember everything. I write what I learn in my learning diary after every class. My teacher reads it and answers any questions I have about the lesson.

### 🔊 Track 2

#### Listen to people talking about learning languages. Mark the sentences true or false.

[Track 2 is a repeat of the paragraphs from Track 1.]

### 🔊 Track 3

#### Listen to Omar and Adam talking about study programmes. Answer the questions.

Adam: Hi Omar.

Omar: Hi Adam.

Adam: Did you see these posters for summer study programmes? I'd love to go on a study programme. I could improve my English.

Omar: Me too. And I need to work on Maths.

Adam: Look. This poster says the school is in the country. I bet you can do lots of

sports there. If I went on a summer programme, I'd like to go swimming and play basketball too, not just work.

Omar: Well, I think it's better to learn about the history of the country. See – this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.

Adam: Cities are noisy, though, and you might not be able to do as much sport. Wouldn't you like to play volleyball?

Omar: Yes, but I can play volleyball at home! Anyway, I think it's more important to learn about the culture of the country.

Adam: Well, I don't. I want to be in the country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students that way.

Omar: Maybe, but it's much better to stay with a family. That way, you have to speak English and you make progress much faster.

Adam: Well, I'm going to get more information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes too. Maybe I can go this summer.

#### 🔊 Track 4

**Listen and check your answers.**

**1**

Boy 1: I'd love to go on a study programme.  
Boy 2: I wouldn't. I'd rather go on holiday with my family.

**2**

Girl 1: I need to work on my English.  
Girl 2: So do I. I failed the exam last week.

**3**

Boy 2: I think it's really important to learn about the culture of the country you're in.  
Boy 1: I agree. It might be very different from ours.

**4**

Girl 2: I want to be in the countryside where there's lots of fresh air.  
Girl 1: I don't. I think it's boring. Cities are much more interesting.

**5**

Boy 1: I think it's much better to stay with a family.  
Boy 2: I disagree. I'd rather meet lots of new people.

**6**

Girl 1: I'd like to take drawing classes.  
Girl 2: So would I. I love art.

#### 🔊 Track 5

**Listen and tick the things Adam's mother wants to know about.**

Adam: I've just seen a poster for a summer study programme in the UK I'm interested in.

Mother: Really? Where is the school?

Adam: I don't know exactly, but it's in the country and I think I could do lots of sports. And it has English classes in really small groups.

Mother: What sports do they offer?

Adam: I'm not sure yet.

Mother: You said you wanted to do some drawing this summer. Do they have art classes?

Adam: I think so. I'm going to call them and find out.

Mother: That's a good idea. You should make a list of all the things you want to ask before calling.

Adam: I will.

Mother: How long do you want to go for?

Adam: I'd like to go for four weeks.

Mother: That could be expensive! How much does it cost?

Adam: I don't know that either. I'll ask when I call them.



## 🎧 Track 6

### Listen to the telephone conversation and answer the questions.

- Secretary: Good morning, Fisher School, how can I help you?
- Adam: Hello. I'd like some information about your study programmes.
- Secretary: Certainly. What would you like to know?
- Adam: First of all, could you tell me where the school is?
- Secretary: Of course. It's near Cambridge. Do you know where that is?
- Adam: Yes, I do. Can you tell me if you have art classes?
- Secretary: Yes, we do. We have drawing and painting classes.
- Adam: Oh good. I'd really like to do some drawing this summer. Could you also tell me what sports you offer?
- Secretary: Yes, you can play volleyball or basketball.
- Adam: And could you tell me if you have a swimming pool?
- Secretary: I'm afraid we don't. But it's a perfect area for cycling.
- Adam: Can I rent a bicycle there?
- Secretary: Yes, of course. Can I help you with anything else?
- Adam: Yes, can you tell me how much it costs for four weeks?
- Secretary: It depends how many classes you take, but probably around £1,500.
- Adam: Thank you. Goodbye.
- Secretary: Goodbye.

## 🎧 Track 7

### Listen again and check your answers.

[Track 7 is a repeat of the conversation in Track 6.]

## 🎧 Track 8

### Listen and find the self-access centre.

- Adam: Excuse me. Could you tell me how to get to the self-access centre?
- Man: Of course. Er ... Go through the door and turn left. Go straight on until you

see the vending machines, then turn right. Walk past the cafeteria. The self-access centre is the second door on your right, opposite the teachers' room.

Adam: Thank you.

## 🎧 Track 9

### Listen and follow the tour with the pictures. Are any of your ideas mentioned?

- Adam: Could you show me how to use the self-access centre?
- Teacher: Of course. The computers are over here. They're for using our special language-learning software. The computers are always on. Just sit down and type your password. Then click on the icon for the program you want to use.
- Adam: I haven't got a password.
- Teacher: Don't worry, I'll give you a password before you go.
- Adam: Do you have magazines and newspapers?
- Teacher: Yes, we do. You have to read them here, though. Don't take the magazines out of the self-access centre. They are easy to lose. ... And here are the language books. We have hundreds of books in English. You can read them here, of course, but you can also borrow books to read outside.
- Adam: How do I do that?
- Teacher: Fill out a card and bring it to the desk as you leave.
- Adam: Televisions! Can I watch television here?
- Teacher: No, the monitors are only for watching videos. Don't try to change the channels.
- Adam: Do you have films in English?
- Teacher: Yes. They are on the shelf next to the door. Put on the headphones so you don't disturb other people in the self-access centre.
- Adam: Thanks.

Teacher: That's OK. Let's set you up with a password for the computers.

### 🔊 Track 10

**Listen for the number of syllables and write each word in the correct column.**

Voice: software  
information  
video  
monitor  
application  
password  
destination  
program  
magazine  
interesting

### 🔊 Track 11

**Listen and check your ideas. What does the teacher ask Adam?**

Teacher: OK. Today it's Adam's turn to give a presentation. Are you ready, Adam?  
Let's give him a round of applause ...

Adam: Thank you. Well, ... I'm going to tell you about Arabic today. I speak Arabic and so do about 230 million people around the world. Arabic is the fifth most important language in the world. And it's also one of the six official languages of the United Nations.

There are lots of different types of Arabic. They are called 'dialects'. If I listen to some people from Egypt speaking Arabic, I might not understand them. But we can all speak to each other in Modern Standard Arabic. This is the type of Arabic you see in books and newspapers. You hear it on TV and on the radio and in mosques in many different countries.

Arabic has a very long history. It is part of the Semitic family. Most other languages in this group are now dead, but not Arabic. In fact, lots of words in European languages come

from Arabic, especially words in Science and Maths. English borrowed a lot of words from Arabic around 800 years ago.

One important reason why Arabic has survived is the Holy Qur'an. The language in the Holy Qur'an is very pure and it isn't very different from the Modern Standard Arabic we speak today. It has helped Arabic survive for a thousand years. ...

Teacher: Thanks very much Adam. Well done. Has anyone got any questions? ... No? Well, I've got a question for you. Which English words come from Arabic?

Adam: Oh ... Lots of words ... chess, sofa, um ... racket and cotton.

Teacher: Well, that's surprising. Those are words we use a lot, really, aren't they?

## Unit 2

### 🔊 Track 12

**Listen and tick the subjects Adam mentions.**

Adam: School has just started. I have a lot of work, but I like seeing my friends again. This is my new timetable. I'm in Year 10 this year, which means I'm taking a lot of new subjects, like Chemistry and Biology. I love science, and I think I will really like my science classes this year.

My favourite class so far this year is Geography. Yesterday we watched a film about Antarctica in Geography class. I love watching films because I can see what other countries look like. Antarctica is really interesting. My Geography teacher said it is the coldest continent. I'm going to write a report about it. This afternoon I'm going to the self-access centre to borrow some books for my report. I like writing reports but I don't like giving presentations. My English teacher told me I have to give a presentation about my trip to England.



My cousin is going to lend me some maps and photographs he took when we were there last year, but I am still really nervous. I don't like talking in front of the class. I also hate taking exams. But I suppose everybody does!

### 🎧 Track 13

#### **B Listen again and check.**

[Track 13 is a repeat of Track 12.]

### 🎧 Track 14

#### **A Listen and repeat.**

Voice: letters, schools, classes, languages,  
days, ages

### 🎧 Track 15

#### **Listen and check.**

Voice: /z/ letters, schools, days  
/tʃ/ classes, languages, ages

### 🎧 Track 16

#### **Listen to the sentences.**

Voice: We go to school five days a week.  
His classes start very early.  
He's learning two languages.  
Their schools are very different.  
He sends me letters about his school.  
The children are different ages.

### 🎧 Track 17

#### **Listen to the boy talking about UNICEF and children who can't go to school. Tick the things he says.**

Boy: I learned about UNICEF in class last week. We learned that in some countries, children don't have to go to school for very long. In Lebanon, for example, children only have to go to school until they are 11. In some countries, children don't have to go to school at all. If their families don't have a lot of money, children in these countries have to work.

I think it's terrible that some children can't go to school, because education is very important. It is hard to do things if you don't have a good education. For example, if you can't read, you can't understand street signs or food labels. If you can't do Maths, you can't understand how much things cost. And it's hard to get a good job if you don't have a good education. I am happy that organizations like UNICEF help children who need it.

### 🎧 Track 18

#### **Listen and check your ideas.**

Denise: I know how it feels not to go to school. I started school when I was 6. Then, when I was 8, my father died. We didn't have much money any more, so I had to leave school. I started working on a farm with my mother, picking coffee. I hated it. It was hard work and I was always tired. Worst of all, I didn't know how to read or write.

I was unhappy because many of my friends were going to school. I wanted to go to school too, but I earned very little money so I couldn't pay the school fees. And I couldn't buy a uniform to wear to school. It was too expensive.

One day, a woman came to see my mother. She worked with an organization that helps children who want to go to school. She talked to my mother, then she asked me if I wanted to go to school again. I said yes. I was so happy I cried. Now I go to school every day. The organization pays for my school fees and my uniform. I am lucky that they came to help me. Now I can read and write and I am learning to do Maths. Most of all, I'm happy because I can go to university when I am older. I can get a good

job and I never have to work on the farm again. I want to be a doctor or a teacher so I can help children too when I grow up.

### 🔊 Track 19

#### Read and listen to the sentences.

Denise: We didn't have much money any more, so I had to leave school. I was unhappy because many of my friends were going to school. The organization pays for my school fees and my uniform. I want to be a teacher or a doctor when I grow up.

### 🔊 Track 20

#### Listen to the men talk about what school was like for them.

1

Indian man: I grew up in India. Life was very different when I was a child. We went to school by rickshaw. Six children could fit in the rickshaw, and a man pulled it to take us to school. It was fun to ride in the rickshaw. We could see the city. We couldn't leave the house alone because we were too young, but on our way to school we could see the shops and the food stands. So we liked going there. In school, we couldn't use computers because they didn't exist. We didn't even use calculators. We used an abacus to do Maths.

2

Algerian man: When I was a child in Algeria, we couldn't go to school by bus or by car. I got up very early to walk to school. I liked school because I could play with my friends. And I really wanted to learn to read. It was difficult to get paper and pencils then, so we wrote on a slate with chalk. When the teacher wrote a maths problem on the board, we

wrote the answers on our slates and held the slates above our heads so the teacher could see them.

### 🔊 Track 21

#### Listen again. Write sentences about what the men could and couldn't do.

[Track 21 is a repeat of Track 20.]

### 🔊 Track 22

#### Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?

Maria: Hi. Are you the new Maths teacher?

Sally: Yes, I am. I'm Sally Bishop.

Maria: I'm Maria Lennox. I teach Biology.

Sally: Nice to meet you.

Maria: So, how do you like working here?

Sally: I like it. It's very different from my old job.

Maria: Really? What was that?

Sally: I was a teacher for child actors.

Maria: You mean film stars?

Sally: Well, they weren't all stars. But they all acted in films, yes.

Maria: Wow! Where did you work?

Sally: Everywhere! We travelled a lot. When children have to be away from school for a long time, they have to have a teacher with them.

Maria: Did you like it?

Sally: Yes, I loved it. The children were very nice, and I liked travelling and seeing new places.

### 🔊 Track 23

#### Read and listen to Sally talking about two things that happened at her old job.

Sally: I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring too. I had to pack all the children's school books and take them to the airport. Once I went to



Italy with two actors. I had a lot of books to pack and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport, I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

It was tiring for the children too. They had to act and study too, so they worked a lot.

Once I had to give a student called Ben a Maths exam. He was tired because he had been working on the film set all morning. I gave him his exam paper and started reading a book. Suddenly I heard a snore. I looked up and realized Ben had fallen asleep.

### Unit 3

#### 🔊 Track 24

**What are Tariq and his family talking about? Listen and tell your partner.**

- Tariq: Hello Uncle Bashir.  
 Uncle: Hello everyone. Have you decided where you're going on your holiday yet?  
 Father: Er, no, not yet. We want to go somewhere we've never been, and we can't agree.  
 Tariq: I'd really like to go to Egypt. I want to see the Pyramids. But Dad has already seen them. He went to Egypt last year on business.  
 Uncle: Oh, yes. I remember. Hmm. Well, have you ever been to Greece?  
 Father: No, we haven't.  
 Uncle: It's really beautiful. I went there two years ago, remember? I showed you the pictures I took of the ruins. We had a lot of fun. We took a boat to some beautiful islands, and we went swimming too.  
 Mother: Well, I'm not sure I want to go to Greece in the summer. It's very hot.

I'd like to go somewhere that isn't too hot.

Father: How about England? I've never visited England. There's a lot to see.

Mother: That's a great idea. We could go to Stonehenge. Wouldn't you like that Tariq?

Tariq: Sure! Can I see the brochures?

Mother: Er, I haven't picked up any brochures about England yet. I'll get some tomorrow at the travel agent's.

#### 🔊 Track 25

**Listen to the conversation and mark the sentences true or false.**

[Track 25 is a repeat of the conversation in Track 24.]

#### 🔊 Track 26

**Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person?**

##### Conversation 1

- Airline clerk: Afriqiyah Airways, how can I help you?  
 Father: Hello, I'd like some information about flights from Tripoli to London.  
 Airline clerk: Certainly. When would you like to fly?  
 Father: Well, it's cheaper to fly on a Friday, right?  
 Airline clerk: Yes, that's right.  
 Father: Then I'd like to fly on Friday 10<sup>th</sup> June.  
 Airline clerk: Would you prefer to leave in the morning or in the afternoon?  
 Father: In the morning, please.  
 Airline clerk: OK. We have three flights from Tripoli to London on Friday 10<sup>th</sup> June. One leaves at 6.20, one leaves at 9.45, and one leaves at 11.30.  
 Father: I'm sorry, did you say the flights leave at 6.20, 9.35 and 11.30?  
 Airline clerk: No, that was 9.45.  
 Father: Oh. Well, I think I'd like to leave at 9.45.  
 Airline clerk: OK. Do you want a single or return ticket?

Father: Return, please.  
Airline clerk: And when would you like to return?  
Father: I'd like to return on 30<sup>th</sup> June.

### Conversation 2

Receptionist: Good morning, Central Hotel.  
Father: Good morning. I'm calling for information about your rates.  
Receptionist: Do you want a single room or a double room?  
Father: One single and one double room, please.  
Receptionist: OK. Double rooms cost £65 per night. And we have two types of single rooms. Single rooms with a shower cost £60 per night. Rooms without a shower cost £58 per night. All rooms cost £5 more per night during high season, that's from June to August.  
Father: I'm sorry. Could you say that again?  
Receptionist: Of course. A single room with a shower costs £60 per night. A room without a shower costs £58 per night. And in June, July and August, all rooms cost £5 more per night.  
Father: Do you mean a single room without a shower for the night of 10<sup>th</sup> June costs £63?  
Receptionist: Yes, that's right.  
Father: OK. Thank you very much for your help.  
Receptionist: You're welcome. Goodbye.

### Track 27

#### Listen and check your answers.

[Track 27 is a repeat of Conversation 1 from Track 26.]

### Track 28

#### Listen to Conversation 2 again and answer the questions.

[Track 28 is a repeat of Conversation 2 from Track 26.]

### Track 29

#### Listen and check your ideas.

### Conversation 1

Receptionist: Good evening, madam.  
Guest: Good evening. I have a reservation for three nights.  
Receptionist: Could you give me your name, please?  
Guest: Yes, it's Smith.  
Receptionist: Ah, yes, Mrs Smith. You have a reservation for a single room with a shower from April 5<sup>th</sup> to April 7<sup>th</sup>.  
Guest: That's right.  
Receptionist: Could you sign here, please?  
Guest: Of course ...  
Receptionist: Thank you. Do you need help with your luggage?  
Guest: No, thanks. I'll take it up myself.  
Receptionist: Here's your key, madam. The lift is on your left.  
Guest: Thank you.

### Conversation 2

Receptionist: Reception. How can I help you?  
Guest: Hello. This is Peter Smith in room 202. I'm calling because I only have one pillow in the room. Can you bring me another one?  
Receptionist: Of course.  
Guest: And would you please send up some soap as well? There isn't any in the bathroom.  
Receptionist: Oh, I'm very sorry. I'll send some up right away.  
Guest: Thank you very much.

### Conversation 3

Waiter: Do you know what you'd like?  
Woman: Yes. I'll have a boiled egg, please.  
Man: I'll have the same.  
Woman: Could I have some toast, please?  
Waiter: Of course. Would you like some too, sir?  
Man: Yes, please. And can I have some jam as well?  
Waiter: Certainly. We've got apricot and raspberry. Would you like anything else?



Woman: Oh yes. Would you bring us some tea, please?

Waiter: I'll bring it right away.

#### Conversation 4

Guest: Excuse me. Could you tell me where the museum is?

Receptionist: Of course. Do you mean the Modern Art Museum?

Guest: No, the Natural History Museum.

Receptionist: Oh. Erm, yes. It's on New Street, near the post office.

Guest: Can you tell me how to get there?

Receptionist: Yes. Um, let's see. ... You leave the hotel through this door. Take the first right, then go straight on and you'll see New Street on the left. It's not far at all. The museum is the big building with the red roof. You can't miss it.

Guest: OK. First right, straight on, then it's on the left. Great. Thank you for your help.

Receptionist: You're welcome.

#### Track 30

**Listen to Conversations 3 and 4 again and tick the sentences you hear.**

[Track 30 is a repeat of Conversations 3 and 4 from Track 29.]

#### Track 31

**B Listen and check your answers.**

Waitress: Do you know what you'd like?

Guest: Yes, could I have a cooked breakfast, please?

Waitress: Certainly. Would you like something to drink?

Guest: Yes, can you bring me a glass of orange juice?

Waitress: I'm afraid we haven't got any more. We have apple and grape juice.

Guest: I'll have an apple juice then.

Mr Adams: Good morning. I have a reservation for two nights.

Receptionist: Could you give me your name please?

Mr Adams: Yes. It's John Adams.

Receptionist: Would you fill out this form, please, Mr Adams?

Mr Adams: Yes, of course.

Guest: Can I buy a newspaper at the gift shop?

Receptionist: Yes, but I'm afraid it's closed at the moment.

Guest: Could you tell me when it opens?

Receptionist: At half past nine.

Guest: And when does it close?

Receptionist: At eight o'clock in the evening.

#### Track 32

**Listen and check.**

Young man: Excuse me, how far is the football pitch from here?

Porter: It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.

Young man: Thanks.

Woman: Could you tell me where the bus stop is?

Porter: Yes. It's around the corner. Just turn right on Bank Street and you'll see it.

Woman: Thank you very much.

Man: Excuse me, where's the train station?

Porter: Go along Main Street. It's on the right, just past the car park.

Man: Thanks.

Young man: Excuse me, where's the nearest restaurant?

Porter: It's on Park Avenue, near the cinema. Go along this street and turn left on River Road. It's on the right, opposite the museum.

Young man: OK. Thanks.

### 🔊 Track 33

**Look at the map in the Course Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1 to 4).**

#### A

A: Excuse me, where's the school?  
B: It's just over there, opposite the hotel.

#### B

A: Could you tell me where the theme park is?  
B: Of course. Er ... it's on River Road, past the restaurant.

#### C

A: Excuse me. Is the sports shop far from here?  
B: No, it's only two minutes away, on the corner of River Road and Main Street.

#### D

A: Excuse me, where's the fire station?  
B: It's along this street on the right, near the library.

## Unit 4

### 🔊 Track 34

**Listen and see if the speakers had the same ideas.**

Sami: You don't look very happy, Adam.  
Adam: That's because my parents don't want me to get a mobile phone.  
Sami: Why do you want to get a mobile phone? I think they are a complete waste of money. They're expensive and you don't really need one. You see your friends and family every day.  
Adam: I don't agree. They're very useful. If you have a problem, it's important to be able to reach someone. Last week I asked my brother to pick me up at the sports centre at 4 o'clock and he forgot. I waited for an hour before he remembered to come. I wished I'd had a mobile phone then!

Sami: What do you think, Ahmad?

Ahmad: I agree with Adam. And anyway, a lot of parents like their children to have mobile phones. They like to know they can contact them any time.

Sami: Maybe you're right, but they can't talk to them if the phones don't work. That's another problem with mobile phones: they don't work everywhere.

Ahmad: Yes, but you can leave a message when the phone isn't working or is turned off.

Sami: That's another problem! I think people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants. It really annoys me.

### 🔊 Track 35

**Listen again. Match each opinion with a reason.**

[Track 35 is a repeat of Track 34.]

### 🔊 Track 36

**Listen and check.**

Ahmad: After that, we went to visit our family and friends. We gave them our gifts and all ate the special food. There was so much to eat! My aunt and uncle took some of the meal to the poor people in the city and gave them money too. In the afternoon, my cousins and I went to an amusement park and went on all the rides. I had a fantastic day!

## Unit 5

### 🔊 Track 37

**Listen to Hala and Noor. How many sisters has Noor got?**

Hala: What's that, Noor?

Noor: It's a mobile phone.

Hala: Is it yours?

Noor: Yes. My uncle gave it to me for my birthday.

Hala: Have you taken any pictures with it yet?



Noor: Yes, I have. I took a lot of pictures yesterday at my birthday party. Look, I'll show you. You can see the pictures on the screen.

Hala: That's brilliant! Who's in the picture?

Noor: The bald, dark-complexioned man is my uncle. My father's the one with the wavy, black hair.

Hala: They don't look anything alike!

Noor: Of course not! Uncle Adel is my mother's brother.

Hala: Oh. Does he look like her?

Noor: Well, she's got more hair!

Hala: Do you have a picture of her?

Noor: Yes. Here she is with my Aunt Reem. My mother's tall and slim. That's her on the left. My aunt's shorter.

Hala: Who are these two girls?

Noor: These are my cousins, Basma and Rania.

Hala: Do you get on with them?

Noor: Most of the time. The one on the left, with the round face, is my cousin Basma. I really like her, but I don't see her much any more. She's been studying Physics at university for a year now. She's very bright and she's been getting really good marks. My aunt and uncle are very proud of her.

Hala: And who's that?

Noor: That's my niece, Amal. She's my brother Fuad's daughter. She looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.

Hala: Let's see the other pictures. Oh, that's a selfie of you!

Noor: That's not me. That's my twin sister, Rasha.

Hala: You look exactly alike.

Noor: But we aren't really. She's much more serious than I am and she gets better marks at school. Rasha's very sensible and never does anything foolish. She's also very reliable. When she says she's going to do something, she always does it.

Hala: Not like you!

Noor: No, I'm afraid not. Sometimes I'm a bit forgetful. Oh, no! I forgot! I was supposed to meet Rasha at four o'clock to play tennis. I've got to go! I'll see you soon, Hala.

### 🔊 Track 38

#### Listen again.

[Track 38 is a repeat of Track 37.]

### 🔊 Track 39

#### Listen to Peter and Adam. Which film do they decide to see?

Peter: Hello.

Adam: Hello Peter. This is Adam.

Peter: Hi, Adam! How are you?

Adam: Fine, thanks. Listen, Mahmoud and I are going to the cinema, Peter. Would you like to come with us?

Peter: I'm afraid I can't. My brother's taken the car, and the cinema's too far from my house to walk.

Adam: Well, I'll drive you if you want.

Peter: Thanks, that'd be nice. What are you going to see?

Adam: We haven't decided yet. There are three films playing at the Mall Cinema. One is called Holiday. Have you heard of it? The review says it's extremely funny.

Peter: I don't like comedies much. What else is playing?

Adam: Well, there's a film called Polar Bear. It's a documentary about polar bears. The review says it's absolutely fascinating.

Peter: That sounds good. What are the film times?

Adam: Five o'clock and eight-twenty.

Peter: We can't go to the five o'clock show. It's already four forty-five. The eight-twenty show is a bit late for me. I have to get up early tomorrow.

Adam: Well, the third film is called A Mystery by the Nile.

Peter: I don't know anything about that film.

Adam: Shall I read you the review?

Peter: Sure.  
 Adam: It says: A museum guard has an unexpected adventure when an extremely rare mummy is stolen from the museum where he works. If you like mysteries, this film is for you.  
 Peter: That sounds exciting. What are the film times?  
 Adam: Six-thirty and eight forty-five.  
 Peter: Six-thirty is a good time for me. Is it good for you and Mahmoud?  
 Adam: Yes, it's fine. I'll pick you up at six, then.  
 Peter: Great! See you at six.

#### 🔊 Track 40

**Listen to the conversation again and tick the expressions you hear.**

[Track 40 is a repeat of Track 39.]

#### 🔊 Track 41

**Listen to Mustafa's family talking about his birthday present.**

Amal: Mustafa's birthday is next week. Do you know what you're going to get him?  
 Yasmin: No, I don't, Amal. What about you Yusef?  
 Yusef: Uh, I'm not sure yet. Maybe I'll get him some CDs. Then he won't borrow mine all the time!  
 Amal: Oh yes! He'd like that! Maybe you should get him a diary, Yasmin. He'll need one at university next year. He's so forgetful!  
 Yasmin: A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.  
 Yusef: Well, you could get him a computer game.  
 Yasmin: Hmm, that's not a bad idea. He said the one you lent him last week was too easy.  
 Yusef: He did? That's amazing! I haven't won that game once.  
 Amal: What are you and Dad going to get him, Mum?  
 Mother: I think we'll buy him a mobile phone this year. He won't be at home as

much and he'll want to stay in touch.

Yusef: Wow! He'll be thrilled! I'd like one too. I hope you'll buy me one for my birthday.

Mother: You don't need one yet. I'll buy you one when you go to university.

Amal: I still don't know what to get him.

Mother: He'll want some new clothes when classes start.

Amal: Mm. Not very exciting, but useful. I'll get him a new shirt.

#### 🔊 Track 42

**Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?**

[Track 42 is a repeat of Track 41.]

#### 🔊 Track 43

**Listen to the sentences and repeat them.**

- 1 We won't be back in time for dinner.
- 2 I'll answer it.
- 3 I hope Dad'll be back in time for my birthday.
- 4 They'll never forget this wonderful holiday.
- 5 I'll have a cup of tea, please.

#### 🔊 Track 44

**A Listen and check.**

**1**

Mother: There's a lot to do. Do you think we'll have time to do it all?

Nabil: I'm sure we will.

**2**

Mother: Oh, dear! I forgot to arrange to have a cake made.

Nabil: That's OK. I'll do it. Then I can choose the style.

**3**

Mother: I hope we can get the camera fixed. I want to take a lot of pictures.

Nabil: Shall I take it to the repair shop?

Mother: Yes, that would be nice of you.



4

Mother: Will you remember to order the food before the end of the week? It's very important.  
Farah: I will. Don't worry.

5

Mother: We must get the invitations printed quickly.  
Nabil: Farah has time. I'm sure she'll go to the printer's.

6

Mother: Would you like to come to the flower shop with me? It might be fun.  
Farah: OK. I can help you choose the flowers.

#### Track 45

**Listen to a conversation and complete the notes about Sean's relatives.**

Waleed: I'm really looking forward to going home at the end of term. What about you, will you be going back to Ireland?  
Sean: I'm staying here in July, but I'll be going back home in August. I have to go then, because it's 'Welcome Home Week'.  
Waleed: What's that?  
Sean: Well, a lot of Irish people live and work abroad. So most towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports competitions.  
Waleed: Is anyone else in your family coming back home?  
Sean: Yes, my Uncle Patrick will be coming home for a whole month. He's an oil worker out in the Gulf and I haven't seen him for ages. He plays the flute in an Irish band, and we'll be going to some concerts.  
Waleed: That sounds good.  
Sean: Yes, and my cousin Niall comes home every summer for two weeks. He's an aid worker in Africa, but he loves coming home to meet up with

his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my Mother is excited because my Aunt Mary is coming over from the United States with my cousin Melanie.

Waleed: Will they all be staying with you?  
Sean: Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an Irish dancing competition there.  
Waleed: That's a lot of people in one house!  
Sean: It's normal where I live!

#### Unit 6

##### Track 46

**Listen and check.**

Nadia: There are many things in picture 1 that can be bad for you. For example, the soft drink is not a healthy choice. It is important to drink a lot, but water and fruit juice are better than soft drinks. They often contain far too much sugar, and they also contain chemicals to give the drinks colour. The crisps have a lot of fat. Not all fats are bad for you, but the ones in crisps can be bad for your heart. Finally, it is not a good idea to eat too many sweet desserts. This is because sweet desserts often have a lot of calories. And if there are too many calories in your diet, you can become overweight. If you want something that tastes sweet, choose something that has few calories, like an apple.

##### Track 47

**Listen again and answer the questions.**

[Track 47 is a repeat of Track 46.]

## 🔊 Track 48

**Listen to the dialogues and put the pictures in order. Number them 1 to 4.**

### Dialogue 1

Salwa: [coughs]  
Mother: You sound ill. How are you feeling this morning?  
Salwa: Not very well. I have a sore throat. And I've been coughing a lot.  
Mother: Do you have a headache?  
Salwa: Yes, and my head feels very hot. I think I have a fever.  
Mother: You can't go to school today. You probably have flu. You'll have to stay in bed.

### Dialogue 2

Jane: What happened to you?  
Sally: I had an accident. I fell off my bicycle.  
Jane: Did you break your ankle?  
Sally: No. I only sprained it. It was bruised and swollen, but not broken.  
Jane: How long do you have to keep the bandage on?  
Sally: A few more days.

### Dialogue 3

Khalid: Ouch!  
Ibrahim: Are you all right?  
Khalid: Well, my arm hurts.  
Ibrahim: Maybe you broke it. Can you move it?  
Khalid: Yes, I think so.  
Ibrahim: What happened?  
Khalid: I climbed that tree to get my kite, but a branch broke and I fell to the ground.  
Ibrahim: Do you want me to help you get home?  
Khalid: No thanks. I can manage.

### Dialogue 4

John: Oh, you've got a bad sunburn!  
Tim: Yes. I was playing volleyball on the beach with my friends yesterday and I didn't realize I was getting burned.  
John: Does it hurt?  
Tim: Yes, it hurts a lot. I couldn't sleep last night.

John: Didn't you use sun cream?  
Tim: No, I forgot.

## 🔊 Track 49

**Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?**

Doctor: Good evening, Abdulla. What can I do for you?  
Abdulla: I'm not sure, Doctor. It's just that I seem to be in trouble all the time – at home, at school, with my friends.  
Doctor: Dear me! Why is that?  
Abdulla: Well, I'm always tired.  
Doctor: Have you been getting enough sleep?  
Abdulla: Yes, I sleep for six or seven hours a night.  
Doctor: You should try to get eight hours.  
Abdulla: I can't. I have to get up early for school.  
Doctor: Well, then you ought to go to bed earlier!  
Abdulla: But I often have to stay up late doing homework.  
Doctor: You shouldn't do your homework late at night. Most people can think better during the day. You could do your homework in the afternoon, or you could do more work at the weekend so you can sleep more on school days.  
Abdulla: That's a good idea. But do you think I need to take vitamin pills?  
Doctor: That depends on your diet. If you have a balanced diet, you shouldn't need pills. Do you know what I mean, Abdulla?  
Abdulla: Yes, but I don't like vegetables, doctor, so I never eat them.  
Doctor: Never! There must be something you like, Abdulla. Tomatoes, carrots, lettuce? You should try different vegetables until you find some you like. And try raw vegetables. You might like them better.  
Abdulla: All right, doctor. I'll try.  
Doctor: And fruit, of course. You should try



to eat five things from the fruit and vegetable group every day.

Abdulla: Five pieces! That's a lot. But, OK. I'll try to do that.

Doctor: Now, what about exercise? Do you play any games, or do you sit at a computer a lot?

Abdulla: Well, I used to enjoy basketball and swimming, but I'm too tired these days.

Doctor: You're too young to be so tired, Abdulla. I'll do a blood test just to make sure there's nothing wrong, but I think it's your lifestyle. You need to get more sleep and more exercise. You can go for a walk in the park every day even if you don't feel like doing anything else. And you should start eating fruit and vegetables.

Abdulla: All right, doctor. I'll try.

Doctor: I hope you will. Come and see me again in two weeks' time. Now go to the nurse and get a blood test.

#### 🔊 Track 50

**Listen again and mark the advice the doctor gives Abdulla true or false.**

[Track 50 is a repeat of Track 49.]

#### 🔊 Track 51

**Listen and repeat.**

Boy 1: You should try to get eight hours' sleep every night.

Boy 2: I can't. I have to get up early for school.

Boy 1: You ought to go to bed earlier.

Boy 2: I often have to stay up after midnight doing homework.

Boy 1: You could do your homework in the afternoon.

Boy 2: That's a good idea.

Boy 1: Do you think I should take vitamin pills?

Boy 2: That depends on your diet.

Boy 1: What do you think I should do?

Boy 2: You should change your lifestyle.

#### 🔊 Track 52

**Listen to some people at the chemist's and complete the table.**

##### Conversation 1

Noura: Good morning.

Chemist: Good morning. How can I help you?

Noura: I want some cough syrup, please.

Chemist: Is it for you?

Noura: No. It's for my daughter. She's been coughing since she got home from school yesterday.

Chemist: How old is she?

Noura: Twelve.

Chemist: Here you are. She needs to take it three times a day.

Noura: Should she see a doctor?

Chemist: Only if the cough continues for more than three days.

Noura: Thank you.

##### Conversation 2

Chemist: Good morning.

Layla: Good morning. I have a sore throat. I'd like some throat lozenges.

Chemist: Uh, let's see. We have orange and lemon lozenges.

Layla: Oh. Do you have any cherry lozenges? I hate the other ones.

Chemist: I'm sorry, we're out of those. We'll have some this afternoon.

Layla: That's OK. I'll take the lemon ones.

##### Conversation 3

Chemist: Hello. How can I help you?

Sultan: I need some advice. I went to the beach this morning and I got a bad sunburn on my arms. It hurts a lot. What should I do?

Chemist: Oh, yes. You're very red. Well, first you should put some ice on it. It will feel better and it won't swell.

Sultan: OK. Should I put some after-sun cream on it?

Chemist: Yes, you should. And if it's very painful, you ought to take some aspirin. Have you got some at home?

Sultan: Yes, but I haven't got any after-sun cream.

Chemist: Here you are.  
Sultan: Thank you.

#### Conversation 4

Chemist: Good morning. Oh dear, you've got a big bruise. What happened?  
Adnan: I fell down the stairs and hit my head.  
Chemist: How does your head feel now?  
Adnan: My head feels all right, but my wrist hurts. I think I've sprained it.  
Chemist: Can you move it?  
Adnan: Yes, but I don't think it's broken. Have you got any bandages?  
Chemist: Yes of course. Here you are.

#### Conversation 5

Yassir: Good afternoon. I'd like some aspirin, please. I've got a bad headache.  
Chemist: Yes, of course.  
Yassir: And I'd like some cough syrup.  
Chemist: Certainly, sir.  
Yassir: And I need some throat lozenges too.  
Chemist: Oh, now I remember you. Didn't you buy throat lozenges two days ago?  
Yassir: Yes, I did. But my throat still hurts.  
Chemist: How long have you been coughing?  
Yassir: For about a week.  
Chemist: Have you got a fever?  
Yassir: I don't know. I haven't got a thermometer. But I feel a bit hot. And I'm very tired.  
Chemist: Sir, you really ought to see a doctor.

#### 🔊 Track 53

**Listen to the conversations again and answer the questions. Write short answers.**

[Track 53 is a repeat of Track 52.]

#### 🔊 Track 54

**Listen to two girls talking about their summer holiday. Where is Farah going? Where is Asma going?**

Farah: We've been reading about health and fitness in class. I think I should start to do more sport.  
Asma: I should too. Do you think you'll do some sport during your holidays?

Farah: Oh, yes. We're going to go to the seaside this summer.  
Asma: Will you go swimming?  
Farah: Of course. And I might learn to sail.  
Asma: Are you a good swimmer? It can be dangerous if you aren't.  
Farah: Don't worry. I'm a good swimmer. And I'll wear a life-jacket.  
Asma: What else will you do?  
Farah: I may go scuba diving too. I love looking at all the gorgeous fish.  
Asma: That sounds like fun. Have you done it before?  
Farah: No, I've only tried snorkelling.  
Asma: And will you do that too?  
Farah: I might. What about you? Are you going to go hiking like last year?  
Asma: I might. I'm not sure.  
Farah: Why not?  
Asma: I'm going on a summer programme in England and I may not have much free time.  
Farah: Then you should get a bicycle. You can ride it to your classes.  
Asma: That's a good idea. I might get one.  
Farah: If we want to get fit, we have to do sport all year, not just in the holidays. Let's do some sport together after the holidays.  
Asma: That's a great idea. Let's go running.  
Farah: I don't like running very much.  
Asma: What about playing tennis, then? We can play outdoors when the weather is nice, and indoors when it's not.  
Farah: Yes, let's do that.

#### 🔊 Track 55

**Listen again. Make notes about what the girls might do.**

[Track 55 is a repeat of Track 54.]

### Unit 7

#### 🔊 Track 56

**Listen to a weather forecast. Which country will have dangerous weather?**

And now for our international weather forecast. Let's start with the Middle East.



The weather will be typical for the season in the UAE and Saudi Arabia. In the UAE, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in the UAE, you may experience high winds on Wednesday, so watch out for sandstorms. In other parts of the region ...

Now on to Africa. If you are in Libya, you will be very hot on Wednesday. Temperatures might be as high as 40 degrees and the lowest temperature will be 30. The skies will be cloudy, but there is no chance of rain. Check with us again tomorrow for more information. Egypt will have partly cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be pleasantly cool, with highs of 23 degrees and lows of 13 degrees. Skies will be cloudy. As you can see from my map, it's very stormy over the Atlantic. If this weather continues to move eastwards, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the south east of the United States. As you know, September is the hurricane season because warm air over the ocean creates areas of very low pressure. If you live in the south east of the US, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more ...

#### **Track 57**

**Listen again and complete the table.**

[Track 57 is a repeat of Track 56.]

#### **Track 58**

**Listen and check your answers.**

My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk

about what is in a satellite. Finally, I'll talk about some of the different things that satellites are used for. If you have any questions, you can ask them at the end of my presentation.

A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. These satellites are launched into the sky by a rocket or the space shuttle. The path of a satellite around the earth is called an orbit. The distance of the orbit from the earth varies. Some satellites orbit the earth from 480 km away. Others are really far – over 35,000 km away.

Right. Now let me tell you what is in a satellite. Satellites carry different equipment, depending on the job they have to do. Satellites that we use for telephone communication have radios that can receive and send conversations. Many satellites have cameras, so they can send pictures back to earth. All satellites need a source of power. Most satellites have solar panels which get energy from the sun. Take a look at this picture. The solar panels are the long parts that stick out of the body. The body of the satellite can be made of many things, such as metal or fibreglass. It has to be light and strong.

Now I'll talk about what satellites are used for. You may know that they help us receive television programmes and give meteorologists information they use in weather forecasts. But do you know that satellites can take pictures from the sky that are used to make maps? Some pictures can help scientists see environmental problems more clearly, for example, the destruction of rainforests. Without satellites, cars couldn't have a global positioning system, or 'GPS'. GPS is even better than a map. A map shows you where you want to go, but GPS also shows you where you are.

Next time you watch your favourite TV programme, or plan to go to the beach on a sunny day, remember, it may be thanks to a satellite! Now, do you have any questions?

### 🔊 Track 59

#### Listen and repeat.

First I'll tell you what a satellite is.  
Then I'll talk about what is in a satellite.  
Finally, I'll talk about some of the things that satellites are used for.  
Right. Now let me tell you what is in a satellite.  
Now I'll talk about what satellites are used for.  
Take a look at this picture.  
Do you have any questions?

### 🔊 Track 60

#### Listen and mark a slash in the sentences in the places where the speaker pauses to breathe.

Mercury is a rocky planet like the **Earth**. Mariner 10, a **spacecraft**, visited Mercury in 1974 and **1975**. It took pictures of some parts of the **planet**. A new spacecraft was launched in **2004** and will start orbiting Mercury in **2011**. It takes pictures of the rest of the planet.

### 🔊 Track 61

#### Now listen again and repeat.

[Track 61 is a repeat of Track 60.]

## Unit 8

### 🔊 Track 62

#### Listen to a conversation and note which jobs the speakers mention.

Mother: What are you reading?  
Noura: It's a sort of test to help you learn about jobs you might like to do.  
Mother: That's interesting, Noura. Have you seen one you like?  
Noura: Yes, I'd like to be a marine biologist. I'd like a job where I can travel to different places and be outdoors.  
Amani: I'm sure that's an interesting job, but I don't think you can make a lot of money if you're a marine biologist. You should be a pilot; they travel a lot.  
Noura: Yes, but I like animals, Amani. And I love nature. I don't think I would like being a pilot.

Mother: Money isn't everything. It's important to do something that you really enjoy. You'll spend a lot of time at your job.

Amani: Well, I'd like to be a dentist.

Noura: I'd hate it. You have to work in the same place every day. It sounds really boring.

Amani: I think it's a good job because you can make people feel better. It's terrible to have a toothache. I'd like to be a doctor too. I want to help people.

Mother: What about this job, Amani – a forester?

Amani: I don't really know what they do.

Mother: Well, turn to page 147.

Amani: It says they study forests to find out how to protect them. That doesn't sound like much fun. They're probably alone a lot of the time.

Noura: I think it sounds interesting. Foresters probably work outdoors a lot. And they protect the environment. It's an important job.

Mother: You have to be good at science to do many of these jobs. If they interest you, you've got to work hard in school.

Noura: You're right, Mum.

Mother: Where are you going, Noura?

Noura: I'm going to revise for my science exam.

### 🔊 Track 63

#### Listen again and match the speakers and the sentences. Write the numbers.

[Track 63 is a repeat of Track 62.]

### 🔊 Track 64

#### Listen to two conversations and answer the questions.

##### Conversation 1

Yousif: Hi, Adam, how are you? I didn't see you at the match last week.

Adam: I was studying for my Physics exam.

Yousif: When was it?

Adam: Yesterday. I think I did really well.



Yousif: Great. And what are you doing today? Would you like to go to the beach?

Adam: I'm afraid I can't. I have to go to the dentist this afternoon.

Yousif: How about tomorrow? I'll pick you up if you want.

Adam: Thanks, that'd be nice

Yousif: I'll pick you up tomorrow morning then.

Adam: Great!

## Conversation 2

Kamal: Hello. Kamal here.

Yousif: Hi, Kamal. Listen. I'm going to the beach with Adam tomorrow. Would you like to come?

Kamal: I'm afraid I can't. I'll be visiting my grandparents all day. Let's go today.

Yousif: I asked Adam if he could go today, but he said he couldn't. He told me he had to go to the dentist.

Kamal: Oh, right. Well, do you want to go to the cinema tonight?

Yousif: I'd love to. What do you want to see?

Kamal: There's a comedy showing at 6.00. My brother saw it and said it was incredibly funny.

Yousif: That sounds great.

Kamal: OK. Shall I pick you up?

Yousif: No, thanks. I'm not sure I'll be home. I might go to the library first.

Kamal: All right. I'll see you outside the cinema.

Yousif: Fine. Bye.

## 🎧 Track 65

**Listen to the conversations again and answer the questions.**

[Track 65 is a repeat of Track 64.]

# Key Words

## Unit 1

abroad (n)	/ə'brɔ:ɪd/	a country that is not your own
application form (n)	/,æplɪ'keɪʃ(ə)n fɔ:ɪ(r)m/	a document used to apply for something (e.g., job, university)
bilingual dictionary (n)	/baɪ'lɪŋɡwəl 'dɪkʃən(ə)ri/	a dictionary containing two languages used for translation
border (n)	/'bɔ:ɪ(r)də(r)/	the line between two countries
borrow (v)	/'bɒrəʊ/	to take or use something that will be returned to the owner
click (v)	/klɪk/	to press a button on a computer mouse
communicate (v)	/kə'mju:nɪkeɪt/	to exchange information either through talking or writing
degree (academic ~) (n)	/dɪ'ɡri:z/	a qualification given by a university or college to a student at the end of a course
desire (n)	/dɪ'zaɪə(r)/	to really want something
dialect (n)	/'daɪəlekt/	a version of a language spoken in a region by a group of people
DOB (= date of birth) (n)	/deɪt ɒv bɔ:θ/	the day, month and year of your birth, written in numbers (e.g., 03/12/2005)
exchange programme (n)	/ɪks'tʃeɪndʒ 'prəʊɡræm/	a formal arrangement where people from two different countries visit each other's countries
fall (v)	/fɔ:l/	to go down or decrease
fill out (v)	/fɪl aʊt/	to complete a form
find out (v)	/faɪnd aʊt/	to discover new information about something
forename (n)	/'fɔ:ɪ(r),neɪm/	a person's first name
freedom (n)	/'fri:dəm/	the ability to do or act as you wish
go down (v)	/gəʊ daʊn/	to become lower or decrease
go up (v)	/gəʊ ʌp/	to become higher or increase
graph (n)	/ɡra:f/	a drawing or a chart usually showing differences between things
icon (n)	/'aɪkɒn/	an image or symbol representing something or someone
improve (v)	/ɪm'pru:v/	to make better
index card (n)	/'ɪndeks kɑ:ɪd/	a card on which information is written and usually stored alphabetically with others
interpreter (n)	/ɪn'tɜ:ɪ(r)prɪtə(r)/	someone whose job it is to translate from one language to another
invade (v)	/ɪn'veɪd/	to enter by force



leaflet (n)	/ˈliːflət/	a printed piece of paper with information about something on it
learning diary (n)	/ˈlɜː(r)nɪŋ ˈdaɪəri/	a book which is used to keep a record of what you have learnt
liberty (n)	/ˈlɪbə(r)ti/	the ability to do something or act as you wish
look up (v)	/lʊk ʌp/	to search for and find information in a dictionary or online
marriage (n)	/ˈmæɪdʒ/	the relationship of being joined as husband and wife
mixture (n)	/ˈmɪkstʃə(r)/	something that is made by adding two or more things together
monitor (v)	/ˈmɒnɪtə(r)/	a computer screen
password (n)	/ˈpɑːs,wɜː(r)d/	a secret word or code that you need to access something
population (n)	/ˌpɒpjʊˈleɪʃ(ə)n/	the total number of people living in a region, country, city or other area
postcode (n)	/ˈpəʊs(t),kəʊd/	a series of numbers and letters that form part of an address
put on (v)	/pʊt ɒn/	to wear something (e.g., He put on his coat.)
rise (v)	/raɪz/	to go up or increase
self-access centre (n)	/ˈself ˈækses ˈsentə(r)/	a place where students study on their own
skim (~ read) (v)	/skɪm/	to read something quickly to understand the main points
software (n)	/ˈsɒf(t),weə(r)/	programs used on computers
surname (n)	/ˈsɜː(r),neɪm/	a person's family name
syllable (n)	/ˈsɪləb(ə)l/	a part of a word that has a single vowel sound
synonym (n)	/ˈsɪnənɪm/	a word that has a similar meaning to another word
wish (v)	/wɪʃ/	to want or hope for something to happen

## Unit 2

a little later	/ə ˈlɪtl ˈleɪtə/	an expression meaning a short time after the present
actor (n)	/ˈæktə(r)/	a person who performs in a play, a movie or on TV
athlete (n)	/ˈæθlɪt/	a person who is skilled at sports
Biology (n)	/baɪˈɒlədʒi/	the science that studies living things
calculator (n)	/ˈkælkjʊˌleɪtə(r)/	a machine used to calculate numbers
chalk (n)	/tʃɔːk/	a natural white substance used to write on blackboards

Chemistry (n)	/ˈkɛmɪstri/	the science that studies how different substances react when they are combined
child labour	/tʃaɪld ˈleɪbə/	the (often illegal) employment of children
donate	/dəʊˈneɪt/	to give money or goods to help a charity
dormitory	/ˈdɔː(r)mɪtri/	a large room containing many beds, especially in a university or school
earlier (adv)	/ˈɜː(r)liə(r)/	something happening before the expected time
earn (v)	/ɜː(r)n/	to receive pay in return for work done
emergency (n)	/ɪˈmɜː(r)dʒ(ə)nsi/	an unexpected or serious situation needing immediate action
exist (v)	/ɪɡˈzɪst/	to be living or to be real
facilities (n)	/fəˈsɪlɪtɪz/	places or buildings used for a particular activity
film star (n)	/fɪlm stɑː(r)/	an actor famous for playing main roles in movies
flood (n)	/flʌd/	a large amount of water covering an area that is normally dry land
Geography (n)	/dʒɪˈɒɡrəfi/	the science that studies the Earth and life on it
give a presentation	/ɡɪv ə ˌprezentəˈteɪʃən/	to show, describe and talk about something to a group of people
government (n)	/ˈɡʌvə(r)nmənt/	the group of people who make the laws and decisions of a country
gymnasium (n)	/dʒɪmˈneɪziəm/	a large room designed for sports and games
health care (n)	/helθ keə/	medicine and doctors for people
History (n)	/ˈhɪst(ə)ri/	the subject that studies past events
just before (prep)	/dʒʌst bɪˈfɔː(r)/	almost at a particular time
later	/ˈleɪtə(r)/	in the future
lend (v)	/lend/	to give something to someone knowing that will be returned
musician (n)	/mjuːˈzɪʃ(ə)n/	a person skilled at playing music, singing or writing music
natural disaster (n)	/ˈnætʃ(ə)rəl dɪˈzɑːstə(r)/	a sudden event in nature that may cause serious damage and loss of life
nutrition (n)	/njuːˈtrɪʃ(ə)n/	the food that someone eats
passport (n)	/ˈpɑːspɔː(r)t/	an official document for travelling, which shows which country the person is from
Physics (n)	/ˈfɪzɪks/	the science that studies heat, light and sound
post (v)	/pəʊst/	to send a letter or parcel via an official supplier
private school (n)	/ˈpraɪvət skuːl/	a school that is not run by the state



realize (v)	/ˈrɪəlaɪz/	to know or understand
rehearse (v)	/rɪˈhɜːs/	to practise for a show, play or concert
report (n)	/rɪˈpɔː(r)t/	a written or spoken description or document
slate (n)	/sleɪt/	a dark type of rock that can be used to write on
snore (v)	/snɔː(r)/	a noisy breath during sleep
take (~ an exam) (v)	/ˈteɪk/	to take an official test on a particular subject
train (v)	/treɪn/	to teach someone a particular skill
write a report	/raɪt ə rɪˈpɔːt/	to write a detailed document about something

### Unit 3

ancient (adj)	/ˈeɪnf(ə)nt/	very old
archaeologist (n)	/ˌɑː(r)kiˈɒlədʒɪst/	a person who finds and studies historical objects
around the corner (from)	/əˈraʊnd ðə ˈkɔːnə/	on a very close street
buffet car (n)	/ˈbʊfeɪ kɑː(r)/	the part of a train that serves food and drink
columns (n)	/ˈkɒləmz/	a tall post that supports part of a building
crowded (adj)	/ˈkraʊdɪd/	containing many people in a limited space
diploma (n)	/dɪˈpləʊmə/	an award given to a student to show they have completed a course
dome (n)	/dəʊm/	a three-dimensional half-circle shape, sometimes used for the roof of a building
double room (n)	/ˈdʌbl ruːm/	a bedroom for two people
dune (n)	/djuːn/	a hill of sand made by wind
explode (v)	/ɪkˈspləʊd/	to burst loudly and cause damage
five minutes away	/faɪv ˈmɪnɪts əˈweɪ/	five minutes to get to the destination
five-hour journey (n)	/faɪv ˈaʊə ˈdʒɜːni/	a trip that will take five hours
fountain (n)	/ˈfaʊntɪn/	a stream of water pumped into the air for decoration
gate (at an airport) (n)	/geɪt/	a door that leads from an airport to a plane
gentle (adj)	/ˈdʒent(ə)l/	not steep or sharp
guest (n)	/gest/	a visitor in a hotel or someone's home
guidebook (n)	/ˈgaɪd,bʊk/	a book giving visitors details of a place
hand luggage (n)	/hænd ˈlʌdʒɪdʒ/	bags that you can carry with you on a plane
helmet (n)	/ˈhelmɪt/	a hard hat to protect the head
high season (n)	/haɪ ˈsiːzn/	the most popular time of year at a destination

Itinerary (n)	/aɪ'tɪnərəri/	a list of planned activities
journey	/'dʒɜ:(r)ni/	travel from one place to another
just past (prep)	/dʒʌst pa:st/	a very short distance after
law (n)	/lɔ:/	a set of rules that people in a country must follow
luggage (n)	/lʌgɪdʒ/	bags and cases used for travelling
magnificent (adj)	/mæg'nɪfɪs(ə)nt/	very good and impressive
monument (n)	/'mɒnjumənt/	a building to help people remember an important person or special event
near (prep)	/nɪə(r)/	a short distance away; close
passenger (n)	/'pæsɪndʒə(r)/	a person travelling in a vehicle
pharaoh	/'feərəʊ/	a king or ruler in Ancient Egypt
pillow (n)	/'pɪləʊ/	a soft object for resting your head on when you are sleeping
platform (n)	/'plæt,fɔ:(r)m/	the area where you can board a train
porter (n)	/'pɔ:(r)tə(r)/	a person in a hotel who helps people with their luggage
quad biking (v)	/kwɒd 'baɪkɪŋ/	driving a four-wheeled motorbike for off-road
raft (n)	/rɑ:ft/	a flat boat made of wood or material filled with air
rate (n)	/reɪt/	the price for doing something
receipt (n)	/rɪ'si:t/	a piece of paper showing that money was paid for something
receptionist (n)	/rɪ'sepʃ(ə)nɪst/	a person who greets people when they arrive at a hotel or office
rent (v)	/rent/	to pay money to use something for a short time
reservation (n)	/,reza(r)'veɪʃ(ə)n/	an arrangement to stay in a hotel, or to have a table in a restaurant
return ticket (n)	/rɪ'tɜ:n 'tɪkɪt/	a ticket which allows travel to and from a destination
ruins (n)	/'ru:ɪnz/	remains of a building
single room (n)	/'sɪŋg(ə)l ru:m/	a bedroom for one person
slope (n)	/sləʊp/	ground that has one end higher than the other
snowboarding (v)	/'snəʊ,bɔ:ɪdɪŋ/	going downhill on snow using a board designed for both feet
spectacular (adj)	/spek'tækjʊlə(r)/	very impressive
steep (adj)	/sti:p/	a sharp rise or fall (e.g., on a hill)



steps (n)	/steps/	surfaces to place the foot on when going up or down stairs
Stonehenge (n)	/,stəʊn'hendʒ/	ancient stone structure in England
the Great Pyramid (n)	/ðə greɪt 'pɪrəˌmɪd/	famous large pyramid in Giza
the Parthenon (n)	/ðə 'pɑːθənən/	ancient Greek temple in Athens
timetable (n)	/'taɪm,teɪb(ə)l/	a list of times for trains, buses or planes
tourist (n)	/'tʊərɪst/	holiday-maker or visitor
two-bag limit (n)	/tuː bæɡ 'lɪmɪt/	a maximum of two pieces of luggage on a plane
whitewater rafting (n)	/waɪt'wɔːtə 'rɑːftɪŋ/	the activity of riding on a raft in a river which is fast and rough

## Unit 4

advantage (n)	/əd'vɑːntɪdʒ/	something which helps you or makes a task easier
amusement (n)	/ə'mjuːzmənt/	fun
antonym (n)	/'æntənɪm/	a word that means the opposite of another word
artefact (n)	/'ɑːtɪfækt/	an object made by people in the past
blogger (n)	/'blɒɡə/	someone who writes short articles online
blossom (n)	/'blɒs(ə)m/	flowers on a tree
charity (n)	/'tʃærəti/	the donation of money to help the poor
gap (n)	/ɡæp/	space between two things
gear (n)	/ɡɪə(r)/	Informal word for equipment
immediately (adv)	/'ɪmɪdiətli/	straight away
local (adj)	/'ləʊk(ə)l/	close to your home
possibility (n)	/'pɒsə'bɪləti/	something which might happen
rafting (v)	/'rɑːftɪŋ/	travelling down a river on a small boat
safety gear (n)	/'seɪftɪ 'ɡɪr/	equipment like helmets, boots, etc. to keep people safe while they do a dangerous activity
vaccination (v)	/'væksɪ'neɪʃən/	an injection to stop you catching a particular disease

## Unit 5

absolutely (adv)	/'æbsəluːtli/	totally and completely
amazing (adj)	/ə'meɪzɪŋ/	causing surprise and wonder
announce (v)	/ə'naʊns/	to make a public statement about something
announcement (n)	/ə'naʊnsmənt/	a public statement about something

arrange (v)	/ə'reɪndʒ/	to plan and organize
as a result	/æz ə rɪ'zʌlt/	an expression meaning 'because of'
at once	/æt wʌns/	at one time
audience (n)	/'ɔ:diəns/	a group of people coming to watch or hear something (e.g., a film or lecture)
baby-sit (v)	/'beɪbi,sɪt/	to look after a baby or child whose parents are away
bald (adj)	/bɔ:ld/	having very little or no hair on your head
barber	/'bɑ:(r)bə(r)/	a person whose job is to cut mens' hair and beards
birth (n)	/bɜ:(r)θ/	the process of a baby being born
birthday (n)	/'bɜ:(r)θdeɪ/	the date you were born every year
bride (n)	/braɪd/	a woman who is about to be married or has just been married
bright (adj)	/braɪt/	intelligent, clever
ceremony (n)	/'serəməni/	a formal event for a special occasion
concert (n)	/'kɒnsə(r)t/	a musical show in front of an audience
dark-complexioned (adj)	/dɑ:(r)k-kəm'plekʃ(ə)nd/	a person whose skin is dark coloured
digital camera (n)	/'dɪdʒɪt(ə)l 'kæm(ə)rə/	a device for taking photographs which can be stored on a computer
exhausting (adj)	/ɪg'zɔ:stɪŋ/	very tiring
extremely (adv)	/ɪk'stri:mli/	very
fabric (n)	/'fæbrɪk/	material that has been made by weaving
family business (n)	/'fæmɪli 'bɪznɪs/	a company owned and run by a single family
fantastic (adj)	/fæn'tæstɪk/	very good, wonderful
fascinating (adj)	/'fæsɪneɪtɪŋ/	very interesting
foolish (adj)	/'fu:lɪʃ/	silly
for ages	/fɔ:r 'eɪdʒɪz/	for a long time
forgetful (adj)	/fə(r)'getf(ə)l/	not good at remembering things
gallery (n)	/'gæləri/	a building or room used to display art
generation (n)	/,dʒenə'reɪʃ(ə)n/	people born and living at about the same time
gorgeous (adj)	/'gɔ:(r)dʒəs/	beautiful
groom (n)	/gru:m/	a man who is about to be married or has just been married
henna (n)	/'henə/	a dark red dye made from a plant and used to colour hair and skin



incredibly (adv)	/ɪn'kredəbli/	extremely, very
invitation (n)	/ɪnvɪ'teɪʃ(ə)n/	a request for someone to attend an event
lifestyle	/'laɪfstʌɪl/	the type of life that someone has, including the food they eat, and their activities
lively (adj)	/'laɪvli/	full of life and energy
mother-in-law (n)	/'mʌðərɪnlɔː/	the mother of someone's husband or wife
museum guide	/mjuː'ziːəm gaɪd/	a person who shows visitors around a museum
observe (v)	/əb'zɜːv/	watch carefully
once (n)	/wʌns/	one time
order (v)	/'ɔː(r)də(r)/	to tell a waiter the food you want at a restaurant
overweight (adj)	/əʊvə(r)'wert/	too heavy
patient (adj)	/'peɪʃ(ə)nt/	able to wait for a long time without complaining or becoming upset
pattern (n)	/'pætə(r)n/	shapes, lines, letters, numbers or colours that are repeated or used again and again
pipe (n)	/paɪp/	tube for carrying gas or liquid
print (v)	/prɪnt/	to make copies using a machine
printer (n)	/'prɪntə(r)/	a person whose job is to print things
rare (adj)	/reə(r)/	unusual, difficult to find
relative (n)	/'relatɪv/	a member of the same family
reliable (adj)	/'rɪ'laɪəb(ə)l/	someone that can be trusted to do something
review (n)	/'rɪ'vjʊː/	a report or description
self-access centre (n)	/'self 'æksɛs 'sɛntə/	a place where students can go to study independently
sensible (adj)	/'sensəb(ə)l/	able to make good decisions and behave appropriately
serious (adj)	/'sɪəriəs/	thinking about things in a careful way
siblings (n)	/'sɪblɪŋz/	brothers and sisters
skills (n)	/'skɪlz/	things you can do well
slim (adj)	/'slɪm/	thin, not overweight
smart (adj)	/'smɑː(r)t/	intelligent, clever
sword (n)	/'sɔː(r)d/	a weapon that has a long pointed blade fixed on a handle
symbolize (v)	/'sɪmbəlaɪz/	to represent something
terrible (adj)	/'terəb(ə)l/	very bad, awful

thrilled (adj)	/θrɪld/	very excited and happy
tile (n)	/taɪl/	a rectangular or square piece of ceramic or plastic
twin (n)	/twɪn/	either of two children born at the same time to the same mother
vase (n)	/vaɪz/	a decorative container for flowers
wavy (adj)	/'weɪvi/	having waves (e.g., hair that is not straight)
wedding (n)	/'wedɪŋ/	the celebration where two people get married
while (conj)	/waɪl/	at the same time
workshop (n)	/'wɜː(r)kʃɒp/	a room where things are made

## Unit 6

after-sun cream (n)	/'ɑːftə sʌn kriːm/	a cream put onto the skin after being in the sun
avoid (v)	/ə'vɔɪd/	keep away from
balanced diet	/'bælənst 'daɪət/	a variety of food which results in good health
bandage (n)	/'bændɪdʒ/	material used to protect or cover a wound or other injury
become involved	/brɪ'kʌm ɪn'vɒlvd/	to start to take part in something
bone (n)	/bəʊn/	a hard substance that forms the skeleton of a person or animal
brain (n)	/breɪn/	the organ inside the head which controls the body's movements, and is the centre of thought, memory and feelings
calcium (n)	/'kælsiəm/	a white mineral found in teeth and bones
calorie (n)	/'kæləri/	a unit for measuring the amount of energy that a food can produce when eaten
careless (adj)	/'keə(r)ləs/	not paying attention or taking care
case (n)	/keɪs/	a situation or example
chemical (n)	/'kemɪkəl/	a compound or substance
cough (v, n)	/kɒf/	to force out air noisily from the throat, often due to illness
cough syrup (n)	/kɒf 'sɪrəp/	a liquid medicine used to treat a cough
cure (n)	/kjʊə(r)/	a medicine or treatment to make a sick person well
dairy (n)	/'deəri/	products made from milk – e.g., cheese, butter, yoghurt
dehydrated (adj)	/dɪːhaɪ'dreɪtɪd/	dried out, without water



diet (n)	/ˈdaɪət/	the selection of food and drink that someone eats
earlier	/ˈɜːliə/	when something is done before the usual time
elbow pads (n)	/ˈelbəʊ pædz/	a hard or padded item, used to protect the elbow
energy value (n)	/ˈenədʒi ˈvæljuː/	the amount of energy produced by eating food
enough (adv)	/ɪˈnʌf/	as much or as many as needed
equipment (n)	/ɪˈkwɪpmənt/	things used for a particular activity or task
exhausted (adj)	/ɪgˈzɔːstɪd/	very tired
fever (n)	/ˈfiːvə(r)/	a high body temperature, usually caused by illness
flu (n)	/fluː/	a disease caused by a virus which causes fever, coughing and muscle pain
headache (n)	/ˈhedɪk/	an ongoing pain in the head
heart disease (n)	/ˈhɑː(r)t dɪˈziːz/	a serious illness affecting the heart
hurt (v)	/hɜː(r)t/	to cause pain or harm to
impatient (adj)	/ɪmˈpeɪʃ(ə)nt/	someone unable to wait for a long time, or someone who wants to do everything too quickly
injure (v)	/ˈɪndʒə(r)/	to harm or damage
just before	/dʒʌst bɪˈfɔː/	a small amount of time earlier
knee pads (n)	/niː pædz/	a hard or padded item, used to protect the knee
marathon (n)	/ˈmæɾəθ(ə)n/	a running race that is 26 miles (42 kilometres) long
muscle (n)	/ˈmʌs(ə)l/	the tissue in the body of animals and humans that moves parts of the body
painful (adj)	/ˈpeɪnf(ə)l/	something sore, causing physical pain
participate (v)	/pɑː(r)ˈtɪsɪpeɪt/	take part in
pills (n)	/pɪls/	small tablets of medicine that are taken by mouth
prepare (v)	/prɪˈpeə(r)/	to get ready
procedure (n)	/prəˈsiːdʒə(r)/	a series of actions that must be taken in order to do something correctly
protect (v)	/prəˈtekt/	to defend or keep safe from harm
protein (n)	/ˈprəʊtiːn/	a type of food found in meat, eggs and fish that helps you grow and stay healthy
raw (adj)	/rɔː/	not cooked
recently (adv)	/ˈriːs(ə)ntli/	not long ago
record (n)	/ˈrekɔː(r)d/	the best result or achievement
safety (n)	/ˈseɪfti/	the condition of being safe from danger or risk

sleeplessness (n)	/ˈslɪpɪlɪsnəs/	the state of not being able to sleep
sore (throat) (adj)	/sɔː(r)/	a pain in the throat usually caused by illness
sound (n)	/saʊnd/	give the idea or impression that
spectator (n)	/ˈspekˈteɪtə(r)/	a person that watches a sport or event
sprain (v)	/spreɪn/	an injury caused by twisting a part of the body suddenly
statue (n)	/ˈstætʃuː/	a piece of art that looks like a human or animal and is made of stone or wood
stretch (v)	/stretʃ/	to spread or reach out to full length
sunburn (n)	/ˈsʌn,bɜː(r)n/	skin damage caused by staying in the sun too long
taste (v)	/teɪst/	to have flavour that you experience when you eat food and drink
that depends on	/ðæt dɪˈpendz ɒn/	used in speech to say that an answer to a question may be different in different situations
throat (n)	/θrəʊt/	the area at the back of a mouth and inside the neck
throat lozenges (n)	/θrəʊtˈlɒzɪndʒɪz/	a solid medicine designed to suck and used to treat a sore throat
trend (n)	/trend/	a direction in which something is developing or changing
vitamin (n)	/ˈvɪtəɪn/	a natural substance found in food that is necessary for good health
warm up (v)	/wɔː(r)m ʌp/	to prepare for physical exercise by moving the muscles
wide variety (n)	/waɪd vəˈraɪəti/	a large number of different things
yoghurt (n)	/ˈjɒgə(r)t/	a soft food that is made from milk and often flavoured with fruit

## Unit 7

access (n)	/ˈækses/	the ability to enter a place (e.g., the internet)
aerospace engineer (n)	/ˈeəreɪ,spers ˌendʒɪˈnɪə(r)/	someone whose job it is to develop products for aircraft
artificial (adj)	/ˌɑː(r)tɪˈfɪʃ(ə)l/	not natural, man-made
beak (n)	/biːk/	the hard mouth part of a bird
belly (n)	/ˈbeli/	the front part of a human or animal, containing the stomach
complex (adj)	/kəmˈpleks/	very difficult to understand



contract (v)	/kɒn'trækt/	to become smaller or shrink
coral (n)	/'kɒrəl/	a hard and brightly-coloured substance at the bottom of the sea that is made from the bodies of tiny sea animals
create (v)	/kri'eɪt/	to bring something into being, or to make
damage (n, v)	/'dæmɪdʒ/	to harm or injure something
decrease (v)	/di:'kri:z/	to become less powerful, less strong or smaller
derrick (n)	/'derɪk/	a large machine for lifting and moving heavy loads
destroy (v)	/dɪ'strɔɪ/	to break or ruin something completely
disappointed (adj)	/,dɪsə'pɔɪntɪd/	unhappy because what was hoped for did not happen
disease (n)	/dɪ'zi:z/	a condition that causes harm to the health of someone or something
drill (v)	/drɪl/	to make a hole in something using a tool
eastwards (adv)	/'i:stwə(r)dz/	towards the east
endangered (adj)	/ɪn'deɪndʒə(r)d/	something (usually a kind of animal) at risk of no longer existing
entire (adj)	/ɪn'taɪə(r)/	whole, all
environment (n)	/ɪn'vaɪrənmənt/	the natural world, as a whole, or in one area
equator (n)	/ɪ'kwetə(r)/	the imaginary circle around the earth that is halfway between the North and South Poles
examine (v)	/ɪg'zæmɪn/	to look at closely and in detail
expand (v)	/ɪk'spænd/	to get bigger
experience (v)	/ɪk'spɪəriəns/	to feel or to know
fibreglass (n)	/'faɪbə(r),glɑ:z/	a strong material made up of fine threads of glass and made into shapes
forester (n)	/'fɔ:ɪstə(r)/	someone whose job it is to look after and care for trees
generate (v)	/'dʒenəreɪt/	to make or produce
geologist (n)	/dʒɪ'ɒlədʒɪst/	someone whose job it is to study the rocks and soils of the Earth
global (adj)	/'gləʊb(ə)l/	across the whole world
gush (v)	/gʌʃ/	to rush out (liquid)
humidity (n)	/hju:'mɪdətɪ/	the amount of water in the air
hurricane (n)	/'hʌrɪkeɪn/	a very powerful storm with heavy rain and high winds

illegal (adj)	/ɪ'li:ɡ(ə)l/	against the law
image (n)	/'ɪmɪdʒ/	a picture
inform (v)	/ɪn'fɔ:z(r)m/	to give information
laboratory (n)	/lə'bɒrət(ə)ri/	a room or a building used by scientists
launch (n)	/ləʊntʃ/	to set into motion
lay eggs	/leɪ eɡz/	female birds and reptiles lay eggs, they do not have live young
layer (n)	/'leɪə(r)/	an amount of something that lies above or between other substances
liquid (n)	/'lɪkwɪd/	a substance that flows easily and is neither a solid nor a gas (e.g., water or oil)
marine biologist (n)	/mə'ri:n baɪ'ɒlədʒɪst/	someone whose job it is to study living things in seas and oceans
meteorologist (n)	/mi:tɪə'rɒlədʒɪst/	person who studies the weather
mud (n)	/mʌd/	wet earth that has become soft and sticky
obtain (v)	/əb'teɪn/	to get
orbit (v)	/'ɔ:z(r)bɪt/	to go around on a curved path (e.g., the Earth orbits the Sun)
oxygen (n)	/'ɒksɪdʒ(ə)n/	a gas in the air that is vital to all life
pipe (n)	/paɪp/	a tube that carries something from one place to another
pipeline (n)	/'paɪp,laɪn/	a long line of pipes for moving liquid products (e.g., oil) from where it is produced to where it is used
pollute (v)	/pə'lʊt/	to make dirty, and cause harm to health
predict (v)	/prɪ'dɪkt/	to say what you think may happen in the future
presentation (n)	/,prez(ə)n'teɪʃ(ə)n/	a talk about something to a group of people
pressure (n)	/'prefə(r)/	the force on a particular thing
radar map (n)	/'reɪdə mæp/	a map created by the use of radio waves to show the location, distance and speed of objects
remains (n, pl.)	/rɪ'meɪnz/	anything that is left behind when something has been removed or destroyed
revolve (v)	/rɪ'vɒlv/	to move in a circle
rocket (n)	/'rɒkɪt/	a flying device that is sent into space
sailor (n)	/'seɪlə(r)/	a person who works on a ship
sample (n)	/'sɑ:mpl(ə)l/	a small part of something to show what the whole is like



sandstorm (n)	/ˈsæn(d),stɔː(r)m/	a storm, usually in the desert, with high winds that picks up sand
satellite technology	/ˈsatələɪt tɛk'nɒlədʒi/	equipment that orbits the Earth providing communications technology to the earth
sink (v)	/sɪŋk/	to move downwards
solar panel (n)	/ˈsəʊlə 'pænl/	equipment that absorbs the Sun's rays and generates electricity
space shuttle (n)	/speɪs 'ʃʌtl/	a vehicle that travels to space and back and can land like an airplane
sponge (n)	/spʌndʒ/	a material with lot of small holes that can soak up water easily; a small sea animal
stormy (adj)	/ˈstɔː(r)mi/	very windy, usually with rain
subtropics	/sʌb'trɒpɪks/	the areas of earth next to the tropics
test tube (n)	/tɛst tjuːb/	a thin glass tube used in scientific experiments
trade (v)	/treɪd/	the action of buying and selling products
trade winds	/treɪd wɪndz/	winds that blow from the subtropics to the equator
typical (adj)	/ˈtɪpɪk(ə)l/	like most things or people of the same type

## Unit 8

aerospace engineer (n)	/ˈeəəʊspeɪs ˌendʒɪˈnɪə(r)/	a person who designs planes and spacecraft
astronaut (n)	/ˈæstrəˌnɔːt/	a person who travels to space
dentist (n)	/ˈdentɪst/	a person who looks after peoples' teeth
forester (n)	/ˈfɒrɪstə(r)/	a person who looks after a forest
Global Positioning System (n)	/ˈgləʊbəl pəˈzɪʃənɪŋ 'sɪstɪm/	a machine which works out exactly where you are on the Earth
gravity (n)	/ˈgrævəti/	the force which stops objects floating away from the Earth
hiker (n)	/ˈhaɪkə/	a person who walks for long distances in the countryside
nutritionist (n)	/njuːˈtrɪʃ(ə)nɪst/	a person who is an expert on diets and nutrition
receiver (n)	/rɪˈsiːvə/	a machine which picks up information from another machine

# Phonetic Symbols

Vowels			
iː	ɪ	ʊ	uː
see	sit	book	too
e	ə	ɜː	ɔː
men	america	word	sort
æ	ʌ	ɑː	ɒ
cat	but	part	not

Diphthongs		
ɪə	eɪ	
here	day	
ʊə	ɔɪ	əʊ
tour	boy	go
eə	aɪ	aʊ
wear	my	how

Consonants							
p	b	t	d	tʃ	dʒ	k	g
pink	bed	time	do	church	judge	kilo	go
f	v	θ	ð	s	z	ʃ	ʒ
five	very	think	the	six	zoo	short	casual
m	n	ŋ	h	l	r	w	j
milk	no	sing	hello	live	read	window	yes

## Components of *English for Libya, Secondary 1*

- Course Book
- Workbook
- Teacher's Book
- Audio

**The Course Book** presents new language and provides opportunities to practise English language and 21<sup>st</sup> 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.

For more resources, visit: [www.englishforlibya.com](http://www.englishforlibya.com) لمصادر تعليمية إضافية يرجى زيارة الموقع

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