



Literary Section (القسم الأدبي)



English for Libya Secondary 2 Literary Section Workbook State of Libya Ministry of Education Curricula and Educational Research Centre



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ICON KEY

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



Pairwork activity



Group work activity



Project work



Functional grammar



21st Century Skills

Unit 1 Culture and Customs

Lesson 1: Mother's Day

A 😭 2 Listen and repeat.

I know, but ... Listen to this. Are you joking?

That's nice. Really?



B Mark the sentences about Alex and Fareed true (7) or false (F).

- 1 Alex is writing a card to his mother.
- 2 It's her birthday today.
- 3 Alex hasn't got a present for his mother.
- 4 Fareed is Libyan.
- **5** Fareed never sends cards.
- **6** Fareed wants to buy a card for his mother.

C Circle the correct words to complete the sentences.

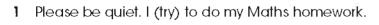
- 1 Who she speaks/is she speaking/does she speak to on her mobile? She is getting very angry!
- 2 Do you use/Does she use/Are you using your English grammar book at the moment, or can I borrow it for ten minutes?
- 3 We often seeing/are seeing/see Fawzi in the park with his brother.
- 4 Mona can't come out today. She cooks/'s cooking/does cook food for the party.
- 5 When I read, I don't wear/not wearing/am never wearing my glasses.
- **6** My parents are away. They don't travel/ travel/are travelling around Europe at the moment.

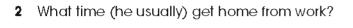


D Use the prompts to rewrite the sentences.

Example: Look at this picture of Ameera. She (wear) a crazy hat!

<u>She's wearing</u> a crazy hat!







3 We (not usually go out) in the middle of the day because it's too hot.

4 Huda can't see the board because she (not wear) her glasses today.

5 (children wear) a school uniform in Libya?

6 Waleed and Yousef (study) in England at the moment.

E Complete with short answers.

Example: Are you watching a DVD?

1 Are you enjoying your course?

2 Do you know Bob?

3 Are you eating at the moment?

4 Is your mobile ringing?

5 Do you remember me?

6 Do they work in Sirte?

7 Does this laptop work?

Yes, 1 am

Yes, I _____

No. _____

No, we _____

Yes, ______

Yes, of course

Yes, _____

No, _____, I'm afraid.

Lesson 2: Ramadan in Libya

A	NO. A. ADDRESS OF THE PARTY NAMED IN COLUMN 1	n and repeat ik each word			amira's email. tive (-)?	
1 2 3 4	patient kind generous fortunate			8 bo	asy-going	
5	traditional	Ŏ		10 cc		Ö
В	Complete	each sentenc	e with a w	ord from Exe	ercise A.	
1	My uncle a	lways gives m	ie expensiv	e presents. H	le is very	
2	Fawzi Ioves	meeting new	people. He	e is a very _		_ person.
3	Hasan help	ed the old wo	oman≀to cro	oss the road.	. He is a	boy.
4		re in the build and do		ve to leave i	mmediately. P	Please be
5	You are ver	у	You!	nave a lovel	y family and a	ı good job.
6	I was singin	ng and Sultan today?	shouted at	me and tol	d me to be qu	liet. Why is he so
7	My father is	always relax	ed and he i	never gets a	ngry. He is usu	ually very
С		ords can be u a sentence w			eck their med otebook.	aning.
Ex	ample: bori	ng <u>He spen</u> d	ls all his ti	me on the	<u>Internet. He</u>	e's very boring.
	funny honest	nosy popular	serious shy	jealous lazy	quiet selfish	



D Write a paragraph describing a friend. Use five of the adjectives from this lesson.

Huda is one of m	y best friends	s She is ver	· Linear CL	100
5 5 4	(5)	J. C, IC ID VOI	y turiny. She	e always
makes me laugh.				
		-		

Lesson 3: Have you got a problem?



A Read the conversation on Course Book page 10 and mark the sentences True (1), False (F) or Don't Know (DK).

- 1 Hadi has just had an accident.
- 2 He often has accidents.
- **3** He has fallen off his bicycle.
- 4 Hadi's mother is very angry with him.
- 5 Hadi has cut his leg.
- 6 Hadi has broken his glasses.
- 7 Hadi is going to sell his scooter.

B 🞧 5 Listen and repeat.

What's the matter?

Honestly!

Are you OK?

Not really.

Please calm down.



ъ.	Have you lost	_ (you / lose) your glasses c	igain?
A:	Yes, I have	(you / see) th	em anywhere?
B:	No, I		³ (you / tell) the teacher?
A:	Yes, I	4 and I	⁵ (write) a notice.
В:		it on the school noticeboard	
A:	Yes, she my glasses.		-9 (find)
11	D Complete the s	entences using the word in	brackets.
_			
Ex	ample: (break) "Help!	!Help!IthinkI <u>have broker</u>	n_my leg."
Ex		! Help! I think I <u>have broker</u> sister <u>broke</u> her ai	
Ex	Last year my :		rm in a car accident.
	Last year my :	sister <u>broke</u> her ai høuse for a coffee. I	rm in a car accident.
	Last year my s (make) "Come to my "2 it l (write) "	sister <u>broke</u> her an house for a coffee. I last night?" 3 (you) to Hasan yet?"	rm in a car accident.
1	Last year my s (make) "Come to my "2 it l (write) "	sister <u>broke</u> her an høuse for a coffee. I last night?"	rm in a car accident.
1	Last year my s (make) "Come to my "2 it I (write) " "Yes, I	sister <u>broke</u> her an house for a coffee. I last night?" 3 (you) to Hasan yet?"	rm in a car accident.
1	Last year my s (make) "Come to my "2 it I (write) " "Yes, I (have) "Would you like	sister <u>broke</u> her an house for a coffee. I last night?" 3 (you) to Hasan yet?" 4 to him last week."	rm in a car accident.
1	Last year my s (make) "Come to my "2 it I (write) " "Yes, I (have) "Would you lik "No, thanks. I	sister <u>broke</u> her and house for a coffee. I last night?" "(you) to Hasan yet?" "to him last week." "e some chicken and rice?"	rm in a car accident.
1	Last year my s (make) "Come to my "2 it I (write) " "Yes, I (have) "Would you lik "No, thanks, I "Really? What time	sister <u>broke</u> her and house for a coffee. I	rm in a car accident. 1 a delicious cake.*
1 2 3	Last year my s (make) "Come to my "2 it I (write) " "Yes, I (have) "Would you lik "No, thanks, I "Really? What time (eat) "There's no cheen	sister broke her and house for a coffee. I	rm in a car accident1 a delicious cake."7 it all."

Lesson 4: A Trip to Scotland

A		neaning of these ed and Josie tall	COMPANY DECK LANDS	nen listen	and tick (v	/) the	
a G	castle ghost ottish food ns		the countryside the weather politics the sea		C	shing slothes scottish mus	sic
B 1 2 3 4 5 6 7 8 9	Waleed has He's going to He stayed in He saw a gh He didn't like It doesn't ra British peop Waleed wer He listened	listen again and sbeen in Britain for back to Libya in on a castle in Scotlinost in the kitcher the Scotlish could live the Scotlish could live to sunny weath swimming in a sto Scotlish music.	or three weeks. and. n of the castle. cotland. ather. lake in Scotland.			(f).	
1	They		o Dubai. They'll k		,	re days.	
2	What's Casc	ablanca like? I dor	n't know. I		_ n′t		(not/be) there.
3	The Al Badri	i family isn't here	at the moment.	They		_ (go) on h	ıoliday.
4	Is Adam her	re or	he		(leave) for	football pro	reportant
5	I want to go	to Scotland. I	(be) there	twice. It's a	nice place	> .
6	I'll show you	ı around Tripoli		(you/be)	to the muse	eum?	

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

A	See Section 2 Listen and repeat. Match phrases with sentences in track 8.
	I'd love to. I forgot about that. Of course not. I don't believe it.
В	Complete the questions with the correct tags.
1 2 3 4 5	She lives in Benghazi,? He has a flat in Beirut,? You like Lebanese food,? You haven't met Jameel,? They didn't expect to see us,? We aren't making too much noise,?
C	Work in pairs. Role-play Khalid checking information with Martin. Use question tags and short answers.
Yo	ou've heard Martin arrived a week ago. You arrived a week ago, didn't you'
1	He's staying at the Lynx Hotel.
2	He doesn't know many people in Khoms.
3	He hasn't been to Libya before.



D Now write four more of Khalid's questions.

Example: You're staying at the Lynx Hotel, aren't you?

4 He speaks a little Arabic.

5 He can windsurf and scuba dive.

6 He would like to go camping in the desert.

Lesson 6: What have they been doing?

Α	Complete the sentences using the words in brackets.	
Ex	kample: You look hot. How long _have_you_been_workin	ng(work) in the garden?
1	She's tired because she	
2	Salwa's in the kitchen. She	(cook) for three hours now.
3	We're bored. We(pla	ay) computer games all afternoon.
4	l can't find my glasses. I	(look for) them all day.
5	He's going to fail his exam. He	(not work) very hard.
В	Write sentences using for or since.	
Ex	xamples: They are playing football. They started twenty r	minutes ago.
	They've been playing football for twenty	
	She's writing letters. She started at two o'clock.	
	She's been writing letters since two o'cl	YS .
'	I'm working on a project. I started on Tuesday.	
2	We're waiting for a bus. We started waiting at ten o'cloc	
	we te waiting for a pas. We started waiting at terrocloc	JN.
3	You're watching TV. You started an hour ago.	
4	They're making Eid cakes. They started two days ago.	
5	It's raining. It started two hours ago.	
6	She's crying. She started crying ten minutes ago.	



C 🙎 Imagine you are staying at Lake View Holiday Camp. Write an email to a friend saying what you have been doing and what your friends have been doing.

Write between 80 and 120 words. Use some of the phrases below.

I am having a great time at Lake View Holiday Camp. I've been ... Dear ..., I've also been ... My friend has been ... Hope to hear from you soon,

Lesson 7: Ghadames Festival

3	A Read the article on Course Boo each sentence below with a wo		en complete
Ex	amples: Ghadames is one of Libya's	most historically	_important cities.
1	Ghadames is home to a	water spri	ng.
2	Ghadames festival is held in	each	year.
3	The Festival is asing and dance.	event where peopl	e come to eat, drink,
4	The festivals last for	days.	
5	The festival converts the whole town t	o a	
6	Horse and camel races are held	tr	ne city walls.
7	The festival is a	_of local traditions a	ınd culture.

B 🔐 🗓 Listen and tick the word you hear.

T	pull	bull	6	pin	bin
2	pet 🗍	bet	7	pack 🗍	back 🗍
3	pour	bore	8	port 🗍	bought
4	pouring	boring _	9	cap 🗌	cab 🗍
5	pair	bear	10	rope	robe 🗍



- C With your partner prepare a poster on one of the most popular events you know. Include:
 - · Where and when the event takes place.
 - · Types of activities held in the event.
 - How long the event lasts.
 - · What the event celebrates.
- D Write a list of festivals and celebrations in your country which you could write about, e.g., Eid, Independence Day, a wedding, etc.

 Work with a partner. Choose a festival or celebration you both want to write an essay about. Write a list of things to describe in the essay. The list can be in any order. It doesn't need detail yet.

My cousin's wedding clothes what was special about the wedding? food guests where was the party? how long did it last?

E 🔐 Decide on the order of topics in your essay. Use numbering.

My cousin's wedding clothes	4
what was special about the wedding?	5
food	2
guests	Ц
where was the party?	J
how long did it last?	E

- Write an introduction. This could give some background information, e.g., the origin or date of the festival/celebration you have chosen.
- G Write the other paragraphs of the essay. Start a new paragraph for each new topic.
- H Write the full essay in 100–150 words. Remember to add a conclusion. This could be your personal opinion of the festival or celebration. Add photos to your essay if you can.

Lesson 8: Describing Yourself

A Complete the sentences with prepositions from the box.

	about from with in of
1	Are you excited the holidays?
2	l was really pleased my presents.
3	I'm sorry the mess in this room.
4	Layla looks ill. I'm worried her.
5	We've been watching TV for an hour. I'm bored it.
6	Are you afraid snakes?
7	Was she angrythe email?
8	You shouldn't be jealous Ammar. He has problems too
9	I'm not interestedHistory but I like Geography.
10	You're very differentyour brother, aren't you?



B List ten adjectives with the prepositions they go with. Then write a sentence with each adjective + preposition combination.

1	fast at typing
	My friend Khalid is very fast at typing.
2	
3	
4	
5	
33	
6	
7	
8	
9	
10	

Unit 2 Communication

Lesson 1: Keeping in Touch

A Here are some of the things people said about communication. Use verbs from the box in the past simple to fill the gaps. 😭 🕒 Listen and check your answers.

be buy call get give go not like receive send start take tell think

Example: "My parents gave me a mobile phone for my birthday." 1 "Yesterday, for example, I ______1 to my friend's house after school. I _____ 2 my mother from the bus and $_{-}$ ___ $^{-}$ 3 her I'd be late." "I _______4 a mobile from my father when I ___ secondary school." _____ 6 this really nice photo of my brother Adel. He 3 "Yesterday I ___ ⁷ it much. He ______⁸ It was too close." 4 "I _______9 my mobile with my own pocket money." 10 it would be really useful. And they ______11 right." "They ____ ¹³ a few e-cards."

B Match the words and write compound nouns.

1 gaming computer 2 laptop application 3 mobile message 4 camera card **5** text money 6 pocket message phone 7 birthday 8 picture

😭 🚯 Listen and check your answers. Then listen and repeat.

phone

D • Work in pairs. Student A makes a true sentence using the past simple and a compound noun from Exercise B. Student B shows interest. Take turns.

Student A: I didn't get any text messages this week.

Student B: Bad luck! Why not?

Student A: My mobile phone was broken.

Student B: I played an amazing video game yesterday.

Student A: Really? What was it called?

Student B: I can't remember. But I got a really high score.



What do these text messages mean? Write them in normal English.









Contact >



Lesson 2: Giving Instructions

	n and repeat. Then your own questions	work in pairs to prac s and answers.	ctise the words
Hurry up! Here	e! Of course not.	How does it work?	It's simple.
B Match the phra	ises to the pictures.	3	
click on the left-hand be enter the country the number	utton ode/		
 plug it in press the b select a press the time 	ogram	8 15.3	
g turn/switch h turn/switch	it on		TIME
15 5 1000	neaning of each on	Service Control of the Control of th	yer.
mach	nine media pad	d point oven so	creen
 hair microwave washing smart 	hairdryer	7 alarm8 cash9 photo10 social	
5 touch6 remote		11 e 12 note	

Example: Student A: Set the time.

Student B: An alarm clock.

E	Write eight sentences of your own using cor	mpound	nou	ns from Exercise C.
1		~		
2				
3				
4				
5				
6				
7			_	
8				
F	Match the phrases and complete the sent where necessary.	ences. A	dd a	comma (,)
1	If he drinks coffee at night		а	stop the car.
2	My mother gets worried		b	he doesn't sleep.
3	If I use a hairdryer		C	if they don't get water.
4	Plants die		d	if you eat too many sweets.
5	Do some research on the internet		е	if you go out in a boat?
6	Can you get a good signal on your mobile		f	if you have a problem?
7	If the water in the engine boils		g	if I don't phone her.
8	If the battery runs down		h	if you have time.
9	You get bad teeth		f	my hair looks nicer.
10	Who do you talk to		j	you can recharge it.



G Complete the instructions with the correct phrases. Then write the name of the object under each set of instructions.

click on the left-hand button.	• If you want to turn the volume up
• Enter your code carefully.	 put soap powder in the drawer.
• Put your money	• the machine sometimes keeps your card.
• If you don't like the programme	Wait outside for your pictures.
• Take your money	 Your clothes are clean when it stops.
• Turn the seat	
Move your finger over it to the rig	
Open the door and put the cloth	es in.
Close the door and	2
Select a programme.	3
Point it at the TV. Press one of the screen.	buttons. Wait for a picture to come on the
	_ ⁴ , press another button.
	_5, press the up arrow.
Put your card in	6. If you enter it incorrectly,
Select the amount you want	s and your card.

5	Step inside and close the curtain	º to get it
	at the right height	¹⁰ in the slot. Don't move
	when the red light comes on	11

<u> </u>	
21 H DE Student A	A: Write instructions for one of the following ess what the instructions are about.
skilled I Student A	a: write instructions for one of the following
Student B: Gu	ess what the instructions are about.

planning for an event researching for a project sending a formal email preparing a presentation

Lesson 3: The Swimmer

Complete the summary of what happened to Fawzi with words from the box.

in my opinion Because of Eventually and First Some time later that's how then When While

1 he was seven, Or	mar's twin sister dr	owned	_² that,
his mother never let him go swimmi	ing	$_$ by the age of 16, he	still couldn'
swim4 he decided	d to do something	about his fear of water.	•
5 he wrote a letter	to the problem pa	ige of a magazine,	
⁶ he joined a swim	ming class for tee	nagers. And	⁷ he
finally learnt to swim	º he went on h	oliday in Cornwall with h	nis friend,
Justin9 they were	there, Omar save	d the life of a little girl wl	ho was
in trouble in the sea.	¹⁰ , this story sho	ws that with courage yo	ou can
overcome a difficult past.			



- B Cover the summary on page 21. Prepare to summarize the story in your own words. In pairs, take turns saying one sentence each. Use linking words like the ones in the box in Exercise A.
- C Imagine you are Justin. Write an email to a friend who doesn't know Fawzi. Tell him about Omar rescuing the child at the beach. Use information in the texts and your imagination. Write about 150 words. Use the model below.

WICH LINE			400
From: To: Subject:	Justin		2)
Dear			
Last summe	er I was camping in Cor	nwall with my friend	Omar. One day we were
walking on t	the beach when		
In my opinic	on, Omar was a real he	ro because his sister	r
		he	e learnt to swim when he was 16.
A newspape	er reporter		
I've kept a c	copy of the newspaper	and I'll show it to you	u when I see you.
Bye for now,	,		
Justin			

Lesson 4: On the Phone



A 🎧 🔞 Listen to three messages left on voicemail and answer the questions.

C	all 1	
1	Who calls?	Josie
2	Why?	She wants Nadia to come on a picnic
		on (date)
3	Where to meet?	
4	What time?	
5	When should Nadia call back?	
Co	all 2	
1	Who does David want to speak to?	
2	What is he calling about?	
3	When would he like to come round?	or
4	What is his phone number?	<u></u>
Co	all 3	
1	Where is the answerphone?	<u> </u>
2	Why is nobody there to take the call?	
3	Why is Salwa calling?	

4 What is her phone number?

Lesson 5: Time and Place

Α	Match the phrases and write full senten	ces.						
1	He was so angry		a	we cou	ldn't go (out.		
2	I was in such a rush	Ĭ	b		n't hear v		e said.	
3	It was raining so hard	\Box	C	that he	slamme	d the do	oor.	
4	It was such a lovely day		d.	that we	couldn't	have a c	conversat	ioi
5	Her voice was so quiet	Ō	e	that I fo	rgot my p	ourse.		
6	The homework was so difficult		f	, that we	went to	the bea	ıch.	
7	The place was so noisy		g	that I go	ave up d	oing it.		
Ex	ample: He was so angry that he slammed	the door	P					
В	Study the examples and write five more the box.	sentence	es v	with phro	ises fron	n		
Нє	ran so fast that nobody could catch him.	~						
Sh	e wrote so fast she finished the letter in five	minutes	,					
	walked so slowly spoke so quietly	worked	l sc	hard	played s	o badly	′	
С	Work in pairs. Student A: Choose a question with What was it like? Student solsuch (that). Then change roles.							
	wedding hotel vacation exam trip house weather p	lesson eople		film				
Ex	ample:							
		ng like?						
	udent B: The music was so loud that yo		200	ır it in the	next tow	/nl		

I had such a good time (that) I didn't want to leave.

D Complete the conversation with words and phrases from the box.

so crowded that such a long way such that so hot so lazy



Noor:	Would you like to go for a walk to the shops?
Katie:	Not really. I don't feel like it. It's today.
Noor:	We can walk to Abu Nawas Park. It's nice and cool there.
Katie:	But that's² to walk.
Noor:	Don't be3! You'll like it when we get there. It's so lovely and shady under the trees.
Katie:	Oh, Noor, why don't we go tomorrow?
Noor:	No, tomorrow's Friday and it'll be really crowded.
Katie:	How do you know?
Noor:	I went there last Friday with Latifa and it was4 we couldn't get a seat in the shade.
Katie:	You're exaggerating a bit, aren't you?
Noor:	No, really. There were 5 long queues at the drinks stalls6 we nearly died of thirst.
Katie:	OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.

Noor: Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!

Katie: That's a really good idea. Let's go in ten minutes.

Noor: I know. But **I really feel like** an ice-cream. **Noor:** OK. We can have one at the Oasis Café.

E 🕜 🕦 Listen and check your answers.

Work in pairs. Make suggestions and respond to them, using the phrases in bold in the conversation in Exercise D. Use your own ideas or the suggestions in the box below.

go bowling go skating go to the park play football / tennis
go for a walk / to the cinema visit a museum
have a party / a coffee stay at home and watch TV



Would you like to go bowling this weekend?

Not really. I don't like bowling very much. Why don't we go to the cinema?

OK. That's a good idea.

Lesson 6: The Internet

A Find words or phrases in the texts on Course Book pages 26 and 27 to match the definitions below.

Exc	ample: newest, most recent	latest
1	successful record	
2	very big	
3	exchange; give and take	
4	open to everyone; opposite of private	
5	information shown in numbers	
6	questions to find out about people's opinions	
7	often	
8	look thoroughly	
9	produce writing or photos on paper using a machine	
۱۵	articles that give opinions (about books films plays etc.)	



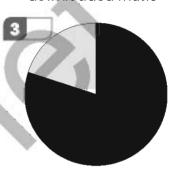
B Find the answers to these questions.

- Who invented the internet and where?
- 2 Who used it at first?
- **3** What do American teenagers use the internet for?



C Match the pie charts to the titles.

- **a** US teenagers who use email
- **b** US teenagers who don't ever use the internet
- 2
- US teenagers who have downloaded music



D What are the advantages and disadvantages of using the internet? Discuss in groups. Use some of the phrases below.

Agreeing

That's true.
I agree.
Yes, I feel the same about ...
That's exactly what I think.
You're absolutely right.

Interrupting

Excuse me, could I just say something?
That's true, but ...
Yes, but what about ...?

Disagreeing

That's not true.
I don't see it that way.
No, that's not right.
I'm sorry, I can't agree with you about ...
It's not true that ...

Avoiding interruption

I've almost finished.

Just let me finish.

Can I just finish what I'm saying?

Lesson 7: They must have forgotten.

A	Read the conversation on Course Book page 28 again and answer the questions.
1	Why is Ammar ringing Mrs Crosby?
2	Where have Dave and Rob gone?
3	How late are they?
4	What is surprising about Dave's behaviour?
5	In your opinion, why are Dave and Rob late?
В	Complete the sentences using the correct form of the words in brackets.
Ex	ample: I'm sure she <u>was</u> sad when her grandmother died.
	She must have <u>been</u> (be) sad when her grandmother died.
1	This essay is very long. I'm sure you <u>took</u> days to write it.
	You must have (take) days to write it.
2	He hasn't called me. Perhaps he <u>lost</u> my number.
	He might have(lose) my number.
3	Their car is here. I'm sure they haven't g <u>one</u> out.
	They can't have (go) out.

5.00	the past participles of the verbs in brackets.			
1	Someone phoned while you were out. I'm not sure, but it (be) someone from your office.			
2	Somebody has stolen my pearls. The front door is still locked, so the thief (come) through the open window.			
3	"I saw all the tourist attractions when I went to America."			
	"You (see) everything. You were only there for a wee			
4	"Where's my package from Janet?"			
	"I'm not sure, but I(throw) it away by mistake,"			
Le	sson 8: Advertising			
34	A Before you listen, name one good thing and one bad thing about advertising.			
В	(a) Listen and match two opinions to each speaker.			
Lia Ja	am Faris Omar Omar			
1	Advertisements can be fun.			
2	We pay for advertising whether we want to or not, every time we buy something.			
3	Children need protection from advertising.			
4	Advertisements often give false information.			
5	Advertising gives useful information.			
6	The government shouldn't allow cigarette advertisements.			
7	Advertisements can make people spend too much money.			
8	Advertising makes people unhappy with their own lives.			

C	30	Listen	again :	and	complete	these sen	tences.
---	----	--------	---------	-----	----------	-----------	---------

1	People look at advertisements and they are not content	
2	2 What do you mean?	
3	3 I think advertisements are a waste of	<u>_</u> .
4	4 Without ads, we wouldn't know about	
5	5 Do you think there's a bad side?	
6	6 Children are easy to	



D Discuss in groups: Do you think there should be rules about advertising? What kind of rules? Use phrases from the box below.

Giving opinions

In my opinion, ...

Personally, I think ...

It seems to me ...

Asking opinions

How do you feel about ...?

What's your view on ...?

Do you agree that ...?

Checking information

What do you mean exactly?

Could you explain that point?

Can you give us an example of ...?

Asking opinions

What I mean is ...

What I'm trying to say is ...

My point is that ...

The Environment

Lesson 1: Endangered Animals

A Use words from each box to make six phrases. You can use two colours if you want.	
a an the my your	
old expensive nice pretty dangerous strange funny big	small
green yellow red blue black white grey pink purple	
car shirt shoes eyes fish cat bus carpet programme	>
Example: an old black and white bus	
1 2	
3	
5	



It's a big black animal. It's very strong. It has small eyes and a horn on its nose.

Here are some useful words:

fur tail fin stripe horn smooth flat

It's the black rhino.

Now change over.

Lesson 2: Almost Extinct



A Read the factfiles again. Complete the table by ticking (/) the correct columns.

Example: Hunting gorillas is against the law, but illegal hunters still kill them.

How to save endangered species

	stop hunting	breed in zoos	cut,pollution	protect habitat
right whale				
giant panda			07	
mountain gorilla	✓			
tiger				

ı	9	e	ø	頓	9
L	3	Ľ	đ	P	
	ξij	38	Ŧ.	3	
٩	Sie.	L	4	d	

B Look at the completed table and write four more sentences with must.

If we want to save the giant panda, we must breed it in zoos.	
1	
3	

C Read the fact file.

The rhino is a big black animal with small eyes and a horn on its nose. It must be very strong. It looks dangerous, but I think it's beautiful. It's hard to believe that it really exists – it looks like something from a storybook.



Do you know the rule?

look + adjective look llke + noun

That car looks very old. Your eyes look like stars.

D Complete the sentences with words and phrases from the box. You can use each more than once.

		Aller	
look	look like	looks	looks like

Example: The teacher ook5 very angry, What's the matter with her?

- 1 My cat _____a tiger.
- 2 Fuad _____very tired today.
- **3** Your brother ______ a businessman.
- 4 That book _____ interesting. Have you read it?
- **5** People say that I._____ my father.
- 6 Those elephants _____ill. Why are they lying down?



Choose two of the animals on Course Book page 35.
Write descriptions. Give some facts and your own opinion.
Present your description to the class.

F	Write the numbers to make first conditional sentences.					
1	If everybody comes,		a	Aziz won't wait for us.		
2	If I fail the exam,		b	you will get very thirsty.		
3	If you don't take water with you,		c	I'll give you a place in the team.		
4	If I become captain,	0	d	I will be really disappointed.		
5	If the car breaks down,		е	Waleed won't know how to fix it.		
6	If the guests want more ice-cream,		f	Nadia will go down to the shop and get it.		
7	If you don't enjoy this book,		g	bring it back, and I'll lend you another.		
8	If we are late,		h	there will be 38 people at the dinner.		
If you call Mariam, she will help you with the homework. H						
	someone is sick the car breaks down our mobile phones don't work it is too hot we run out of water	fi	nd :	phone Nasser's mother fix it use a radio some shade and drink lots of water go home		

If someone is sick, we will phone Nasser's mother. She's a doctor.

What will we do if someone is sick?

Lesson 3: Recycling Mobile Phones

recycle /ri:saikəl/ verb - to reuse, to use again; things or parts of things are often recycled in a factory: newspapers are recycled to make new paper.



B Copy the flow chart in your notebook. Write one phrase in each box.

Example:

Fawzi buys a new mobile phone.

Fawzi, Noura and Tariq, use the phone.



C Mork in groups. Take it in turns to describe the life cycle of the mobile phone, including recycling. Close your Workbook. Use your copy of the flow chart to help you with your description.

Lesson 4: Now you too can be green!

A Complete the article with words from the box.

bigger metal throw work thousands process environment destroying cheap

Why we should recycle

by Professor Khaled Al Jaber

too. The first reason is this: the rubbish dumps near our towns and cities are getting ⁴ every year. These dumps are dirty and dangerous. We are the beauty of our country. The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they 6 of miles to us – that uses a lot of oil. We use the paper once, and it away. Instead, we then we should use the old paper to make new paper; it is a cheap and easy we do this, we will save money and protect

B 🕝 🛭 Listen and check your answers.

C Write the numbers to match the sentences.

- Each team got two goals in the seml-final.
- 2 I can't read your handwrlling.
- 3 In hospitals, doctors throw their gloves away after doing something.
- 4 My mobile phone is dead.
- 5 The town was completely destroyed by the earthquake.
- 6 Your office is a mess!
- 7 x = 4y2 0.01? That can't be right!

They	don't	reuse	them.

- You probably need to recharge the battery.
- You should reorganize it.
- Can you rewrite the address more carefully?
- They had to replay the game.
- Let's redo the question from the start.
- They are starting to rebulld It now.



D Look at the poster on Course Book page 37. Design your own poster about recycling. Draw a picture and write something to persuade people to recycle one of the items in the list or something else.

- · mobile phones
- computers
- clothes
- batterles
- paper







E Word building: What does the prefix *re* mean? Take turns making sentences using one of the verbs below. Try to keep the conversation going each time.

redecorate replay recycle remember remind reopen repeat return revise refresh

I'm redecorating my bedroom at the moment.





Really? What colour are you painting it?

Blué and white. It's going to look nice.

Vocabulary tip: Building words using re-

The prefix re-means again.

- re + cycle → recycle plastic bottles (i.e., use plastic again)
- re + do → redo an assignment (i.e., do an assignment again)
- re + write → rewrite an essay (i.e., write an essay again)
- re + sent → resend an email (i.e., send an email again)

Lesson 5: Offering Help

۸	a	00	Liet	on	an a	**	peat
A	17.1	47	LIS.	EIII	GIII G	ПE	o (e) (e)

1 Shall I feed the baby lion? I'll do it myself, thank you.

2 Shall I work in the car park? Yes, please.

3 Would you like me to fix it?
Good idea.

4 Would you like me to help? No, thanks.



B Rewrite the following sentences to give the same meaning.

•	Do you want me to bring some paper?		
	Shall	Would	

2 Do they want us to pick up the laundry on our way back?

Shall Would

C 👥 Respond to the questions in Exercise B by accepting and refusing.

Conversation 1

Mr Obuya: It's not acceptable for members of the public to make noise around the

birds' nests.

Victoria: You mean tourists must keep quiet there.

Mr Obuya: That's right.

Conversation 2

Mr Obuya: Put all the rubbish from the car park in the bins, and take the bins away.

Victoria: Where do I put the bins?_____

Mr Obuya: Behind the café, OK?

Conversation 3

Mr Obuya: We need to record the number of giraffe calves in the reserve this week.

Victoria: Do you mean we need to count the baby giraffes? ____

Mr Obuya: Yes.

Conversation 4

Mr Obuya: I'll check.

Victoria: Is it switched on?

	ore information?	in extra question [E&] to get				
	In which conversations does she repeat something in different words [DW] to check that she has understood? Mark each conversation EQ or DW.					
E	(A) Signal of the control of the con	A to E), and match them to				
1 2 3 4 5 No	You mean we need their money? So it actually thinks it's human? Is it petrol or diesel? Do you mean that it's dangerous? OK. Where can I find the key? ow mark Victoria's answers EQ (extra que	Sentence Sentence Sentence Sentence Sentence Sentence Sentence Sentence Sentence				
F	Read the Functional Grammar box on p again. You are not sure about the inforn to check.					
1	You have put the baby lion in its cage, _	haven't you?				
2	The table in the picnic area is broken,					
3						
4	The tourists should stay in their cars,					
5	The new no-smoking sign will be OK,					

Mr Obuya: The satellite tracking program isn't working properly.

Lesson 6: The Best of Both Worlds

<u>21</u>

A 🎧 🥸 Read and listen to the interview in the Course Book. What are the advantages and disadvantages of different types of cars? Complete the table by making notes.

	Advantages	Disadvantages
Petrol engine only	good on the open road cheaper than hybrid	
Electric motor only		
Hybrid		

B 🔐 🐯 Listen and repeat.

Lexpect I'll buy one.

They will definitely make things better.

Exactly.

I'll certainly buy a hybrid.

C Mork in pairs.

Student A: You work for *Which car to buy* magazine. Interview your partner to find out what type of car he/she is going to buy and why.

Student B: You are thinking of buying a car. Answer your partner's questions. Check that you understand the words in the boxes before you start.

sports car family car four-wheel drive convertible

safe powerful fast stylish modern cheap

C21

D Work in groups. Brainstorm this question: How can we reduce pollution from cars in cities? One student should make a list of the group's ideas. Use a dictionary if necessary. Compare your list with other groups. How can we reduce pollution from cars in cities?

- · use hybrid cars
- · use lead-free petrol

E You are going to write an essay with the title: How can we reduce pollution from cars in cities? In the essay you will present several solutions to the problem of pollution. How can you join the different parts of the essay? Read the essay below and look at the underlined words and phrases.

How can we solve the problem of overfishing?

The North Sea around Britain used to be one of the richest seas in the world for fish. But now there is a problem. There has been too much fishing, and now the fish are almost all gone. Pollution in the water has made the situation worse – fish cannot breed in dirty water. What is to be done?

One possible solution is to stop fishing completely for a few years. This would give the fish time to breed and increase their numbers. But, of course, this would be terrible for fishermen. They would lose their jobs.

An easier solution might be to reduce the quantity of fish that we catch. Then fish and fishermen could survive.

There is another way forward: fish farming. It is possible to breed some types of fish in fish farms. If we do this, we don't need to catch wild fish.

<u>Something else that we must do is</u> stop the pollution in the North Sea. Even if we are not fishing, it is important to have clean seawater – for people and for animals.

F A Me Plan and write the essay How can we reduce pollution from cars in cities? Use words and phrases from the essay above to organize your writing. Make a presentation from the essay you have written and present it to your class.

Lesson 7: The Arabian Oryx

Α	Read the article on Course Book page 40. Mark the sentences True	(T) or False (F
---	--	-----------------

1	Not many big animals can live in the desert.	5	Oryx was hunted by people on horseback.	
2	Oryx usually stay in a small area.	6	Wild oryx disappeared in the 1960s.	0
3	Forty years ago there were lots of oryx in the Arabian Peninsula.	7	Oryx didn't breed successfully in zoos.	
4	Some people liked eating oryx.	8	Hunting oryx is now against the law.	



People used to hunt oryx for food or for sport.
They don't hunt them any more. The law
has changed, and people's attitudes have
changed. In your community do people go
hunting for other animals? How do you feel
about hunting? Discuss in groups.



1	They do not work very hard.
2	
3	
4	
5	
6	
7	
8	
•	

D Work in pairs. Take turns reading out these sentences with contractions.

Example: My brother does not live in London.

- Tigers do not normally attack-people.
- 2 I thought they had finished their work.
- **3** You must not think about my problems.
- 4 Oryx do not need much water.
- **5** The computers in the office are not working.
- **6** I would like to take a trip to the rainforest.
- 7 The football games were not very exciting.

My brother doesn't live in London.



E 😘 🚳 Listen and check.

Lesson 8: The Aswan Dam

A Study the dictionary definitions. Did you guess the meaning of these words correctly? Use each word in a sentence of your own.

triumph /'traixmf/ *noun* – a great success, a wonderful result after difficulties.

tragedy /'trædʒədɪ/ noun – 1: a play / film / story with a very sad end. 2: a bad failure, a very bad result.



Read the article again. According to Natasha Ward, what are the advantages and disadvantages of the Aswan Dam? Complete the table with notes.

Advantages

C	Mark the sentences about the article True (T) or False (F). Read again
	and check.

1	The River Nile runs near the town of Aswan.	
2	The Aswan Dam is 30 years old.	\Box
3	There used to be more water in the Nile in the summer.	\Box
4	Hydroelectric power does not create pollution.	C
6	The dam is coming near to the end of its life	1



D **W** Work in pairs.

Student A: Choose one of the pictures below and describe it to your partner. Think about how it would feel to be there. Don't say which picture it is. Student B: Listen to your partner's description and say which of the pictures (1 to 6) he/she is describing.















Reread Natasha Ward's description of Aswan. Choose one of the pictures above and write your own description. Imagine you are there.

Lesson 1: Bakkar's Adventure

A	Read the article on Course Book page 4 the questions.	6 quickly	and c	inswer		
1	When do Egyptians watch <i>Bakkar</i> cartoons?					
2	In which other countries are they popular	?				
3	Who is Habiba?					
4	In which area of Egypt does Bakkar save e	endangei	ed ani	mals?		
5	When did Mona Abou El Naser start makir	ng Egypti	an car	toons?		
6	What was the title of her first cartoon?					
7	Which person in Mona's family was an art	teacher?		1		
		N.		<u>/</u>		
В	Write the number for the correct ending to look at the article.	or each s	entenc	e. Do not		
1	He is not a hero but he is a very	0	a	for less fortunate people.		
2	40 million Egyptians watch <i>Bakkar</i> . The series is also very		b	endangered animals from a cruel zookeeper.		
3	He speaks the language, even if he has got an		c	environmental problems.		
4	The Bakkar shows often have		d	unusual Arabic accent.		
5	For example, one episode is about		e	kind and sociable child.		
-	sympathy		f	serious topics.		
6	In a more recent show, the main topic is		g	in protected areas.		
7	They want to rescue		h	popular in the United Arab Emirates, Oman and Tunisia.		
8	It's a bad idea to go fishing or collect					

sea animals



C You learned about the order of adjectives in Unit 3. Look at this example from the text: an unusual Arabic accent.

- · Which comes first, the nationality/ethnicity adjective or the general adjective?
- Make phrases by writing the adjectives below in the correct columns. Add an article (a or an) where necessary.

traditional ক্রে**তার্যত** interesting boring delicious peaceful kind strange Libyan - বিশ্বস্থাত - Indian Italian Egyptian Tunisian Scottish Lebanese

an expensive	Japanese	camera
		garden
		clothes
		film
		woman
		poet
		play
		food

D Mork in groups. Play the I've just bought game.

Student 1: Say what you have just bought, using two adjectives in the correct order. You can use a general adjective followed by a colour adjective, or a general adjective followed by a nationality adjective. Start with the phrase *I've just bought a/an/some* ...

Student 2: Repeat what Student 1 said, then add something you have bought in the same way.

Continue around the group. When someone breaks the chain (by repeating an item or making a mistake with the adjectives), he/she loses a 'life'. Each student has four 'lives'.

Example:

I've just bought an expensive blue bicycle.





I've just bought an expensive blue bicycle and a boring American CD.



I've just bought an expensive blue bicycle, a boring American CD and a delicious Italian ice-cream.



Write a description of your favourite television show. Use these phrases.

My favourite television show is ... You can see it on ... at ...

I like it because it's ... In my favourite episode ...

F Complete the article with words from the box.

communicate during ecology endangered environmental ideas opinion pollution protect rise shows survey

Bakkar goes green!



The most recent Bakkar series is all about problems in the Red Sea Protectorates. Recently, hotels, flats and other buildings have appeared all over the area because of the in tourism. 3 and This has caused could destroy various wildlife habitats. Now a new series tries to educate children about 4 of the Red the Sea. Children learn why it's important to 5 the desert and sea habitats of the animals of the Red Sea. There are many exciting moments when Bakkar and a Red Sea Ranger try to stop someone stealing ⁶ animals for a zoo.

7 has shown that Bakkar is definitely able to 9 to environmental children. Before seeing the none of the children in the survey had heard of the Red Sea Protectorates, and only 2% of them had heard of Red Sea Rangers. After the shows, 45% of the children in the survey knew about the Protectorates and 42% of them understood the work of the Red Sea Rangers. Ten-year-old Mennatallah Hossam gives her 11: "I like Bakkar because he always does good things. I would like to watch cartoons like Bakkar all year, not just 12 Ramadan."

Lesson 2: Shall I help you?

	A What do you think will happen next? Discuss your answers in pairs.
1	Do you think Helen has broken her leg?
2	How do you think the girls get home from the tennis court?
3	What do you think Helen will do when she gets home?
4	Do you think Helen will be able to play in the competition?
Stu	dent 1: I don't think Helen has broken her leg. She has probably just hurt it. What do you think?
Stu	dent 2: She might have broken it. It's possible. But I agree - she probably hasn't.
Stu	dent 1: How do you think they'll get home?
В	Match the pictures on Course Book page 47 with these sentences.
1	Zeina offers to help Helen walk to a seat,
2	Zeina helps Helen to stand up.
3	Helen thinks her leg is broken.
4	Zeina offers to get Helen a drink.
5	Zeina thinks Helen is joking.

C 11 In pairs, write what you both think happened next.

Helen's leg wasn't broken. The girls called Zeina's mother and she drove them home. Zeina's mother was a nurse and she ...

D \textstyle \textstyle Do not look at the Course Book. In pairs, tell the story in your own words. You should also tell the part of the story that you wrote for Exercise C. Take turns saying a sentence each. Use the past continuous and the past simple. Use these phrases:
One day in May, Helen and Zeina were playing
They were practising for
Helen was running when suddenly
E Complete the first conditional sentences from the story. Do not look at the Course Book.
If you,
to walk. If it is broken, I play
on Saturday.
F Match the sentence halves and write the sentences in full using the correct form of the verb.
1 I (write) to you and I (take) a message
2 You (not know) for sure b if it (start) raining again.
3 If you (not go) to bed now, c if you (help) me with my homework.
4 If your brother (phone), I d if you (give) me your address.
5 I (lend) yoù my bike e if you (not ask).
We (not be) able to play tennis f you (feel) very tired in the morning.
Example: 1 I'll write to you if you give me your address.
2
3
4
5
6
6

Lesson 3: On The Phone

(a)					
Α	♀ ❸ Lis	sten to Phone Call 1 again and	answer the que	stions.	
1	Where d	oes Youssef want Suleiman to go	for him?		
2	Where is	the ticket?			
3	How mud	ch will Suleiman have to pay?			
	в 🞧	Sharp to Phone Call 2 again	and complete t	he table.	
		Film	Certificate	Times	Prices
S	creen 1			V	Adults:
S	creen 2				Students:
S	creen 3	- 9			Children:
1	Americani	sten to Phone Call 3 again and as the advertisement for the guit		stions.	
2	2 How old is the guitar?				
3	3 How much is it?				
4	What time is Rashid going to see the guitar?				
5	How do	you spell Rashid's surname?			

Lesson 4: I've just won first prize!

Α	Match the pairs of sentences and join them using <i>so</i> or <i>such</i> and a clause of result. Rewrite the full sentences below.				
1	She's worried.	a	He drank four glasses of water.		
2	We're hungry.	□ b	I can't eat anything else.		
3	He was thirsty.	0 0	I haven't had time for lunch.		
4	I had a wonderful dream.	d	I was disappointed when I woke up.		
5	I've been busy.	_ e	Few people can afford them.		
6	They had a nice time in Beirut.		He went to bed at 9 o'clock.		
7	Those cars are expensive.		Nobody cóulá sleep.		
8	They made a terrible noise.	1 h	She can't sleep.		
9	I've eaten a lot.	(i	They're planning to go there again.		
10	He was tired.	D)	We could eat a whole sheep.		
			•		
1	She's so worried that she can	<u>n't sleep</u>			
2					
3		1			
4					
5					
6					
7					
8					
9					
10					

B Use the prompts to write questions and answers in the present perfect simple and continuous.

Examp	ole:	
Q: Hov	w long / she / write?	How long has she been writing?
A: 40	'clock.	Since four o'clock.
a: Hov	w many emails / she / send?	How many emails has she sent?
A: 12.		She's sent twelve.
0		
Q: Hov	w long / you / cook?	
A: Two	o hours.	
Q: Hov	w many cakes / you / make?	
A: Thre	ee.	
2		
Q: Hov	w long / they / paint?	4
A: 10 c	oʻclock.	
Q: Hov	w many walls / they / paint?	
A: Thre	ee.	
3		
Q: Hov	w long / he / read?	
A : 20	minutes.	
Q: Hov	w many pages / he / read?	
A: 30.		
C Co	mplete the answers with the correc	form of the verbs in brackets.
1 Wh	at have you been doing all day? I _	(study).
2 Wh	ere have they been all day? They	(be) at school.
3 Wh	at has Dad been doing? He	(wash) the car.

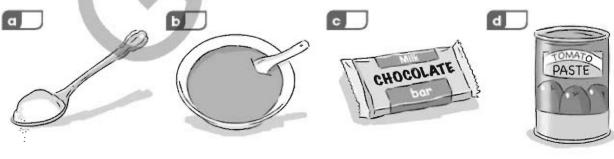
Unit 5 Food and Drink

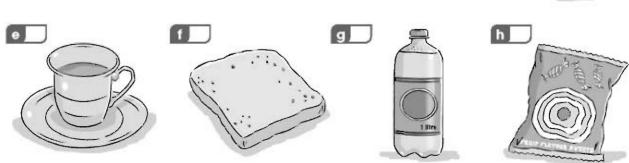
Lesson 1: Food Preferences

A Complete the table as fast as you can.

meat	fruit	vegetables	drinks	meal
chicken	oranges	carrots	tea	burger
			127	
			X	
			1	

B Complete the phrases with words from the box. Then match the complete phrases to the pictures.





C Read and choose the correct words to complete the essay.

bowl delicious glass healthy meal cup egg energy carton oil slice weight flavour fruit onion bake cakes chilli course grilled honey lemonade salt vegetables

My Kind of Food







by Eman Malek

ı iike tooa ana i eat quit	te a lot. I always try to eat a <i>_health</i> :	y diet. I think	, if you eat the right
	of for the day ar		
and get fat. I never miss	s breakfast. I think it's the most impo	ortant	$_{}^{3}$ of the day. I
usually start with a	⁴ of cereal and a	⁵ of fruit	t juice. Then I have
a fried	$__^6$ with fried tomatoes and a $__$	⁷ of bread	d. I always fry my
eggs in olive		t's	l usually have a
¹⁰ of t	tea with a little milk and no sugar. S	Sugar isn't good for the	teeth, so I avoid it.
l make my own sandwid	ches to take to college for lunch. M	y favourite sandwiches	are chicken with
lettuce, onion, tomato	and chilli. I know the	¹¹ makes my breath	n smell, but I don't
care! The chilli gives the	sandwich a lovely, spicy	¹² . I also have	two pieces of
¹³ , us	ually an apple and-a banana, and	d a ¹⁴	of fruit juice.
My mother makes supp	er for the whole family. We often sto	art with a bowl of veget	table soup.
The main	¹⁵ is usually a stew – lamb, chid	cken or beef with four c	or five different
¹⁶ . My	y mum always puts lots of tasty herk	os and spices in her ste	ews, but she doesn't
like very hot flavours, sc	she never adds	_ ¹⁷ . She gets a bit annoy	yed with us if we
add	¹⁸ and pepper. She says she uses ju	ust the right amount! Sc	metimes we have
¹⁹ lan	nb kebabs. I love them, but it's quite	e a lot of trouble cookir	ng them on a
barbecue outside. With	our main course, we have rice, co	uscous, boiled potatoe	es or bread. I drink
water and avoid drinks	like ²⁰ and cola.	We usually end the me	al with fruit.



D Write an essay like the one above about one of your food preferences. The essay should be about 150 words. Share your essay with your class. Remember to use adjectives to describe your meal.



Write five words from the list in each category.

boiled partots salty chilli chips delicious fried grilled heated honey lemonade spicy stewed sweet tasteless

ways food is cooked boiled

adjectives to describe food

things to eat or drink
_carrots

F Which words go together? Match.

a cake a fire butter, sugar and flour cheese eggs
meat onions some water the table the washing up

Example: grate cheese___

- 1 chop _____
- 2 light.
- 3 do

- 4 mix _____
- 5 beat

6 grill _____

7 make _____

- 8 lay
- 9 boil _____

Lesson 2: Healthy Habits

A Use the prompts to write sentences with can and must or mustn't.

Examples:

You (eat) grilled fish and meat, but you (avoid) fried food.

You can eat grilled fish and meat, but you must avoid fried food.

You (read) my essay, but you (copy) it.

You can read my essay, but you mustn't copy it.

- 1 You (borrow) my mobile, but you (pay) for any calls you make.
- 2 You (phone) me tonight, but you (call) me after 11 p.m.
- 3 You (use) my camera today, but you (take) any photos of me.
- 4 They (play) video games, but they (turn off) the computer by 10 p.m.

Sirt Secondary School Rules

	at 8.00 a.m. You must be on time. You mustn't be late. I	•
You	z smoke anywhere in the school or playground.	(2)
You	bring your mobile phone to school, but you 4 use it in class.	
You but you	bring food and drink to school if you want, take it into the library or classrooms.	
You	eat, drink or chew gum in class.	
You	be polite to your teachers and the other studen	ts.
You tell a PE teac	use the gym after school, but you her you are going to.	10



Match the sentence beginnings to the endings.

The Oasis Gym

IMPORTANT INFORMATION FOR NEW MEMBERS

We want to keep our gym clean, safe and pleasant. We also want our members to avoid accidents and injury. Please follow these guidelines and instructions.







1	В	You must warm up for at least 10 minutes

- 2 If you have never trained before,
- 3 You should train for about forty-five minutes, four
- You should not come to the gym when
- 5 You should wear comfortable clothes
- 6 You must not wear outdoor shoes

- 7 You should not always do
- 8 You should change your exercise routine
- 9 You MUST ask an instructor if you
- 10 You must not leave the
- 11 You must drink plenty of
- 12 You must not spend more than 20

- and trainers for your exercise.
- before you start lifting weights. If you don't, you can injure yourself.
- do not know how to use one of the machines.
- d times a week.
- minutes on the running machines.
 Other people want to use them too.
- f once a month.

- the same exercises.
- h in the gym.
- weights on the gym floor.
- water during your gym session.
- you are ill or injured.
- you should not train every day.

Lesson 3: Expressing Necessity

A Fill in the blanks with have to or don't have to.

To: mike.links007@gotmail.com Subject: Life in Beirut	
Dear Mike,	
How are you? I have a holiday job working for my aunt and uncle. They own a restaurant called Arabian Nights here in Beirut. It's hard work, but I enjoy it. It's just right for me because I hate getting up early and in this job I don't have to get up until one in the afternoon. You see, I only	
I'm a helper in the kitchen, so I help the cooks. I	
5 cook anything. I just6 peel and chop	
vegetables, grate cheese and carrots, put things away in the fridge and keep the	
worktops clean and tidy. I also ⁷ do the washing-up and clean the	€
pots and pans. I'm not a waiter, so I	t
of clear the rapies.	
The only trouble with this job is getting home at night. I finish work at about midnight.	
The only trouble with this job is getting home at night. I finish work at about midnight.	
The only trouble with this job is getting home at night. I finish work at about midnight. My aunt and uncle	
The only trouble with this job is getting home at night. I finish work at about midnight. My aunt and uncle	
The only trouble with this job is getting home at night. I finish work at about midnight. My aunt and uncle	



Does he have to get up early?

No, he doesn't. He doesn't have to get up until one in the afternoon.

What time does he have to be at work?

He has to be at work by ...



- run/walk/go to school
- do English/Maths/Science homework
- · do the shopping
- take my little brother/sister to the park/shops/school
- · do the washing-up
- empty the rubbish
- help my little brother/sister with homework



Yesterday I had to run to school because I was late.

I didn't have to go to school yesterday. It was Friday.



D Study the rule box and write two more examples for each verb.

	Expressing prohibition: mustn't and don't have to
· We us	se <i>mustn't</i> to say that something is forbidden or not allowed.
We mu	istn't make a noise. My mother is asleep.
You mu	ustn't use your mobile phone in class. It is not allowed.
· We us	se the negative of <i>have to</i> when we say that something is not necessary.
You do i	on't have to do both exercises if you don't have time.
didn't	t have to walk to school today. My father drove me there.
	∜ p.10

E Complete the sentences with mustn't or don't have to.

Examples:

	You <u>mustn't</u>	$_$ use your phone anywhere in the school. It's fo	orbidden.
	I'm on holiday, so I don	't have to get up early tomorrow.	
1	You	read my emails. They're private.	
2	Fawzi is so lucky. He free tickets!	pay for plane tickets. His fathe	er is a pilot and gets
3	We	take a dictionary to the class, but it would pro	bably be very useful
4	You	_ dive into the pool. The water isn't deep enoug	gh.
5	We	$_{ extstyle }$ go to the beach. We can go to the park insted	ad if you prefer.
0	The bus arrived at exactly	ten o'clock, so Iwait ver	ry long.
7	You	park there. You will get into trouble with the po	olice.
8	You	cook tonight. Mum. We're going out to a resto	urant.

Lesson 4: You'd better wash it first.

1	A Match the words to the pictures. Write the numbers 1 to 15 next to the correct words.						
		ster		f charcoalg forkh matchesi recipe bookj washing-up liqu	uid	k cheese grafeI rubber glovem onionn sinko wood	
1 100 Recipes of for Course of Discours							CHARCOAL MATCHES
(1 a	What is th		wer the questions	ana compi	ele ille davice.	
		She's cu					
	b	What is he	er brother	's advice?			
		You'd be	tter was	h it and put a p	laster on it		
	2 a	Why is the	boy cryir	ng?			
	b	What is hi	s mother's	s advice?			
							J

Lesson 5: If I were in your shoes ...

A Study the language box, then write sentences in the second conditional.
Add a comma where necessary.

Writing tip - Punctuation: Using commas in second conditional sentences

- Commas are used to divide parts of a sentence. They mark a brief pause you normally make when speaking.
- When the if clause comes first, it is followed by a comma.

 If I was rich, I'd buy you a new car.
- There is no comma when the if clause comes second.

 I'd buy you a new car if I was rich.

♥ p.103-p104

Example: If she (have) shorter hair, she (look) nicer.

If she had shorter hair, she would look nicer.

1 You (not be) tired if you (go) to bed earlier.

2 If he (not smoke), he (be) a lot healthier.

3 If he (lose), his wallet, he (be) upset.

4 What (you do) if you (find) three million Libyan dinars in the street?

5 If you (have) wings, where (you fly)?

7 I (tell) you the answer if I (know) it.

6 Everybody (like) him if he (not be) so bossy.

- B 1 In pairs, ask and answer the questions from the interview on Course Book page 57. Then tell the class about your partner.
- C Write your own answers to the interview questions on Course Book page 57.

If I won Ł1,000 in a competition, I'd buy a smartphone and a laptop.



D Use the prompts to write quiz questions in the second conditional.

How Honest Are Vou?

Example: If a shop assistant (give) you too much change by mistake, what (you do)?
If a shop assistant gave you too much change by mistake, what would you do?
If the waiter (forget) to give you your bill at a café, (you tell) him?
If you (find) two million Libyan dinars in the street, (you take) it to the police station?
If you (see) your friend cheating in an exam, what (you do)?
If a very rich friend (lend) you 5,000 Libyan dinars and (forget) about it, (you keep quiet or (you remind) your friend?
If you (crash) your scooter into an expensive car and nobody (see) you, what (you do)?
(you read) your sister's or brother's letters and diary if you (find) them in their cupboard?
How (you feel) if you (lose) your bag containing 5,000 Libyan dinars?



E in groups, ask and answer the questions in Exercise A. Give reasons for your answers.

If a shop assistant gave you too much change by mistake, what would you do?



I'd give it back because the assistant might have to pay it back.

I kept the money once when that happened, but I felt bad afterwards. I wouldn't do it again.

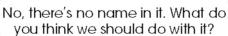


Role-play the following situation in pairs. You and a friend have just found a wallet in the street. Discuss the best thing to do with it.



Look! I've just found this wallet. It looks rather expensive.

Have a look inside it. You might find the owner's name and address.





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



A 🔐 Work in pairs and take turns being Student 1.

Student 1 asks for advice in these situations. Student 2 gives advice, but asks for some more information first.

Student 1

- 1 You have lost your new glasses.
- 2 You have a bad headache and a sore throat.
- 3 You want to give up your studies and become a singer.
- 4 You don't know where to go for your next holiday.
- 5 You are worried about your exams and can't sleep at night.
- 6 You don't know what to wear to your cousin's wedding or what gift to give.
- 7 You want to take a visitor from Britain sightseeing in Libya and you aren't sure where to take him/her.
- 8 Your brother/sister seems unhappy and you aren't sure how to help him/her.



I've lost my new glasses. I think I left them on the bus.

Were they very expensive?

Yes. And I can't see the board without them. What should I do?

If I were you, I'd go to the bus station and ask the manager about them.

That's a good idea. I'll do that tomorrow.

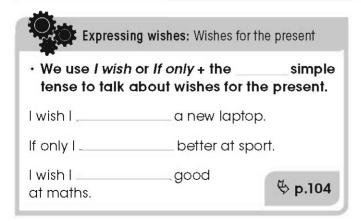


B Write	one of the dialogues you made up in Exercise A. Read the example first.
Nadia:	I've lost my new glasses. I think I left them in the school toilet.
Sally:	When did you lose them?
Nadia:	Yesterday, I think. I really need them. What should I do?
Sally:	I think you should go and ask the head teacher. Someone might have taken them to her office.
Nadia:	I've already done that. She hasn't got them in her office.

C Mork with a partner. Take turns acting out one of your dialogues to the rest of the class.

Lesson 7: I wish I could fly.

A Look at Course Book page 59 and complete the rule and the examples.



Expressing wishes: Wishes	for the future
• We use I wish/If only + would about wishes for the future.	d/could to talk
If only my parents up late sometimes.	_let me stay
I wish I go horse-riding at the weekend.	∜ p.104

B 😭 🗐 Listen and match two wishes to each picture.













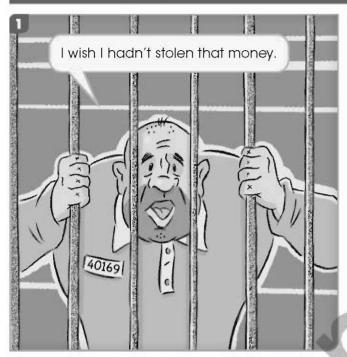
CZI SŅIL

C Now match these wishes to the pictures above. Write the letters in the boxes.

1	I wish the neighbours would stop making that noise.	e 🗇
2	I wish it wasn't such a dark night.	00
3	If only there was a garage somewhere.	
4	I wish they would put air-conditioning in this office.	
5	I wish you didn't live so far away.	
Č	If only it would stop raining.	

Are they wishes for the present or the future? Write P (present) or F (future) in the second box.

D What are these people thinking or saying? Write sentences with *If only* or *I wish* + the past perfect.



I wish / not steal that money.



If only / we walk instead of coming by car.



I wish / not leave my mobile phone at home.



If only / play more carefully.



If only / I study harder for this exam.



I wish / not eat so much chocolate.



 Listen to a talk about regrets. Write the correct percentages next to the headings.

No regrets	F	Regrets about jobs	<u> </u>
Regrets about family life	Z.,	Regrets about health	



Now match the headings in Exercise E to the percentages shown on the chart.

Lesson 8: If only I'd listened.

A	Read the article on Course Book p the words and phrases to their med		and 61 again and match
2 3 4 5 6 7 8	picnic annoying chat room (in the car) argue to start with for ages breeze unconscious		difficult, causing trouble disagree; fight with words space meal outside gentle wind not awake
10	selfish		for a long time
В	Answer these questions. In which two ways does Faisal some	etimes cin	noy Dana and Layla?
2	What lie did Dana tell her mother to	convince	e her that Faisal couldn't go with her?
3	How did Dana find out about Faisal'	's accide	nt?

Unit 5

4	How did the accident happen?
5	How did Dana feel when she saw her brother in hospital?
	Wile act all all also and also
6	What did she wish?
7	What do these words refer to? It (Line 4) him (Line 29)
	C Write a summary of the story in your own words. Start like this and complete the sentence beginnings.
Dc	ana was invited to the park for a picnic by Layla and her family.
Не	er brother Faisal wanted to go too, but Layla didn't want him to.
Sh	e told her mother that
	the park
Th	en she got à call
Fa	isal had
La	yla's family drove
Fa	isal was
Do	ana felt
Sh	e wished
In	the end,

D Read the email of complaint below and write the following phrases and sentences in the correct places.

- · and had a view of a car park
- · and the unbearable noise
- and there was no hot water in the mornings
- · photos which show
- · and we could not keep our food fresh
- · and we were unable to relax.
- · but we left after one week-
- I look forward to hearing from you.

To: md@cornwallbeachholidays.com Subject: Complaint
Dear Sir / Madam,
My brother and I stayed at one of your holiday flats last month, from 15 to 22 July. It was Flat 25, Bay View
Road, Penzance. We intended to stay there for two weeks, until 29 July, but we left after one week 1.
There were a number of reasons for our early departure.
Firstly, we had booked a flat with a view of the sea. The flat which you gave us was at the back of the
building².
Secondly, the bathroom was unsatisfactory. The shower did not work
3. I complained to the caretaker, but nobody did anything about it.
Thirdly, the television did not work. I asked the caretaker to replace it, but he did not. In addition, the fridge
did not work. This was very inconvenient as the weather was very hot
Finally, there were builders working the whole time that we were there. They were working above the flat from
seven in the morning until ten at night. The noise and dust were terrible
5
As you know, we paid $\pounds600$ in advance for our two-week stay and left after just one week. We could
not stay any longer because the flat was so unsatisfactory. I would not have booked a two-week stay
at the flat if I had known about the building works^6. I would
therefore be grateful if you could refund £300 to me for the week that we were not there. I enclose
⁷ the unattractive view from the flat and the building works.
8
Yours faithfully,
Mike Green

E		t Mike's five complair mbers 1 to 5 in the bo		e order he	∍ m	entions them. Write the
а	the	e bathroom	d	the TV		
b	the	e builders	e	the view		
c	the	e fridge				
	F	Tick the correct ite	m for a 1	formal er	nail	I from each list below.
1	Or	pening greeting		3	CI	osing greeting
	a	Dear Mr Sir,			a	Love from
	b	Dear Mr Moreton,			b	Best wishes,
	C	Hello Sir!			¢	Goodbye
	d	My dearest Sir,			d	Yours sincerely,
2	Or	pening sentence		4	CI	osing sentence
	a	l got your email.			a	I look forward to hearing from you
	b	l read your email.	_ ~		-	soon.
	C	Many thanks for your	email.		b	Can't wait to see you.
	d	I would like to thank v	outor vo	our	C	See you soon!

d See you next week.

email.



G Write a formal email of complaint.

You are studying in Britain. You live in a furnished, rented flat. You are not satisfied with certain things in the flat. Write to the landlord of your flat, Mr Mathews. Complain about three things from the list below. List your complaints in order of importance. Lay your email out with your address and the date. Your email should be about 150 words, NOT INCLUDING the addresses, greetings or date.

- there are cockroaches in the kitchen
- the lift often breaks down
- · the central heating does not work
- there have been power cuts every month
- · you need another chair
- the neighbours are very noisy
- the roof is leaking and water is coming into your bedroom
- the bathroom window is broken



Lesson 1: What's on?

	2				
	4				
	6	-			
la 13	i sa				
		V			
a lot	a little	none			
quite a lot a lot a little none 3 How often do you watch the following types of programme? (Tick the					
correct column.)					
often	sométimes	never	favourite		
	girs. Ask you prview, use y you watch? a lot u watch the t	dairs. Ask your partner aboverview, use your partner's you watch? a lot a little u watch the following types	dirs. Ask your partner about his/her TV verview, use your partner's answers to fill you watch? a lot a little none u watch the following types of programme		

Lesson 2: The Language of the News

	he article on Course Book page ete this text about the same eve) 🚳 Then listen an	d
brigade_	rted on the ground floor of num the fourth floor 3, they uildings on either side very quick	² m	inutes. As soon as	the police and fire
crowd in th	utes later, there was a loud	way from the l	ouilding. They	7 the 9 11 people
	ck, the fire seemedad been completely destroyed. A	100		¹⁴ of the hospital, but
each te	ork with a partner to compare to ext aloud, sentence by sentence atch the formal (written) words	ee.		
 arrive enter evacuo 		a	bang cars get away	
4 explosions instruct	on	d	get here get out of	
6 member7 move8 not seri	ers of the public	g	go into inside OK	
9 place			people put	
11 the inte12 vehicle		k l	stop tell	

D Rewrite the sentences to give the same meaning. Use the words in the box, changing the form of the verbs when necessary.

be quiet become instructed children difficult director esempe from football goodbye improve mother television thank you a fantastic

Exe	ample:
	The lions can't get out of their cage.
	The lions cannot escape from their cage.
1	It's quite <u>hard</u> to work with all this noise.
2	Bye! And thanks very much.
3	I'm the <u>boss</u> of a small company in Tripoli.
4	My <u>mum</u> told the <u>kids</u> to <u>stop making a noise</u> .
5	They were watching a <u>soccer</u> match on <u>TV</u> .
6	We're having <u>an amazing</u> time.
7	It got so het that we couldn't go out.
8	The teacher <u>told</u> the students to complete their projects in class.
9	Your grades have been <u>getting better</u> all year.

Lesson 3: You said you were happy.

	A	What were William's own words Tick the correct boxes.	in his first interview with Ale	an Jones?
ĭ	a	I was very happy that my book ha		
	b	I am very happy that my book ha	7	
	C	You were very happy that my boo		J.
2	a	I don't expect it to be a great suc	ccess.	
	b	I didn't expect it to be a great suc	ccess.	3
	C	I will expect it to be a great succe	ess.	
3	a	My next book was better.		5)
	b	My next book will be better.		
	c	My next book would be better.		J
4	a	Writing was a very lonely occupa	tion	
	b	Writing would be a very lonely oc	cupation.	j
	c	Writing is a very lonely occupatio	n.	
5	а	I'm not sure that I'll continue.		
Ŭ	b	I wasn't sure that I'll continue.		-
		I'm not sure that I would continue		
	C	Tittioi sale mai i would commue	,	
В	the	🕯 Listen to some of William's first i reported sentences.	interview with Alan Jones. (Complete
1	Не	said he still lived at home with	his parents .	
2		said		,ı
3	Не	said	and that	no good at anything else.
4	Не	said	relax in Spain for a month.	
5		said		
6	Не	said	in China.	
7	Не	said	so	use 'spell check' a lot.

____ in English, but ___

_____in Mandarin.

8 He said.

C Match the sentences to the people. Then write them as reported speech. Can you come to the shops with me? Could you spell the street name, please? Don't swim at the north end of the beach. Keep your eye on the ball. Please use the stairs because the lift is broken. Show me your driving licence. Stand by the tree and smile. GUARD Take three pills a day for two weeks. D Match Younis Mahmood's words with the sentences from a newspaper report. Complete the last two sentences. I've been looking for a a As a professional, I've new team since January. been in six different teams. Ь I started playing football I've been playing in the е in Sirt, my home city. Gulf for the last two years. I scored a lot of goals last year. I'm joining the Libyan national team next month. Younis Mahmood said that he was joining the Libyan national team next month. He said that he had started playing football in Sirt, his home city. He said that, as a professional, he had been in six different teams. He said that he had been playing in the Gulf for the last two years. He said that He said that

Read and link these rules and examples of changes in verb tenses in reported speech.

Direct speech

- Past simple
 'I saw the match.'
- Present perfect
 'I've lost my mobile.'
- Present perfect continuous
 'I've been walting for hours,'

Reported speech

- a Past perfect
 She sald she had lost her mobile.
- **b** Past perfect continuous

 He sald he had been waiting for hours.
- c Past perfect
 She sald she had seen the match.



Tariq, 17, and his sister Layla, 15, went on holiday with their parents to Sabratha in Libya. Did they enjoy the holiday? Complete the reported sentences on the next page.

- 1 It was a boring holiday. There was nothing to do.
- 2 We had to go out every day and look at old buildings.
- 3 There was an international football match on TV, but I missed it.
- 4 I tried to have a good time with the family, but it was hard.
- 5 I've never been to such a boring place.
- 6 I don't want to go back there.



- 1 It was a fantastic holiday. There was lots to see and do.
- 2 We went out on lots of interesting visits to temples and so on.
- 3 I took hundreds of photos of the theatre and temples.
- Taria just played on his phone and didn't speak to anyone.
- 5 I've been writing a diary of our holiday.
- 6 I will definitely go to Sabratha again.



Lesson 4: Different Opinions



Α

S Listen to the trailer again. How are these five things in the film described? Write notes.

	Trailer	Review
Jo McGregor's acting		
Emma Knightly's acting		
the story		
the special effects		
the music		70

- B Read the film review on Course Book page 69 again. Write notes of the reviewer's opinion of the film in the table.
- C Mould you like to see The Spanish Captain? Work in groups and discuss it.



The review said it was a boring story, so I wouldn't want to see it.

I'd want to see it because the trailer said it was a beautiful story.



D Write a review of a film or TV programme you have seen recently. Write between 70 and 100 words.

Lesson 5: A Famous Libyan Artist

A Eman decided to do a follow-up interview with Ali Omar Ermes, and ask him some new questions. Read these reported questions and write Eman's actual words.



B 🕤 🗑 Fawzi has not seen his Aunt Salwa for five years. She phoned him and asked him lots of questions. Listen and make notes of her questions.



How tall	

C Use your notes to tell Fawzi's mother what Aunt Salwa asked.

1	She asked me <u>how</u> tall I was.
2	She asked me
3	
4	
5	
6	

Lesson 6: Headlines



Write headlines for these two newspaper articles. Compare your headlines with others in the class.

O

A big road bridge has collapsed in Caracas, Venezuela. The bridge normally carries 50,000 cars every day, going in and out of the city, but it was empty at 4.30 p.m. yesterday when the disaster happened. Strong winds had made it impossible to cross the bridge.

A spokesman at the scene said, 'It is a miracle that no one has been killed or injured. Let us thank God for that. Work will begin immediately to build a new bridge.'

2

Monkeys have been causing trouble in the Indian city of New Delhi for many years. They are famous for stealing food from people in the street. Now there is a new problem. The monkeys have decided that they like mobile phones. 'We don't know why they steal mobiles,' said policewoman Vidya Chakrabarti. 'Maybe they think they're food. If this happens to you, call your mobile number. When it rings, the monkeys are frightened and usually drop the phone.'

B Choose one of the headlines then write an article of about 80 words.

A THIEF STEALS POLICE CAR

B ANIMALS ESCAPE FROM ZOO

C	11 In pairs,	try reading this aloud to your partner.	It isn't	easy,	is it?
	Punctuation	makes English easier to read.			

a little south african boy had a very lucky escape yesterday sitting by a river near cape town mrs betty paton saw her three year old son max holding a snake and biting it I was terrified she said it was a poisonous snake but max had almost bitten the head off mrs paton took max to hospital but doctors said that the snake had not bitten him

D Now write out the paragraph with punctuation. When you have finished, compare your work to the same paragraph on Course Book page 72.							
E Where do we us letter in the box		etters? Write C for capito	al letter or S for small				
Countries Colours Months Verbs Place names Names of animals		Days of the week First word of sentences Email addresses People's names Nationality adjectives Words for sports					

F Write these sentences again with the correct punctuation.

Example: the market in kingston is on thursday.

The market in Kingston is on Thursday.

- 1 you know nabil is coming in november.
- 2 my lebanese friend mohamed al mansour loves football.
- 3 my email address is fareed.seeham@hotmail.com.
- 4 i think the eshtar hotel is in al sa'adon street.
- 5 do they play basketball in tobruk?

G Read the Writing Tip below. Then put commas in the sentences below.

Writing tip: Punctuation - commas

 Commas are used between items in a list. Before the last item, we use and instead of a comma.

He plays tennis, table tennis, football, baseball and basketball.

· Commas are used between two or more adjectives.

He's wearing a long, black coat.

· Commas are used to separate clauses in a sentence.

When they eat, lions use their sharp front teeth.

If you have finished the books, you must give them back to me.

- Before we left my aunt gave us tea and some little cakes.
- 2 If you want to visit Jameel Saeed will give you a lift.
- 3 When the police car stopped the man started running away.
- 4 I take photos of flowers trees hills the sea and the sky.
- 5 While we were waiting for the plane we talked about our families.
- As soon as you get to Tripoli phone your cousin.

Lesson 7: At the Museum

A Complete the sentences with nouns from the box. Make them plural if necessary.

	paper glass co	offee time hair exercise	
Exe	ample: A cola and tv	wo coffees , please.	C
1	Careful! There's broke	en on the floor.	
2	He phoned ten	in one day!	
3	l just haven't got	to help you today.	
4	l'd love a	of orange juice.	
5	Physical	is good for the body and the mind.	
6	The	in this unit are more difficult than usual.	
7	The printer has run ou	ut of	
8	There's alook perfect!	on your jacket. Apart from that, you	
9	There's an interesting	article in today's	
10	They grow a lot of	in Brazil.	
11	Your	will look lovely with Kreemy conditioner.	

B Read the Vocabulary tip box. Then write C for countable or U for uncountable about the nouns in Exercise A.

Vocabulary tip: Countable and uncountable nouns

• Some nouns are countable and uncountable - but with different meanings

There's a lot of room in the back of my car. (uncountable, meaning space)

Our flat has five rooms. (countable, meaning part of a building)

as dir	ect speech.
(ample:	Martin promised to pay the money back within a week.
	I'll pay the money back within a week, I promise.
Ali rem	ninded me to watch the international match on TV.
_	
My bro	other offered to stay at home and look after the children.
•	
Farida	suggested getting up early and finishing the job in the morning.
The do	octor advised me to drink a lot more water.
W.	
-	
Your n	nother warned us about the high prices in that shop.
_	

Lesson 8: Magazine Start Up



A 🙎 Start preparing your first class magazine. Here are some ideas for what it might contain:

- Interviews with students (about their lives, their interests or their opinions).
- Interviews with other people, such as teachers or family members.
 It would be interesting to read about their jobs, for example.
- Some news about sport, events or festivals in your area.
- · Photos or drawings by you.

B Decide, as a class, what sections to include, and who will write for each section.

Sections might include: News, Events, Sport, Fashion, Arts, Science, People and Travel.

C Write the first edition of your class magazine. Ensure you submit your articles on time!

Writing tip: Reporting information

· For short interviews, use reported speech.

We asked Mrs Malak where her office was. She told us it was near the airport.

· For long interviews, use direct speech.

Interviewer: How long have you been playing the guitar?

Abdullah: About five years.

Interviewer: Where do you practise?

Abdullah: Usually at home.

Unit 7 Leisure

Lesson 1: Staying at the Ice Hotel

A Write the verbs in brackets in the past simple passive.

Last	year, I (invite) to go on holiday to Thailand. It was		
the kind of holiday where everything (arrange)			
by the tour company. We (meet) 3 at Bangkok Airpo			
and w	we (take)4 to a hotel with a beautiful roof garden.		
The r	next day, we (pick up) by bus from the hotel and		
we (d	drive)6 to the Grand Palace. After that, we (give)		
s-	? a boat tour of the canals. It was fantastic. Every day,		
we (se	serve)8 delicious food in the hotel. After a week in		
Bang	gkok, we (fly) to the island of Samui to enjoy a		
	Write sentences in the passive. Choose the correct tense each time. For future time, use will.		
1	Where / best dates / grow?		
	Where are the best dates grown?		
2	A lot of cars / make / in Japan nowadays.		
3	Where / graduation / hold / next time?		
4	I'm afraid / room / not clean / yesterday.		
5	I / often / tell / that I look older than eighteen.		

6	These days our rubbish / always collect / on Monday mornings.
7	The swimming pool / repair / next month.
8	Their car / steal / two weeks ago.
9	Oranges / not grow / in Britain. It's not hot enough.
10	What / we / give for homework yesterday? I didn't write it down.

Lesson 2: Advertisements

A Put the sentences in order to make a dialogue. Number them 1 to 6.

Then listen and check your answers.

Fantastic! Can I have their number?

I had it done by Benghazi Kitchens.

Benghazi Kitchens? Who are they?

They are new kitchen designers who come to your house to work out the best design.

Sure. It's 55519362.

Your kitchen looks great. Where did you have it done?



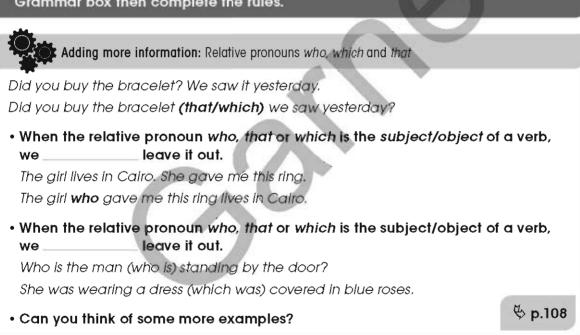
1: 3:	Your earrings look nice. When did you get your ears pierced?
L:	Where did you get it done?
:	Did it hurt?
	Did it cost a lot?
B-	
В:	
Wr	ite the rest of this dialogue. Use your imagination and information the advertisements on Course Book page 82.
Wr in	ite the rest of this dialogue. Use your imagination and information
Wr in	ite the rest of this dialogue. Use your imagination and information the advertisements on Course Book page 82.
in '	ite the rest of this dialogue. Use your imagination and information the advertisements on Course Book page 82.
Wr in	ite the rest of this dialogue. Use your imagination and information the advertisements on Course Book page 82.
Wr in	ite the rest of this dialogue. Use your imagination and information the advertisements on Course Book page 82.

		G O O	inche and anomers doing have,
Exe	ample:	A:	Samira / repair / the car / yet? Has Samira had the car repaired yet?
		B:	No, she / repair / it / tomorrow. No, she's having it repaired tomorrow.
1			(/ his phone yesterday?
2	B : No,	he c	
	A :		y / test / them / once a year.
2	B:		
3	A:		/ do / to her house / at the moment?
	At the r		nent, she / repaint / the sitting room.
4	you / e	ver ,	/ clean / that coat?
	Yes, I/	clec	an / it / last summer.

Lesson 3: A Market Where You Can Buy Spices

А	Study the language box.								
	Using relative pronouns to join sentences								
	• We can use relative pronouns to join sentences. There's a girl in my class. Her mother is a dentist. There's a girl in my class whose mother is a dentist. That's the shop. You can buy excellent incense there. That's the shop where you can buy excellent incense.								
No	ow join these sentences with <i>where</i> or <i>whose</i> .								
Ex	ample: Let's go to that beach whereyou can do windsurfing.								
1	Do you know that girl in our school father is a football coach?								
2	I've never met anyone hair is as long as my sister's.								
3	Do you know a good jeweller'sI can get my ears pierced?								
4	Karen is the person parents looked after me in London.								
5	Have you been to that new shopyou can buy delicious Belgian chocolates?								
6	Do you know a place I can have my shoes repaired?								
В	Join these sentences using who, which, where or whose.								
1	Halwa is a new magazine. It has articles about food and fashion.								
2	That man is a Lebanese TV presenter. His show is very popular.								
3	Tobruk Gate is a very expensive shop. You can buy wedding presents there.								
4	There's a boy in our class. His brother won a gold medal in the Asian Games.								

С	When can relative pronouns be left out of sentences? Read the Functional Grammar box then complete the rules.
8	Do you know my friend Salwa? Her brother has a red sports car.
7	There's a lovely café overlooking the river. We could meet there for a coffee.
6	The Rokia 22 is an inexpensive mobile phone. It takes good photos.
5	Libyan Tours has excellent tour guides. They really know the country well.



D Put brackets around who, which or that if it is possible to leave it out.

- 1 We're watching the DVD (which) Alan lent us.
- 2 Can I borrow the magazine that you got yesterday?
- 3 Who was the man that we met at the market this morning?
- 4 He's somebody who works in my father's shop.
- 5 The new teacher who started at our school this week comes from Jordan.
- Can I borrow the pen which you were using a minute ago?
- 7 What did you think of the musician who was playing the trumpet?
- 8 I don't like films which make me cry.



E Complete these sentences with your own ideas.

Ť	I like people who
2	I don't like people who
3	The kindest/craziest/cleverest person I've ever met is
4	The first thing that I saw/heard/did/ate this morning was

Lesson 4: Fifteen Questions

5 One thing that I enjoy/hate/often do is ______

Α	A Use these words in sentences that show their meaning.						
	contestant	audience	successful	anxiety	suspense		
_							
_							

В	Answer these questions about the text on Course Book pages 84 and 85.
1	What kind of TV show is 'Who Wants To Be A Millionaire'?
2	How many contestants take part in the first round?
3	How many possible answers are there to each question?
4	Explain this sentence in your own words: Some amounts of money are guaranteed – £1,000 and £32,000.
5	When can a contestant use a lifeline?
6	Which lifeline do you think is least useful and why?
7	Have you seen this show?
8	Do you like it? Why or why not?
9	What do these words refer to? It (Line 13) he (Line 23) these (Line 30)

C 11 In pairs, describe the show. You can use your answers in Exercises A and B, but try not to read them. Take turns saying a sentence each.

D Read the article on Course Book pages 84 and 85 again and underline all the passive verbs.

1	1	1		2	d.
6	ě	ġ	2	į	Ŋ
٩	5		۲		A
1	Ġ	ì	Ħ		

E Complete the sentences, so they have the same meaning as the first sentences.



Use the numbers and facts from the text on pages 84 and 85 of your Course Book to write questions.

1	When was the show invente	d?	
	1998.		
2	How many	on the ABC char	nnel in 1999?
	Six nights a week.		
3	How many		_to?
	To 70 countries.		
4	To win a million, how many		?
	A total of fifteen questions.		
5	How many times		?
	Four times.		
6	When		?
	In November 2000.		
7	How many		by?
	By 18 million viewers.		

G Write a description of your favourite TV show in about 200 words.

H Assess your own work.

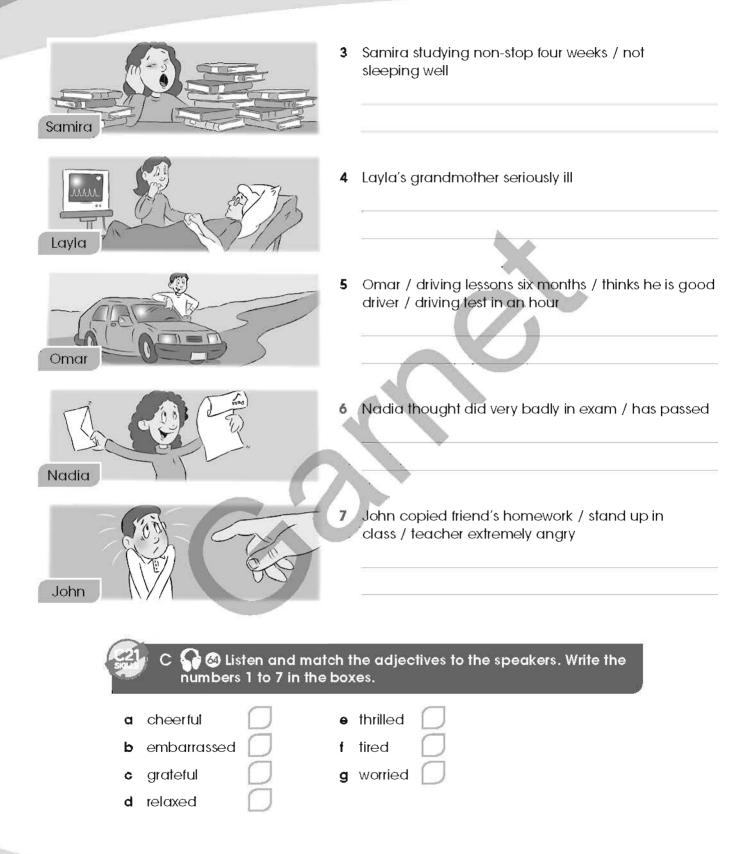
Have you included all of the following?

- · Introductory paragraph.
- · Topic sentences.
- Details of examples.
- · A conclusion.
- A variety of tenses.

How could you improve your writing?

Lesson 5: Explaining Situations in the Past

C				oe positive feel oositive) or <i>N</i> (1		and the same of th			
anxious	N	disappointed	ı 🗇	relaxed					
fed up		embarrassed	i 🗇	relieved					
ashamed		energetic		thrilled					
bored		excited		tired					
calm	Ō	exhausted		upset					
cheerful		grateful		worried					
confident	P	pleased							
	B How do they all feel? Use the pictures and the notes to describe these people. Use the adjectives in the box in your sentences.								
anxious	ashamed	confident	disappoin	ted energeti	c excited	exhausted	relieved		
anxious	ashamed	confident	Exc	ı mple: Adam	just got back for a new job	from holiday	/ going		
	ashamed	confident	Exc	imple: Adam to look	just got back for a new job nergetic.	from holiday , redecorate h	/ going nouse		





D Mork in pairs. Choose an adjective from Exercise A but do not tell your partner. The adjective you have chosen is how you are feeling now. Say something to your partner that shows how you are feeling. Your partner has to guess the adjective.

Example: You have chosen the adjective thrilled. You must sound thrilled when you speak.

I've just won a scholarship to study in London.

Fantastic! You must be thrilled.

Iam.

Lesson 6: Positive and Negative Vibes

A 🎧 🐼 Listen and read. What is different in the way these two people speak?

Hi guys! Do you realize that I've finished my exams?

Hello, Mr Donaldson, I'm pleased to tell you that we've finished the job.

- When we are excited about something with either a positive or a negative vibe, our intonation goes up and down much more.
- B 😭 🚳 Listen and tick the speakers who are excited.

1 2 3 4 5 6

C 🎧 🚳 Now listen and repeat. Try to copy the excited intonation!

Speaking tip: Expressing mood - excitement

Practise saying these phrases:

I won a scholarship!

A new cancer treatment has been invented.

I can't wait to see you!

Lesson 7: Two Magnificent Goals

A Read this newspaper report. It is a mixture of facts and opinions. Find the facts and write them below.

INDIA'S SHINING STAR

Here at the French Open Championship in Paris yesterday, we saw one of this year's most exciting matches.

The eighteen-year-old Indian star Vidya Patel got through to the quarter-finals by beating Carmen Sanchez, from Venezuela, who is twelve years older.

Miss Patel looked confident from the start of the match, although she had never beaten the Venezuelan before. She has a beautiful serve, fast and accurate, which often went straight past Miss Sanchez. Her fastest serve was 158 kph. Throughout the first set, the older woman looked uncomfortable, unable to find any answer to the brilliant serve and volley of her opponent, and lost 3-6. Although Carmen is a favourite with the crowd here in Paris, you could feel the support for the young Indian player increasing as the match went on. We were all most impressed with her style and confidence.

In the second set, Miss Sanchez fought back bravely. She had a look of calm decision in her eyes. She seemed to be saying: I have more experience – I will show you! She won the set 7-5. In the third set, however, she once again lost heart. After a few games, she appeared to give up. Miss Patel played



brilliantly and finished off the set at 6-2, after one hour and 47 minutes. This young player is going to be one of the great stars of women's tennis.

Vidya Pate	l is from Inc	dia. She is 18	. (= 2 facts	5)	



Use your imagination to add opinions to these factual articles. Read the example first.

England beat France in the European Championship match on Saturday. The score was 1-0. The two teams were evenly matched, but in the last five minutes, England's David Beckham scored the goal.

The European Championship match between England and France last
Saturday was one of the most thrilling of the competition. The suspense
throughout the game was incredible. David Beckham's brilliant goal in the
last five minutes of this terrific match brought victory to England.

A fifteen-year-old boy in Marbella, Spain, ran into a burning house yesterday and rescued

A fifteen-year-old boy in Marbella, Spain, ran into a burning house yesterday and rescued his ten-year-old sister. Twelve people outside the house were watching the fire, but they were not attempting to enter the house.

The Libyan novelist Mansour Bushnat was in London yesterday for the first night of his new book tour. Mr Bushnat was wearing a blue suit. He shook hands with some of his fans after his presentation and signed autographs.

C All the vowels are missing in the words below. Read the clues and write the complete words.

Ac	djectives		
1	BRLLNT	Fantastic, very good.	brilliant
2	DSPPNTD	Sad because things didn't happen as you expected.	
3	MBRRSSD	Feeling that everyone saw you make a mistake.	
4	FRS	Very angry.	
5	PNLSS	It didn't hurt. It was	
6	NXS	Worried.	
Di	fferent kinds	of people	
1	HRDRSSR	Someone who cuts hair.	
2	JWLLR	Someone who sells bracelets, necklaces, rings, Someone who fixes pipes and bathrooms, Someone who is taking part in a competition or game,	
3	PLMBR		
4	CNTSTNT		
5	VWR	Someone who is watching TV.	
6	DNC	People who are watching a live show.	
7	GST	Someone who comes to stay,	
No	atural world		
1	SNW	It's néver cold enough in summer for this.	
2	DWN	When the sun comes up.	
3	SNST	When the sun goes down.	
4	C	Frozen water	

D Write the missing letter at the beginning and end of each word. The clues will help you.

1	She always smells nice. She wears lovely	Perfum <u>E</u>
2	What time are they going to the meal?	_ERV
3	Shall I do it? Yes? No? I hate this	NDECISIO_
4	I'm really sorry. Please me.	_ORGIV_
5	The gave him a yellow card in the last match.	EFERE
6	He is very worried. He is suffering from	NXIET_
7	They're getting married. Their is next month.	EDDIN
8	They tied the two boats together with	OP
9	Who won the first of the game?	_OUN_
10	Another word for build.	ONSTRUC
11	To have a picture in your mind.	MAGIN
12	Write your at the end of the form.	_IGNATUR_

G21

Now write another sentence for each of the words in Exercise D.

1 =	
2 _	
3 _	
4 _	
5 _	
6	
7	
8	
9	
10	
11	
12	

Lesson 8: Use Blue or Black Ink



A Read the information. Then use it to fill in the form. Try to guess the meanings of any words you don't know.

Fawzi Azzedine is from Tobruk, in Libya. He is 22 years old and he is studying Tourism at Westminster University in London. He has lived in Britain for two years and now speaks English almost as well as Arabic. Before coming to Britain, he spent three years in France, where he perfected his French. He loves sport, especially swimming, waterskiing and riding. He worked at a sports club in Paris for three months as a swimming instructor.

	International Sports Club Application form for temporary work
1 First name	
2 Surname	
3 Age	
4 Gender	
5 Occupation	
6 Nationality	
7 Languages	
8 How long have you been in Britain?	
9 Favourite sports	
10 Experience as a sports instructor	



Design a form to be used while interviewing someone for one of these jobs:

- · a tour guide in Libya
- · a teaching assistant at a nursery
- · a receptionist in a hotel
- · a lab technician in the school's science department



C 1 Interview your partner for the job and write the answers in the form above. Your partner can use his/her imagination to invent details.

Do you have any experience as a tour guide?

Yes. I took groups of tourists around Sabratha to show them the great ruins.

113

Unit 8 Fun with English 2

Lesson 1: Giving Details

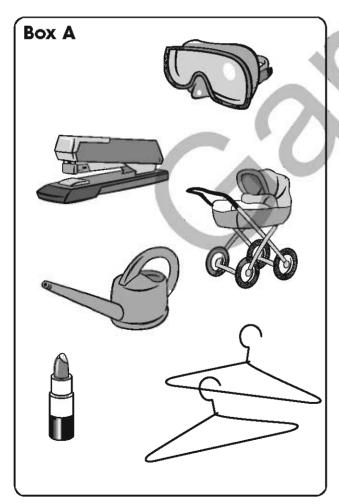
A Mrite definitions for these words, using a relative pronoun each time.

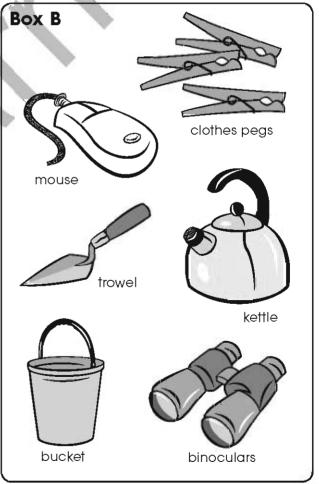
Ex	ample: A competitor is someone who takes part in a competition or game.
1	A necklace is something which
2	A jeweller
3	Snow
4	An island
5	An optician
6	Contact lenses
7	A game show _
8	A market
9	A time limit
10	A soap opera
11	A still life
	w write words for your partner to define. Exchange books and write definitions. en correct your partner's sentences.
-	
-	
-	
-	
-	
-	



B Mork with a partner. Student A uses this page. Student B uses page 116.

- I Imagine you are in a large department store. Practise the dialogue below with your partner.
 - A: Hello. I'm looking for something, but I don't know the word for it.
 - B: Could you describe the object?
 - A: It's something that you wear when you're swimming so you can see underwater.
 - B: Do you mean a mask?
 - A: That's exactly what I meant. Do you sell them?
 - B: Yes, but you're in the wrong department. You need to go to the sports department.
- 2 You want to buy an object in Box A, but you don't know the word. Describe it and say you want to buy it, using the dialogue above as a model. Write the correct word next to the picture of the object.
- 3 Change roles. Listen to your partner describing one of the objects in Box B. Tell him/ her the word and where to buy the object, using the dialogue above as a model.

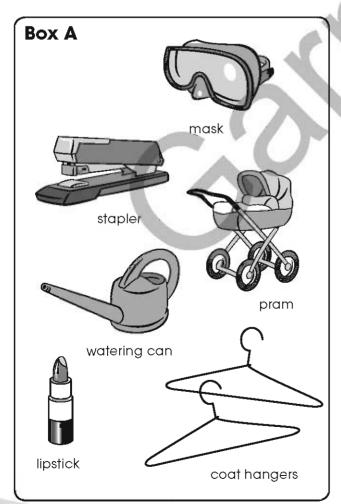






B Mork with a partner. Student B uses this page. Student A uses page 115.

- 1 Imagine you are in a large department store. Practise the dialogue below with your partner.
 - A: Hello. I'm looking for something, but I don't know the word for it.
 - B: Could you describe the object?
 - A: It's something that you wear when you're swimming so you can see underwater.
 - **B:** Do you mean a mask?
 - A: That's exactly what I meant. Do you sell them?
 - **B:** Yes, but you're in the wrong department. You need to go to the sports department.
- 2 Listen to your partner describing one of the objects in Box A. Tell him/her the word and where to buy the object, using the dialogue above as a model.
- 3 Change roles. You want to buy an object in Box B, but you don't know the word. Describe it and say you want to buy it, using the dialogue above as a model. Write the correct word next to the picture of the object.





Lesson 2: Future Plans

A Ω Listen to a radio advertisement and complete the newspaper advertisement.

Ahlen Productions

Around	film extras are needed for a new comedy film,			
	². The scenes v	vill be filmed on	3 J	uly and
	July, from	5 a.m. ι	ıntil	6 p.m.
We are looki	ng for extras who ar	e over 1 metre	⁷ in	height and
who are aged	over	and under	9.	Pay will be
	¹º Libyan dinar	rs per day. Auditions are	e being held o	n Wednesday
	11 at	¹² a.m. at the li	nternational H	lotel on
	¹³ Street.			
A letter givin	g their parents' pern	nission to take part mus	st be brought l	oy anyone aged
under	14. For n	nore information, call Y	usuf Mabrok o	or
ames Mill or	1	15		
B Imagine v	you are going to an i	nterview for an audition	Write a short	description
CONTRACTOR OF THE PERSON NAMED IN COLUMN 1	CONTRACTOR OF THE PROPERTY OF	ou think you should inc		description
17C		8		

Lesson 3: Travels in Arabia



A 👥 Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now aged 90. He told you about his travels in Arabia. Did he give you the same information? Student B: First, fill in the blanks to complete the information the traveller gave you. The traveller said ...

1	I first travelled to the south of Arabia in
2	The Wall said that local men must travel with me. (Say how many.)
3	We had to ride, but we walked most of the time. (Say what.)
4	Our food was mostly and (Say what.)
5	Sometimes we killed a (Say what.)
6	After days, we returned to Salala, but I made many more journeys in the desert. (Say how many.)
7	Altogether, I spentyear's exploring the Arabian desert. (Say how many.)
8	Of course, I could speak Arabic, and other languages too. (Say how many.)
9	After Arabia, I travelled in (Say which country.)
10	When I became too old to travel, I made my home in (Say which country.)
11	I've writtenbooks about my travels. (Say how many.)
12	My latest book will be published in (Write the month.)
13	The best thing about travelling in unexplored places is
	w tell your partner what the traveller told you. Listen to what he told your partner. w many differences are there?
Exc	ample:
A	He told me he had travelled in the south of Arabia in 1945. B That's different. He told me he had travelled to the south of Arabia in 1946.

B \bigcap $m{\varnothing}$ Listen and complete the messages, changing the tenses of the verbs.

1	Mona said that she had been to the shop and bought some oil.
2	James said that
3	Nadia said that
4	Tim said that
5	Sally said that
6	Kamal said that
7	Salwa said that
8	Fawzi said that
9	Sara said that
10	Ibrahim said that

C My You are going to play a game in groups of four. First, write a list on a piece of paper. Don't let anyone see what you write.

Write down:

- 1 something you've never done.
- 2 something you're doing next week.
- **3** something you're not doing tomorrow.
- 4 something you have to do.
- 5 something you'll probably do when ...
- I been to Beijing
- 2 going swimming
- 3 not playing tennis
- 4 have my hair cut
- 5 have a sandwich when I get home



D Tell the others the five things on your list.



I've never been to Beijing.
I'm going swimming next week.
I'm not playing tennis tomorrow.
I have to have my hair cut.

I'll probably have a sandwich when I get home.

Take turns saying what the others said. Correct any mistakes about what you said.

Adam



Ahmed said he had never been to Beirut.

Ahmed



No, I didn't. I said I had never been to Beijing.

James



Ahmed said he would probably have a salad when he got home.

Lesson 4: Interviews

Anna is telling a friend about her interview for a job. Write reported questions based on the direct questions.

Questions Anna was asked at her interview:

- 1 Where are you working at the moment?
- 2 What computer programs are used in your current job?
- 3 How many people have you got working under you?
- Do you have to travel a lot in your current job?
- 5 Where did you learn to speak Arabic?
- 6 Do you speak it fluently?
- 7 How many other languages do you speak?
- 8 Have you ever worked in the Middle East?
- 9 How long were you the editor of the local magazine?
- 10 When will you be free to start the job?
- 11 Can you type?
- 12 Have you got a clean driving licence?

1	hey asked me where I was working at the moment.
2	
3 _	
4	
5	
6	
7	
8	
9 _	
10	
11	
12	



B Play the game 'What's my job?' with four or more people.

- 1 Student A chooses his/her job from the list, but doesn't tell the others what it is. He/She now sits separately from the rest of the group. Let's say, for example, that Student A chooses *hairdresser*.
- 2 The other players take turns 'visiting' Student A. Student A asks each person a different question. Each question must be connected to the job that Student A has chosen. Players do not answer Student A's questions.

Example:

Student A



When did you last have your hair cut?

How short do you want your hair?

What kind of shampoo do you use?

Do you want to have your hair coloured?

3 When all the players have visited Student A, they report the question that they were asked.



She asked me when I had last had my hair cut.



She asked me how short I wanted my hair.



She asked me what kind of shampoo I used.



She asked me if I wanted to have my hair coloured.

4 The players then guess Student A's job. Another player chooses a job from the list.

		Jobs	
bank manager	dentist	doctor	driving instructor
flight attendant	hairdresser	interpreter	jeweller
lifeguard	mechanic	optician	plumber
police officer	receptionist	sales assistant	sports instructor
tour guide	travel agent	TV presenter	

Key words

Unit 1

annoved artist

bad-tempered

bossy brilliant calm down castle celebration courage crash (v)

crew cultural

culture disappointed discovery

easy-going embarrassed exhibition

expect

fast (n and v) fortunate generous ghost

greetings card holiday camp

honest honestly iealous joke (v) kilt lazy loch

Mother's Day musician nosy patient

performers poet point popular pray (v) prayers

procession professional

programme (of events)

proud scooter scorpion Scottish dancing

selfish serious shy sociable switch on/off traditional windsurfing worried

Unit 2

adult advertisement

advertisina age group allow attendance by mistake

camera phone chat

clearly coastguard contain courage discontented download drinks stall drown e-card exaggerate

fear frequently hairdryer hold on huge hurry up increase in trouble invent

laptop computer over (15 and over)

overcome percentage persuade phone game plug in

pocket money

position press

print protection public push review

rough (for the sea)

search select setting

shade (in the ~)

shady share

surf (the Internet) surf the net text message turn on/off

view waste (time) wrong number yoga

Unit 3

afford against the law bamboo battery break down breed (v) carbon dioxide cardboard certainly chemical definitely destroy development dump(n)earth economy editor endangered extinct

fence fin fish farming flat (adj)

flow chart food chain fossil fuel fur

global warming greenhouse gas

horn
hunter
hybrid (car)
illegal
industrial
industry
life cycle

LNG (= liquefied natural gas)

market (on the ~) microwave monitor motor oryx overfishing

ozone
picnic table
pollution
powerful
process
protect
rebuild
recharge
recycle
recycling bin

recycling centre redo reheat reorganize replay

reserve (game ~)

retake
reuse
rewrite
ringtone
rubbish
run out of
shade
smog
smooth
stripe
technology

Unit 5

volunteer

toxic

actively avoid bar (of chocolate)

benefit
boil (V)
bossy
brain
carton
champion
change (n)
cheat
chew
chilli
chop (V)
coach (n)
complain
complaint
couscous

crazy
electric guitar
employee
employer
energetic
energy
exciting

facilities
flavour
furnished
grate (v)
grilled
gum
honest
inconvenient

landlord lay (a table) lungs

mountain bike nursery school

packet peel (v) psychologist purse rented ridiculous romantic safari salty slice (n)

slice (n) spicy spinach sporty spot (n) staff
starving
suit (n)
supper
tasteless
tasty
tie (n)
unattractive
uniform
unsatisfactory

wallet
weightlifter
weightlifting
yoghurt
Yours faithfully
Yours sincerely

Unit 6

adventure award (*n,v*)

bring under control

cartoon
chat show
collapse
committee
condition
contribute
decoration
designer
directed (by)
disaster
drama

driving licence

editor
evacuate
exhibition
experiment
explosion
fire brigade
font

font golf historical horror instruct interior keen lifeguard lifestyle miracle

Key words

novel poisonous presenter prevent promote psychological publicity publish receptionist science fiction seriously soap opera special effects still life stunned sub-editor take (something) seriously terrified thriller unforgettable vehicle

Unit 7

About time! accurate anxious Arctic Circle attractive audience autograph bravely confidence construct contact lenses contestant dagger decision decisive decorate (a house) dependent embroidery energetic euro

decorate (a n dependent embroidery energetic euro exported fashionable furious guaranteed harmful harmless I guess not. I suppose so. immature immoral impractical impress incense incorrect increasingly incredible indecisive independent inexpensive insensitive It's a deal learn by heart mature melt model agency moral negative opponent optician plumber positive powerless practical

round (n)sensitive specialize style successful suspense Sweden sword take ages time limit tonne unbearable unfashionable version victory What a pity! What a shame! winnings

You poor thing!

rebuild

reopen

relieved (adj)





Components of English for Libya, Secondary 2

- Course Book
- Workbook
- Teacher's Book
- Audio

The Course Book presents new language and provides opportunities to practise English language and 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a Grammar and Functions section – giving detailed explanations and examples of the language points covered in the course – and a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher's Book contains an introduction with detailed practical advice and procedures for using the course effectively. The underlying methodology is explained, and the leaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Wherever possible, model answers are provided.

The Audio extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

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