



State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA

Secondary 3

(Literary Section)

(القسم الأدبي)

Course Book

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Course Summary

| | Reading | Vocabulary | Grammar |
|----------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | Two lessons | Three lessons | |
| Unit 1 Puzzles and mysteries | The mystery of the Nazca lines (Predicting content). | Certainty and uncertainty. | Subject and object questions. Talking about the past with <i>must</i> , <i>may</i> , <i>might</i> and <i>can't</i> . |
| Unit 2 Weather and climate | Hot and cold (Taking notes). | Adjective + preposition. | Adjectives with <i>so</i> , <i>enough</i> and <i>too</i> . Order of adjectives. |
| Unit 3 Facts and figures | Just a minute! (Scanning for specific information). | <i>Until</i> , <i>by</i> and future time phrases. | The future perfect and the future continuous. The infinitive with future meaning. |
| Unit 4 Great failures | Great failures (Reading to retell information). | Verb collocations. | How things could be different. The future in the past. |
| Unit 5 Literature | Two novel extracts (Identifying styles of writing). | Nouns and adjectives ending with <i>-ing</i> . | Adjectives, noun and question words followed by the infinitive. <i>-ing</i> or infinitive? |
| Unit 6 The world of sport | Fair play? (Identifying topic sentences). | Connecting words. | Verbs for reporting speech. Time phrases and questions in reported speech. |
| Unit 7 Health and first aid | The World Health Organization (Reading for specific information). | The body and first aid. | The passive – review. The passive – continuous tenses and <i>have</i> + object + past participle. |
| Unit 8 English in the world | English in the world (Understanding gist). | Review. | Review – sentence patterns. Review – the passive and conditionals and wish. |

| Speaking | Writing | Listening | Specialization |
|----------------------------------------------------|--------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| One lesson | One lesson | One lesson | Four lessons |
| Solving puzzles and responding to suggestions. | Presenting different points of view. | Listening for key information. | A long time ago From the past Plants Food plants |
| Telling a news story. | Writing a news article. | Listening to a weather forecast. | Water for life Climate and settlement Settlement and population The changing climate |
| Giving advice. | Leaflets giving advice. | Listening for specific details and contrastive stress. | Origins of man Man's early use of metal The development of writing Inventions: Progress and change |
| Telling a story from pictures. | Writing a story. | Listening to complete notes. | Needs and the environment Natural resources Pollution A sustainable world |
| Talking about books. | A book review. | Listening for detail and consonant clusters. | Upbringing and education Conditioning Motivation Personality |
| Exchanging information. | Longer sentences. | Functions of a conversation. | The greatest show on Earth The Olympic Games Sport and society A sporting policy |
| Giving instructions. | Instructions. | Understanding information and instructions. | Food production and progress Working groups Culture The mass media |
| Giving opinions and comparing English with Arabic. | Comparing and contrasting. | Predicting content and listening for gist. | Learning a language Language and thought Language and employment Language and communication |

Unit 1

Puzzles and mysteries

Lessons 1 & 2: Reading: Predicting content

1. Before you read (Lesson 1)

A Look at the photos on page 7. Then discuss these questions in pairs.

1. Which of the photos was taken from a plane?
2. What can you see in each photo?
3. How old do you think the lines in each photo are?
4. Who or what do you think made the lines?

B Circle the word in each pair which you think you will find in the text. Discuss your reasons with a partner.

1. desert / sea
2. trees / ground
3. straight / short
4. colour / shape
5. flat / mountainous
6. paths / road
7. sandy / stony
8. draw / write
9. aliens / human beings
10. uncertain / unlikely

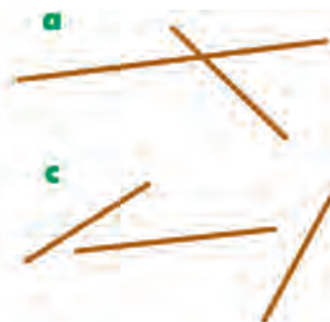
2. While you read

A Read the first two paragraphs of the text. Find the answers to these questions.

1. Where are the Nazca Lines?
2. What size is the area covered by the pictures?
3. Why didn't people discover the pictures until the 1930s?
4. How old do scientists think the pictures are?

B Match each diagram to a sentence.

1. The lines form a shape.
2. The lines are randomly placed.
3. The lines are parallel.
4. The lines intersect.



Reading

C Read the last two paragraphs. Write notes about each of the following in your notebook.

1. what the two mysteries of the Nazca lines are
2. theories about the mysteries
3. the writer's opinion about the theories

D Compare your answers with a partner and discuss these questions.

1. Which of the theories about the Nazca lines do you think is the most believable?
2. Which of the theories do you think is the least believable?
3. Have you got any more ideas about how the lines were made?

www.puzzlesandmysteries.com

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The mystery of the Nazca lines

When planes fly over the Peruvian desert about 400 kilometres south of Lima, the passengers look down and see large pictures on the ground far below. As well as pictures of birds and animals, they can see hundreds of perfectly straight lines many kilometres long. Some of the lines are parallel, some of them intersect, some combine to form a shape and some seem to be randomly placed. These lines and pictures cover a flat area 60 kilometres long and two kilometres wide.

They can be seen only from a plane high above the ground. In fact, they were not discovered until planes began to fly over the area in the 1930s. If you are on the ground, you see no pictures, only narrow paths through the stony desert. Apparently, the people who made the lines were able to look at the ground from the air in some way. But they can't have had planes or helicopters. According to most scientists who have studied the pictures, they are nearly 2,000 years old.

Clearly, there are two big mysteries about the Nazca lines. The first is this: how were the lines and pictures made 2,000 years ago? As far as we know, nobody could see the pictures, so it must have been difficult to draw them. The second and greater mystery is: why did they do it? If nobody on Earth could see the results, why did they bother? The lines and pictures must have had an important purpose. What was that purpose?

Many people have tried to answer these questions. Some people say the markings can't have been made by ancient people. They say they might have been made by aliens who could see the pictures from their spaceships. Other people have suggested that the ancient people might have made hot air balloons from animal skins and that a master artist might have directed teams of workers from his balloon. But it is extremely unlikely that these explanations are true. It is more likely that the ancient people found a simpler way to make the markings without any need for spaceships, planes or balloons. The purpose of the markings was most likely religious. The people may have thought their gods would see the pictures from the sky. Perhaps they also used the lines as paths in religious ceremonies. However, nobody knows for sure. The 'How?' and 'Why?' of the Nazca lines will always be a mystery.

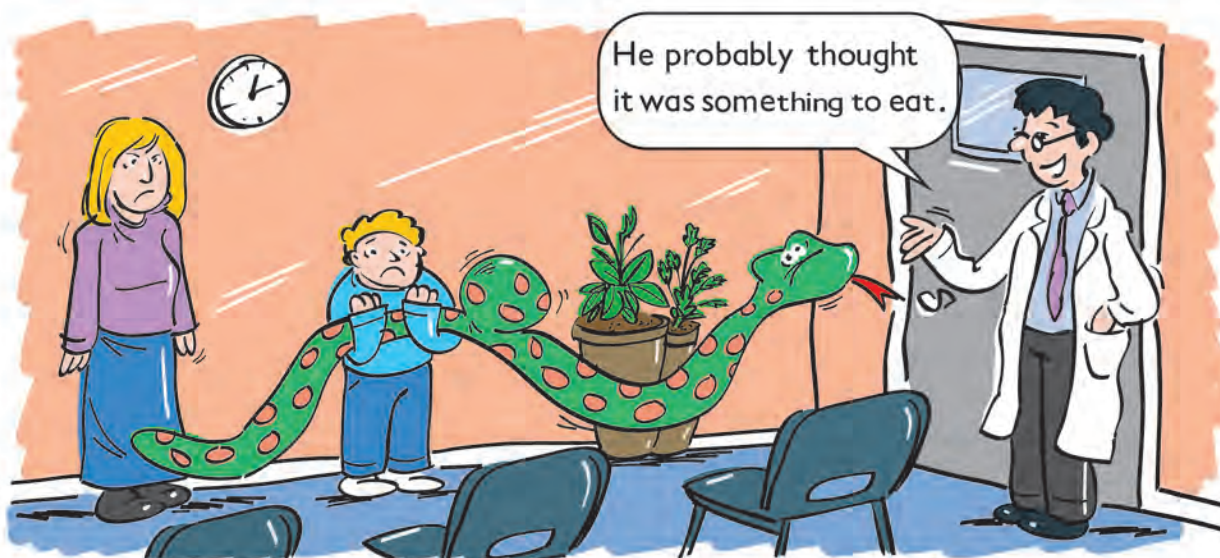


3. After you read [Lesson 2]

A Now do Exercises A to E on Workbook page 4.

Lesson 3: Vocabulary: certainty and uncertainty

- A** Look at the picture and read what the vet says. What do you think it is? Do you think the vet is sure what happens?



- B** Look at the two sentences below. What is Tarek more likely to do, succeed in his exams or go to university? Read the information in the language box to help you.

1. Tarek is clearly going to do well in his exams.
2. He is probably going to university next year.

apparently clearly likely unlikely definitely actually probably

Degrees of certainty – adverbs

We can show how certain or uncertain we are by using adverbs. If we are sure about something, we use *actually*, *clearly* or *definitely*. If we are less sure about something, we use *possibly*, *probably* or *apparently*.

We put these adverbs:

- after the verb *to be*

Example: He *is clearly* an intelligent boy.

- before other verbs

Example: He *clearly* works hard.

- between an auxiliary verb (*be*, *have*, *will*, *can*, *do*, etc.) and a main verb in positive sentences

Example: He *has clearly* studied hard all year.

- before an auxiliary verb in negative sentences

Example: He *clearly didn't* want to fail the exams.

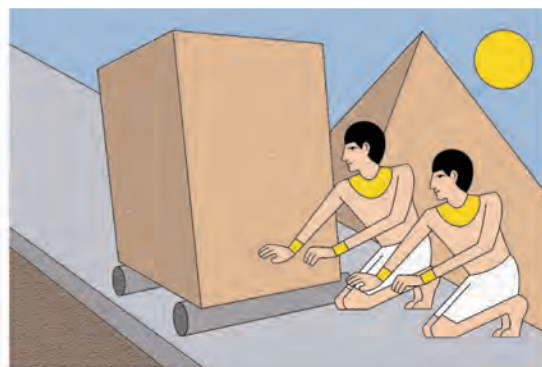
Note: *Actually*, *clearly*, *probably*, *possibly* and *apparently* can also be used at the beginning or end of a sentence.

Example: *Clearly*, he is the best student in the class.

- C** Now do Exercises A and B on Workbook page 5.

Lesson 4: Grammar 1: Subject and object questions

A In pairs describe the pictures.



B Match the questions 1–8 to the answers a–h.

- | | |
|--------------------------------------------|----------------------------------------------------------------------|
| 1. Who built the Great Pyramid? | <input type="checkbox"/> a) They rolled them on long pieces of wood. |
| 2. When did they build it? | <input type="checkbox"/> b) About 30 years. |
| 3. How long did it take? | <input type="checkbox"/> c) To make a tomb for the pharaoh. |
| 4. How many people helped to build it? | <input type="checkbox"/> d) Probably from Aswan. |
| 5. What did they use to build the pyramid? | <input type="checkbox"/> e) About 20,000. |
| 6. Where did the materials come from? | <input type="checkbox"/> f) Stone. |
| 7. How did they transport them? | <input type="checkbox"/> g) The ancient Egyptians. |
| 8. Why did they build it? | <input type="checkbox"/> h) 4,600 years ago. |

C Look carefully at the questions in Exercise B. How are questions 1 and 4 different from the other six questions? Check by reading the information below.

Subject and object questions

In the question *Who built the Great Pyramid?* we want to find out information about the subject of the verb (*the Ancient Egyptians*). This type of question is sometimes called a subject question.

In the question *Why did they build it?* we already know the subject (*they*), and so we are asking about something else (*the reason why*). This type of question is sometimes called an object question.

We make subject questions without *do* or *did*. They usually begin with *who* or *what*.

Examples:

Who gave you my e-mail address? [Answer: Katie gave me your e-mail address.]

What makes him run? [Answer: Ambition makes him run.]

We use *do(n't)* or *did(n't)* in object questions in the present or simple past.

Examples:

Where did you get that scarf? [Answer: In Tripoli.]

Why does wood float? [Answer: Because it is less dense than water.]

Why didn't you open the door? [Answer: Because I couldn't find the key.]

D Now do Exercises A to D on Workbook pages 6–7

Lesson 5: Grammar 2: Talking about the past with must, may, might and can't

A Read the information about *must*, *may*, *might* and *can't* in the grammar box.

must, may, might and can't

We use these verbs to express certainty and uncertainty. They are another way for a speaker or writer to show his/her opinion about something.

Examples:

This boy **must** be your brother. You look very similar. [= He is certainly your brother.]

The painting **may** be 200 years old. [= The painting is possibly 200 years old.]

The band **might** do another tour next year. [= The band will possibly do another tour next year.]

She **can't** be that ill. I saw her this morning. [= She is definitely not that ill.]

Remember that *may* and *might* have a similar meaning. *Might* is more common in spoken British English.

B Look at the sentences from the text on page 7. Mark each sentence as follows: **C** = the writer is certain it is true, and **N** = the writer is not certain it is true.

1. The people who drew the lines can't have had planes or helicopters. ____
2. It must have been difficult to draw them. ____
3. The lines might have been made by aliens. ____
4. The ancient people might have made hot air balloons. ____
5. The lines and pictures must have had an important purpose. ____
6. The people may have thought their gods would see the pictures from the sky. ____

C Look at the words after *must have*, *might have*, *may have* and *can't have* in the sentences in Exercise B. What form are all the verbs? Read the information in the grammar box below to check your answers.

Talking about the past with *must*, *might*, *may* and *can't*

A writer or speaker can show how certain he/she is about an event in the past by using *must/may/might/can't + have + past participle*.

Examples:

A snake **must have made** those marks in the sand.

He **might have left** home already. I'll phone his mobile.

It **can't have been easy** for the Egyptians to build the pyramids.

The Taj Mahal **must have been built** by very skilled workers.



D Now do Exercises A to C on Workbook pages 7 - 8

E Look at the photo of Easter Island. Discuss who made the heads and why, using *must/may/might/can't + have + past participle*.

Lesson 6: Speaking: Solving puzzles and responding to suggestions

A Look at the pictures. What is the problem?



B Read the conversation below. How do you think they solved the problem?

- A: Well, the problem is that the lorry is stuck.
 B: Yes, the bridge is too low and the driver can't get through.
 A: In this picture, the boy has found a solution. What do you think it is?
 B: The people might have pushed the lorry from the back.
 A: That's one possibility, but I'm not sure it would have worked.
 B: They might have cut off part of the bridge to make more room.
 A: Hmm. I don't think that's very likely. It would have damaged the bridge.
 B: Do you think the driver might have driven very fast towards the bridge to get through?
 A: You could be right. But it might have been too dangerous.
 B: Aha! I know how they must have solved the problem!



C Read the Language box about responding to suggestions.

Responding to suggestions

When someone makes a suggestion you don't completely agree with, there are some expressions you can use to be polite.

Examples:

That's one possibility, but ...

I don't think that's very likely .../I think that's unlikely ...

You could be right.

That's a good idea, but ...

D Work in pairs. Read the puzzle below and talk about possible solutions.

Use **must/might/can't + have + past participle** and **adverbs** from Lesson 3.

Respond to your partner's suggestions.

A police chief was interviewing three candidates for a job in his department. To test their logic, he took a red marker pen and a black marker pen and told them, 'I am going to make either a red or black mark on each of your foreheads. At least one mark will be black. Using only your own logic, I want you to find out the colour of the mark on your own forehead. The first man to do this and give me an explanation of how he made his decision will get the job.'

He then blindfolded the candidates and put a black mark on each of their foreheads. After he removed the blindfolds, the three stared at each other for a few seconds, each seeing that the other two marks were black. Then one of the candidates said, 'I have a black mark'.

How did the candidate explain his decision?

E Now do Exercise A on Workbook page 8.

Lesson 7: Writing: Presenting different points of view

1. Preparation for writing

- A** Read the article and find four theories about the disappearance of the dinosaurs. Write brief notes about each one in your notebook.

Was T-Rex killed by a tiny insect?

A new theory has renewed scientific debate about exactly why dinosaurs disappeared from the face of the Earth 65 million years ago.

According to George and Roberta Poinar from Oregon State University, tiny insects might have played an important role in wiping out the giant beasts. The husband-and-wife team have spent their lives studying the insect and plant life which is preserved in fossilized amber. They believe that a variety of insects may have spread infectious diseases or caused stomach problems which gradually made the dinosaurs die out.

In the 1980s, most people believed the theory of Professors Luis and Walter Alvarez as the most likely reason for the dinosaurs' extinction. In their view, the dinosaurs must have been killed by a giant asteroid hitting the Earth. More recently, a team of German scientists led by Peter

Schulte claimed that a series of volcanic eruptions were the cause of the dinosaurs' disappearance. They believed that these eruptions released toxic elements like cadmium and nickel into the atmosphere. Others have said that the planet may have been hit by a massive storm which killed off the dinosaurs.

In fact, none of these *sudden death* theories is convincing. The dinosaurs can't have disappeared so suddenly. Apparently, fossil evidence shows that extinction was a gradual process, which happened over millions of years.

The Poinars' theory is much more likely to be true. Actually, George and Roberta agree that



insects were probably just one factor in the disappearance of the dinosaurs. Climate change could also have contributed to this gradual process. Because dinosaurs were cold-blooded, they might not have survived increasingly cold temperatures. Perhaps it was more and more difficult for them to find food in the colder climate, experts argue.

We may never know exactly who or what killed the dinosaurs. But it seems that new ideas about this mystery will continue to fascinate future generations.

Adapted from: *Science Daily*, Jan 4, 2008, <http://www.sciencedaily.com/releases/2008/01/080103090702.htm>

- B** Look at the ways of introducing points of view in the language box. Find and underline examples in the text.

Introducing points of view

- In fact, ...
- (Scientists) claim that ...
- According to ...
- In their view, ...
- (Experts) have put forward the idea that ...
- They believe that ...

- C** Choose a mysterious place or event from this unit or a mystery of your own. Do some research in a library or on the Internet. Make notes about different theories people have used to explain the mystery.

2. Writing

- A** Now do Exercise A on Workbook page 9.

Lesson 8: A long time ago

A Work in pairs. Answer these questions.

1. Name the three eras that geological time is divided into.
2. Which life forms came before Man?

B Study the geological time diagram on the right. Then check your answers in Exercise A.

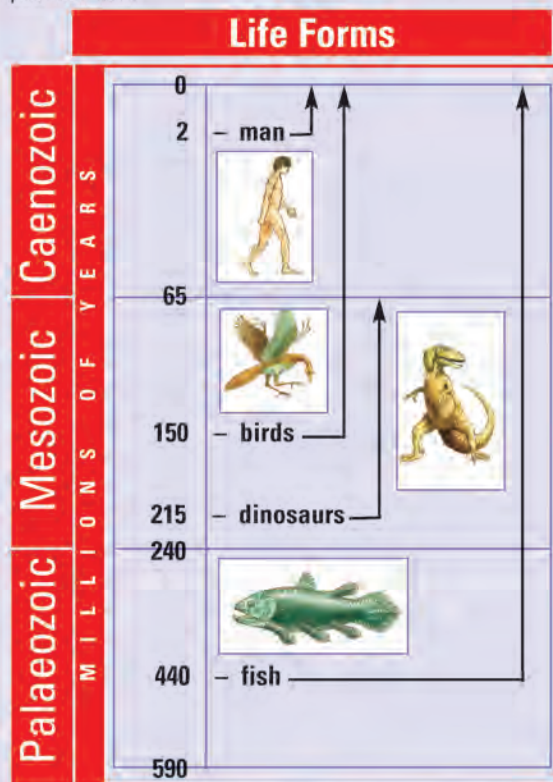
C Look again at the diagram opposite. Then complete these sentences with the words in the box. Think about whether the tense is past simple or present perfect.

fish dinosaurs birds man

1. _____ has existed for a relatively short time.
2. _____ existed for over 150 million years.
3. _____ have existed for much longer than man has.
4. _____ have existed through all three eras.

Geological Time

Geological time is divided into three eras, Palaeozoic, Mesozoic and Caenozoic. The numbers represent millions of years into the past from now.



D Read the text. Then mark the sentences T for true or F for false.

1. Dinosaurs were reptiles. _____
2. Dinosaurs laid eggs. _____
3. All dinosaurs were meat eaters. _____
4. Dinosaurs became extinct very suddenly. _____
5. All creatures on Earth became extinct at the same time as the dinosaurs did. _____

THE DINOSAUR

The dinosaurs were a very successful group of animals. They lived for more than 150 million years. They were reptiles, laid eggs and were well

adapted to their environment. Some were plant eaters and some ate meat. The largest was huge; it was 25 metres long and weighed 50 tons.

All we know about dinosaurs comes from fossils. It seems that dinosaurs died out suddenly 65 million years ago. Few fossils of dinosaurs living after that time have been found. Many other plants and animals became extinct at the same time. Some, like crocodiles, birds and early mammals, survived. So, what happened?

E Now do Exercises A and B on Workbook page 9.

Lesson 9: From the past

A Work in pairs. Discuss possible reasons why the dinosaurs became extinct.

B Read this article about the theory of evolution. Then tick the sentence that summarizes the theory best.

1. Living creatures must adapt quickly if they are to survive. ☐
2. Over a long period of time, living creatures change in order to adapt to their environment. ☐
3. Dinosaurs were similar to birds in many ways. ☐

The Theory of Evolution

Successful animals are animals that have been able to survive. They must be successful in finding food and bringing up their young. They have become well adapted to their environment. Scientists say the process of adaptation takes a long time. They call this process *evolution*.

It was thought that birds, over millions of years, evolved from dinosaurs. Just how this took place was a mystery until a great discovery was made in a German quarry in 1861. A 150-million-year-old fossil of a small dinosaur was found. It was named Archaeopteryx, which means *ancient wing*.



C Work in pairs. Cover the text in Exercise B. Discuss these questions.

1. What do living creatures need to do in order to survive?
2. What did scientists believe about birds?
3. Why was the discovery of Archaeopteryx so important?

D Read the next part of the article. Work in pairs. Discuss these questions.



In his book, *On The Origin Of Species*, published in 1859, Charles Darwin, an English naturalist, described what he called *natural selection*. He observed that while some animals are successful, others fail to survive and so die out. Giraffes have long necks. They can reach leaves on the trees with little competition from other animals. They have grown long necks over millions of years as part of the natural selection process.

1. What other parts of a giraffe's body supports Darwin's theory of natural selection?
2. Darwin also wrote about the *survival of the fittest*. Look at the picture above and explain what he meant.

E Now do Exercises A and B on Workbook page 10.

Lesson 10: Plants



A Plants have evolved from simple algae (or water plants), which lived millions of years ago. Plants are an important source of food and drink. Work in pairs. Look at the photos above and discuss what else we use plants for.

B Match the countries 1–5 to the photos a–f. (One country is linked to two of the pictures.)

1. Egypt ☐ 2. Canada ☐ 3. Libya ☐ 4. Malaysia ☐ 5. Amazonia ☐

C Complete these sentences using the verbs in the box and one of the countries in the photos a–f.

collecting picking drilling felling picking harvesting

1. They are _____ for oil in _____.
2. They are _____ cotton in _____.
3. They are _____ barley in _____.
4. They are _____ trees in _____.
5. They are _____ latex rubber in _____.
6. They are _____ tree bark in _____.

D What are the people doing in the photos? Use the words in the box to make sentences.

paper rubber medicine oil flour material

Example: They are cutting down the trees to make paper.

E Now do Exercise A on Workbook page 10.

Lesson 11: Food plants



A Work in pairs. Discuss these questions.

1. What is happening in the picture?
2. What country are the people from?
3. What period of history is shown?

B Read the article from *The Middle East Weekly*. Then underline the correct option in the sentences below.

1. If plants and animals are wild, they *live and grow naturally* / *are looked after by humans*.
2. If you cultivate plants, you *eat them* / *grow them*.
3. If animals are domesticated, they are *no longer wild* / *eaten as food*.
4. Archaeologists *look after animals* / *study the past*.
5. *Tamed* means *wild* / *domesticated*.
6. If land is fertile, it is *good for growing plants* / *not good for growing plants*.

Our Food

Have you ever wondered where our food comes from? I don't just mean out of the packet or from the butcher's shop. I mean *once upon a time* when sheep, goats, wheat and barley were wild. When were these plants first cultivated and where were these animals first domesticated?

Archaeologists are the detectives who have looked into this particular mystery. Animal bones, seeds and pollen, often found in caves, give us clues. The evidence suggests that many of our food plants and domestic animals were first tamed here in our very own region.

The Fertile Crescent between the rivers Tigris and Euphrates was known for its farming 9,000 years ago. By then, people had domesticated sheep and goats and were cultivating wheat. Barley was grown in Syria even before that. Cattle were being domesticated in Lebanon.

Other cereals like maize and rice came later. Maize came from Mexico and rice from India and China.

C Cover the article in Exercise B. The sentences below have been changed from passive to active. Write them as passive forms. Check your answers in the article.

Example: *When did people first cultivate these plants?*
When were these plants first cultivated?

1. When did people first domesticate these animals?
When _____
2. People find animal bones, seeds and pollen in caves.
Animal bones, seeds and pollen _____
3. Everyone knew *The Fertile Crescent* for its farming.
The Fertile Crescent _____

D Now do Exercises A and B on Workbook page 11.

Lesson 12: Listening: Listening for key information

- A** Read the information about a television programme and look at the pictures. Who are the two people in the pictures? What are they talking about?



Tonight's highlights

Suspicious circumstances

Channel 3, 8:00p.m.

A new episode of the gripping detective series. When Hasan's body is found in his office and there are no signs of a fight or struggle, Detective Ahmed's suspicions are aroused. His attention is drawn to Abdullah, the dead man's business partner ...

- B** You are going to listen to the detective's interview with Abdullah. Write two questions you think the detective will ask.

- C** Read the detective's notes. Listen to part 1 of the interview. Correct the mistake in the notes and complete the last sentence.

- D** Listen to part 2 of the interview. Then answer the questions.

1. How many people have spoken to Abdullah about the murder?
2. According to Abdullah, was Hasan popular?
3. What was Hasan like?

Dead man's name: Hasan

Killed in his office - 6p.m.

Abdullah - at brother's house

About 30 kilometres away from office

Abdullah got home at _____

- E** Listen to part 3 of the interview. Then answer the questions.

1. Who told Abdullah that the knife was in Hasan's back?
2. How does the detective know that Abdullah is lying?

- F** Look at these questions from the interview. Listen to the intonation of the underlined part of the questions. Who sounds most sure, the detective or Abdullah?

1. I'm not under suspicion, am I?
2. You were there, weren't you?

- G** Practise saying these questions with rising and falling intonation. Work in pairs. Say if your partner is sure or unsure.

1. You haven't got any brothers, have you?
2. Dinosaurs were cold-blooded, weren't they?
3. Petra is in Jordan, isn't it?

Unit 2

Weather and climate

Lessons 1 & 2: Reading: Taking notes

1. Before you read (Lesson 1)

- A** Work in pairs. Look at the table. Write more words about weather and climate. How many can you write in three minutes?

| | |
|------------|-------------------|
| nouns | rain, temperature |
| verbs | rain |
| adjectives | rainy |

- B** Look at the pictures and captions on page 19. Discuss these questions.

1. What are Ali and Wendy's hometowns?
2. What do you think the climate is like where they live?

2. While you read

- A** Read only the introduction to the text on page 19 and answer these questions.

1. What does the writer want to find out? _____
2. Why did the writer choose people from these two places? _____

- B** Look at this example of note-taking. Are the sentences complete?

Example:

1. examples of extreme temperatures

| | |
|-----------|------------------------------------|
| MUSCAT | swimming pools too hot to swim in |
| FAIRBANKS | ice on lake - cars can drive on it |

- C** Work in pairs. Student A, read Ali's text. Student B, read Wendy's text. Make notes in your notebook under these headings.

1. examples of extreme temperatures
2. going out and staying in
3. clothes
4. special features of buildings
5. health problems
6. the best part of the year

3. After you read (Lesson 2)

- A** Now do Exercises A to E on Workbook page 12.

Hot and cold

How does climate affect the way we live? To find out, we asked two teenagers from different parts of the world: Ali Naji, who lives in one of the hottest capital cities on Earth, and Wendy Baker, from a town where the winter temperature drops to -25°C or lower.



Ali and his family in Muscat, Oman

'Muscat, the capital of Oman, is so hot in summer that most swimming pools are too hot to swim in. Car bodies get hot enough to cook on. Without air conditioning, driving would be impossible; the steering wheel would burn your hands.'

If you go out of your house at midday, sweat begins to drip down your neck within seconds, which feels horrible. We stay indoors during the day if we can, and go out in the evenings and early mornings. We wear thin cotton *dishdashas*, which feel more comfortable than European clothes, and open leather sandals. Of course, everyone covers their heads.

Surprisingly, more people catch colds in the summer than in the winter. This is because the air conditioning in big buildings sometimes makes the air too cold, and it spreads germs, too.

The winter in Oman is wonderful. It's like a European summer. Sometimes the clear blue sky becomes cloudy, but most of the time the weather is perfect for enjoying life outdoors.'



Wendy and her family in Fairbanks, Alaska

'The winters here are very cold. There's a lake near my house which freezes in winter. The ice on the lake is so thick that you can drive a car on it.'

Houses are often half-buried under snow in winter.

If your front door is on the ground floor, you have to dig your way out through the snow, so many houses have an upstairs door, which is above the snow.

It's too cold to go out unless you wear thick woollen sweaters, a thick waterproof jacket, gloves to protect your hands, and a warm fur hat. Without a hat, your head really hurts. Inside, the buildings are warm, and they have windows with three layers of glass to keep the cold out. People stay indoors a lot, which can be unhealthy physically and mentally.

It sounds terrible, but it's not so bad. There are winter sports like skiing and ice skating, which are great fun, and in summer the snow melts. The country becomes green again, and the lake is warm enough to swim in.'

Lesson 3: Vocabulary: Adjectives with prepositions

A Look at the pictures and discuss these questions.

1. What is happening in each picture?
2. How do you think the people in the pictures feel?

B Match the sentences 1–13 to the pictures a–f. Only six sentences will be used. Do not fill in the gaps yet.

1. ___ He's interested ___ computers.
2. ___ Some people are afraid ___ flying.
3. ___ He's not very good ___ Maths.
4. ___ She's worried ___ her exams.
5. ___ He's married ___ my cousin.
6. ___ I felt sorry ___ her when she was in hospital.
7. ___ Hurry up! You'll be late ___ school.
8. ___ They are very kind ___ me.
9. ___ Salem's very keen ___ football.
10. ___ Be careful ___ that glass. Don't drop it.
11. ___ The teacher was angry ___ me because I hadn't done the work.
12. ___ Most of the class was absent ___ school yesterday.
13. ___ Are you ready ___ your test tomorrow?

C Complete the sentences 1–13 above with the prepositions in the box below.

about at for (x3) from in of on to (x2) with (x2)

D Study the language box. Then circle the adjective + preposition combinations in Exercise B.

Adjective + preposition

A lot of adjectives in English are followed by a preposition. The preposition is fixed, so you must memorize the two words together.

Examples:

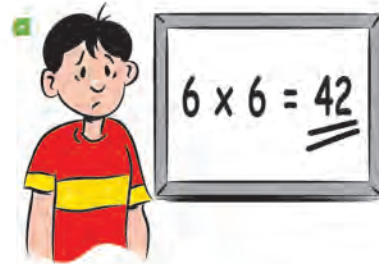
He is **responsible for** all the people in his office.
What's **wrong with** you today?

E Work with a partner. Ask and answer questions using the adjective + preposition combinations in Exercise B.

Examples:

1. Are you **interested in** computers?
Yes, I am.
2. What are you **afraid of**?
I'm afraid of snakes.

F Now do Exercise A on Workbook page 13.



Lesson 4: Grammar 1: Adjectives with so, enough and too

A Study the grammar box and complete the patterns 1–3.

Adjectives with *so*, *enough* and *too*

These three sentences have a similar meaning.

1. It's so hot that you can't go out.
2. It's not cool enough to go out.
3. It's too hot to go out.

Use the sentences to complete the three patterns.

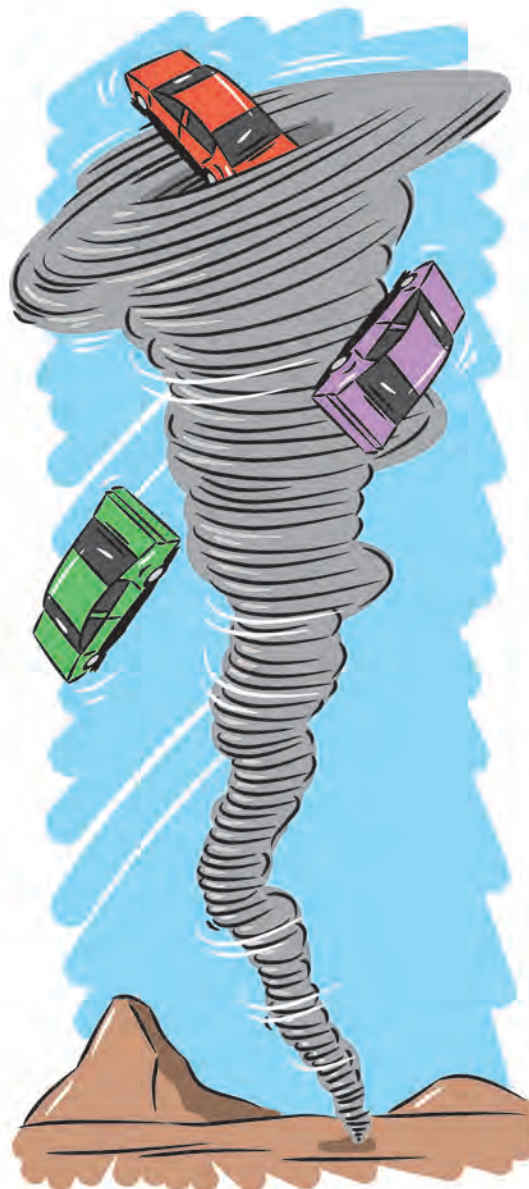
1. *so* + adjective + *that*
2. adjective + _____ + infinitive
3. *too* + _____ + _____

Now underline the patterns in these sentences.

- a) The ice is so thick that you can drive on it.
- b) The ice is thick enough to drive on.
- c) The ice is not too thin to drive on.

B Complete each sentence so that it is similar in meaning to the sentence above it. Use *so*, *enough* and *too*.

1. The lake is too cold to swim in.
The lake is not warm _____.
2. The car was too hot to touch.
The car was _____.
3. The pool gets so hot that you can't swim in it.
The pool gets _____.
4. We couldn't walk on the sand because it was too hot.
The sand was _____.
5. A hurricane can destroy buildings.
A hurricane is strong _____.
6. It's too cloudy to sit on the beach.
It's not sunny _____.
7. A tornado is strong enough to pick up a car.
A tornado is _____.



C Write at least two sentences about each picture in your notebook. Use *so*, *enough* and *too*.



D Now do Exercises A to C on Workbook page 13.

Lesson 5: Grammar 2: Order of adjectives

A Match the phrases 1–6 to the pictures a–f.

1. wet weather
2. a nice old man
3. an annoying little insect
4. a rectangular wooden box
5. a red plastic nose
6. Egyptian silver jewellery



B The chart shows the usual order of common adjectives before a noun in English. Write words from Exercise A in the correct columns.

| opinion | size | age | shape | colour | origin | material | NOUN |
|---------|------|-----|-------|--------|--------|----------|------|
| nice | | | | | | | |

C Think of at least two more words for each column in Exercise B and write them in the chart.

Order of adjectives

In English, an adjective describes a noun (a thing). Adjectives go before a noun.

Example: a red car NOT a car red

If there is more than one adjective, they are in a fixed order.

Example: a German glass vase NOT a glass German vase

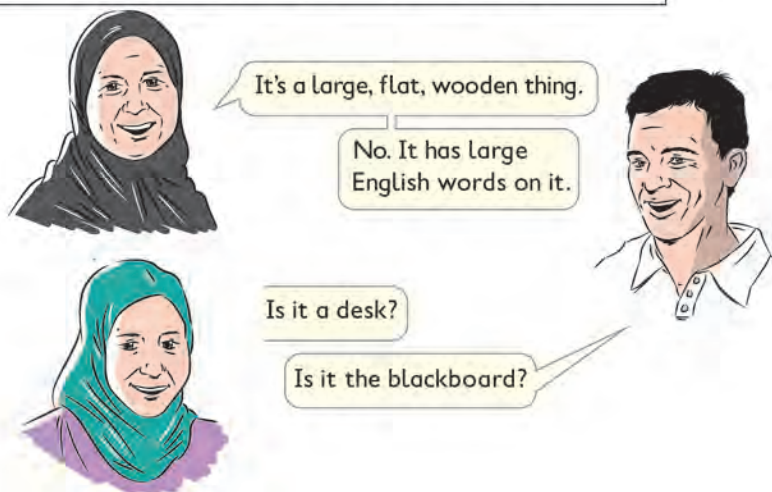
Usually, there are not more than two or three adjectives before a noun. So you will not need to say something like *I have a beautiful, big, new, black, Japanese, plastic phone!*

D In pairs, make phrases with each of the words in the box. Use two or three adjectives each time and add a noun of your choice.

| | | | | | | | | | |
|-------------|---------|--------|----------|---------------|--------|-------|---------|------|------|
| cotton | Libyan | white | big | international | useful | metal | tiny | nice | long |
| interesting | Chinese | square | horrible | dark | blue | new | plastic | | |

Examples: a new, cotton shirt
a big, square table

E Look at this conversation. Write a description of an object in your notebook, using two or more adjectives. Read your description to your partner. He/she will listen and try to guess the object.



Lesson 6: Speaking: Telling a news story

A Work in pairs. Look at the countries in the box and discuss the questions.

1. In which part of the world are each of these countries
2. What do you know about the climate there?

Britain Oman Australia Indonesia Sudan Canada Morocco Bermuda

B Now look at the newspaper headlines and pictures from the different countries. Discuss these questions about each one using the expressions in the box.

then next at first after that soon in the end

1. What has happened?
2. How or why do you think it happened?

1 Britain

5,000 homes flooded

2 Oman

Flash floods kill seven

3 Australia

Man injured by lightning

4 Indonesia

Forest fire still burning



5 Sudan

Widespread hunger after two years of drought

6 Canada

Ship's crew rescued in storm



7 Morocco

Rally drivers lost after sandstorm

8 Bermuda

Hurricane hits island

C Imagine you are a journalist. You have to go to interview someone who was involved in one of the emergencies in Exercise B. Decide on who you would like to interview. In your notebook, write five questions you want to ask the person about his/her experience.

D Work in pairs.

1. Show your partner the questions you wrote in Exercise C.
2. Role-play the interview. Your partner will ask you the questions that you wrote in Exercise C. You must now play the role of the person who was involved in the emergency. Use the expressions in the box in Exercise B.

F Now do Exercises A to D on Workbook page 14.

Lesson 7: Writing: Writing a news article

- A** Work in pairs. Can you remember the headlines from the news stories in Lesson 6? Fill in the blanks with the missing words.

1. 5,000 homes _____
2. Flash floods _____
3. _____ by lightning
4. Forest fire still _____
5. Widespread _____ after two years of drought
6. Ship's crew _____ in storm
7. _____ lost after sandstorm
8. Hurricane hits _____

- B** Read about topic sentences in the box. Then choose one of the headlines in Exercise A. In your notebook, write a short sentence about each of the following main ideas.

Topic sentences

In a narrative, each new paragraph often starts with a topic sentence. This sentence gives the main idea of the paragraph. It is followed by explanations, examples and more information.

In this news article about a weather problem, there are three main ideas.

1. the cause
2. the events
3. the future

Each main idea will be the focus of one paragraph, so you will have three paragraphs.

1. the original cause of the emergency _____

2. what happened during the emergency _____

3. what will happen now _____

- C** Which paragraph do these expressions go in? Mark them 1, 2 or 3.

- | | |
|---------------------------------------------|-------------------------------|
| _____ now the government has decided to ... | _____ nobody had realized ... |
| _____ at first ... | _____ unfortunately ... |
| _____ luckily ... | _____ in the end ... |
| _____ suddenly ... | _____ from now on ... |
| _____ the problem originated in ... | _____ one hour later ... |
| _____ then/next/after that ... | _____ it was too late ... |
| _____ some time before ... | _____ in the future ... |

- D** Write the three paragraphs of your news article in your notebook. Use the sentences you wrote in Exercise B above to start each paragraph. Include expressions from Exercise C.

- E** Check your writing for spelling, punctuation and grammar. Then give it to a partner to check.

- F** Now do Exercises A to C on Workbook pages 14–15.

Lesson 8: Water for life

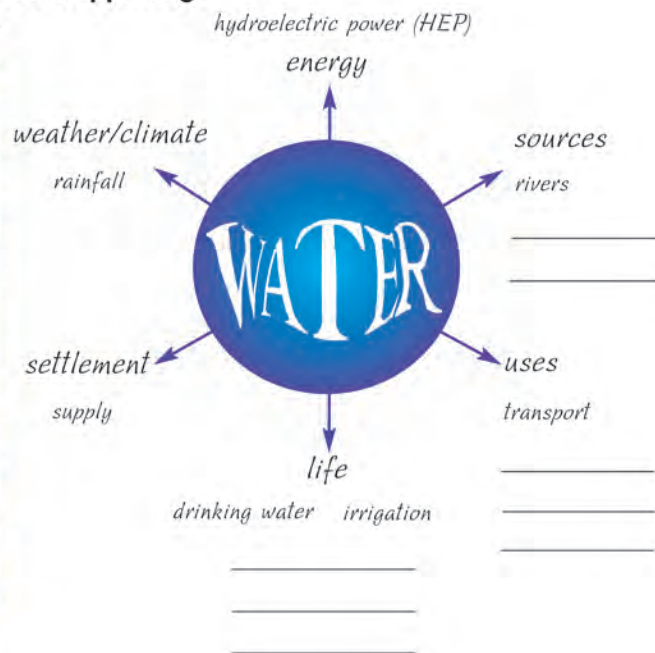
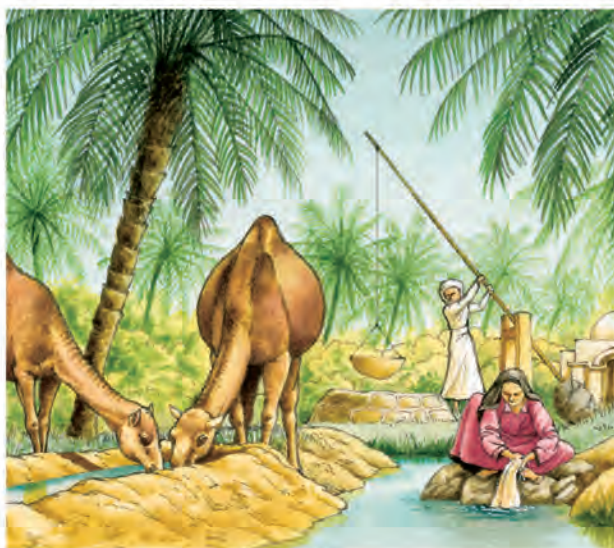
A Work in pairs. Think of three reasons why water is so important.

B Draw a line to match the beginnings 1–5 to the endings a–d of these sentences about water. You need to use one of the endings twice.

1. About 70 per cent of the Earth's surface ...
2. 70 per cent of human body weight ...
3. About 70 per cent of the Earth's fresh water ...
4. Only 1.5 per cent of the Earth's water ...
5. The scientific formula for water ...

- a) is fresh water. c) is water.
b) is ice in Antarctica. d) is H₂O.

C Work in pairs. Look at the picture. Discuss what is happening. Then fill in the missing words in the topic web.



D Read the text. Then answer the question.

People need water to live and to grow crops. So where do people choose to live? Early settlers looked for a regular supply of fresh water. The Bedouins settled in oases near waterholes. Examples of good places to settle were along the Nile, Tigris and Euphrates rivers. In Europe, settlements began in valleys near rivers, streams, pools, lakes, springs and wells.

1. Summarize the text by adding three words to the statement.
The text is about why people _____.
2. Underline eight sources of water in the text.

E Mark the sources of water **S** for still water or **R** for running water.

- | | | | | | |
|----------|--------------------------|-----------|--------------------------|----------|--------------------------|
| 1. river | <input type="checkbox"/> | 3. pool | <input type="checkbox"/> | 5. oasis | <input type="checkbox"/> |
| 2. lake | <input type="checkbox"/> | 4. stream | <input type="checkbox"/> | 6. well | <input type="checkbox"/> |

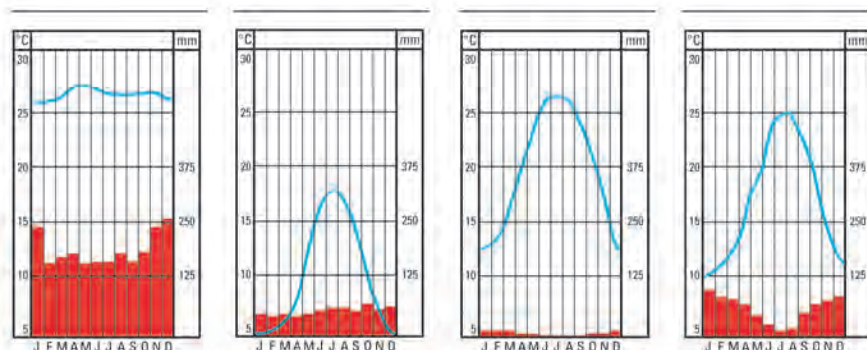
F Now do Exercise A on Workbook page 15.

Lesson 9: Climate and settlement

A Work in pairs. Discuss what you remember from Lesson 8 about why people live near sources of water.

B Work in pairs. Answer the questions.

1. What is the difference between *weather* and *climate*?
2. The graphs below show information on the climate in Cairo, London, Palermo and Singapore. Which climatic region does each graph represent?
3. Write the name of the city above the correct graph. Give reasons for your choices.



C Look again at the graphs. Then complete the text using the words in the box.

water cycle tropical Equator temperate rainfall highest
Mediterranean desert vegetation monthly temperature rain

The graphs show ① _____ averages for ② _____ and ③ _____. The four climates represented are ④ _____ (Cairo), ⑤ _____ (Palermo), ⑥ _____ (Singapore) and ⑦ _____ (London). We know that the ⑧ _____ temperatures are found nearest the ⑨ _____. We also know that the ⑩ _____ produces most ⑪ _____ where it is hot and there is surface water, ⑫ _____ and mountains. Finally, we can note how climate affects where people choose to live.

D Read the following description. Then complete each column with an adjective from the text.

Our Climate

There are mild, moist winters. Strong winds bring some rain from the west. There are hot, dry summers when the *ghibli* blows across the Sahara from the south. It creates dust storms and quickly affects the humidity. Temperatures in Tripoli can reach 30°C; annual rainfall is about 400 millimetres. There are pastures for sheep and goats and, with the help of irrigation, olives, grapes, vegetables and fruit grow in the fields.

| | | |
|---------|------|-----|
| daily | | dry |
| monthly | warm | |
| | hot | wet |

E Cover the text in Exercise D. Then complete each of these sentences. Check your answers in the text.

1. Temperatures can _____ 30°C.
2. The *ghibli* can create _____ storms.
3. The heavy rainfall means that there are _____ for sheep and goats.

F Now do Exercise A on Workbook page 15.

Lesson 10: Settlement and population

A Work in pairs. Look at the map of Libya. Discuss what the bar graphs represent.

B Work in pairs. Answer these questions.

Benghazi Al Kufrah Sabha Tubruq
Murzuq Tripoli

1. Write the names of the cities/municipalities on the map opposite.
2. Where are the municipalities with the largest populations?
3. Where are the municipalities with the smallest populations?
4. Can you explain some reasons for the differences?

C Work in pairs. Ask and answer questions about the map. Use words from the box.

Example: Where are the largest cities situated?
Why are the smallest populations ...?

largest smallest desert climate population highest most

D Answer these questions about populations by looking at the figures next to the bar graphs on the map above.

1. What is the total population of Tripoli, Benghazi and Tubruq? _____
2. What is the total population of Sabha, Murzuq and Al Kufrah? _____
3. What is the grand total (100%)? _____
4. What is the percentage of people living in coastal cities? _____
5. What is the percentage of people living in the interior? _____

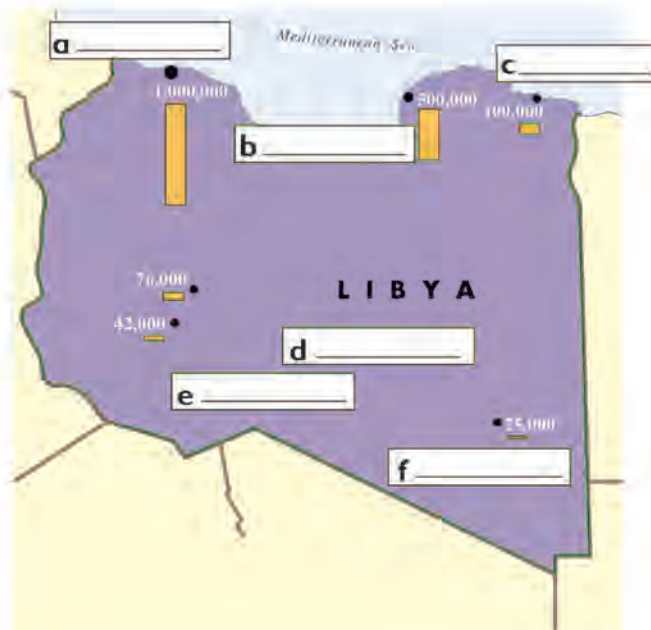
E Read the newspaper article. Then complete the text with words from the box.

doubled fine summer high fast climate
today population pleasant hot

The Mediterranean Times

Readers will be amazed to hear how ① _____ the ② _____ of Benghazi has grown during the last twenty years. This ③ _____ city, situated on the coast, enjoys a ④ _____ ⑤ _____ for much of the year, but it can be very ⑥ _____ in ⑦ _____. Believe it or not, the population ⑧ _____ between 1995 and 2005 and must have doubled again to around a million ⑨ _____. Apart from the ⑩ _____ birth rate ...

F Now do Exercises A and B on Workbook page 16.



Lesson 11: The changing climate

A Work in pairs. Answer these questions.

1. What is global warming?
2. Which parts of the world will be affected first by global warming?
3. What are some of the changes that global warming will bring to people's lives?

B Study the map of Britain showing some possible results of global warming. Write the words in the box next to the correct symbol in the key.

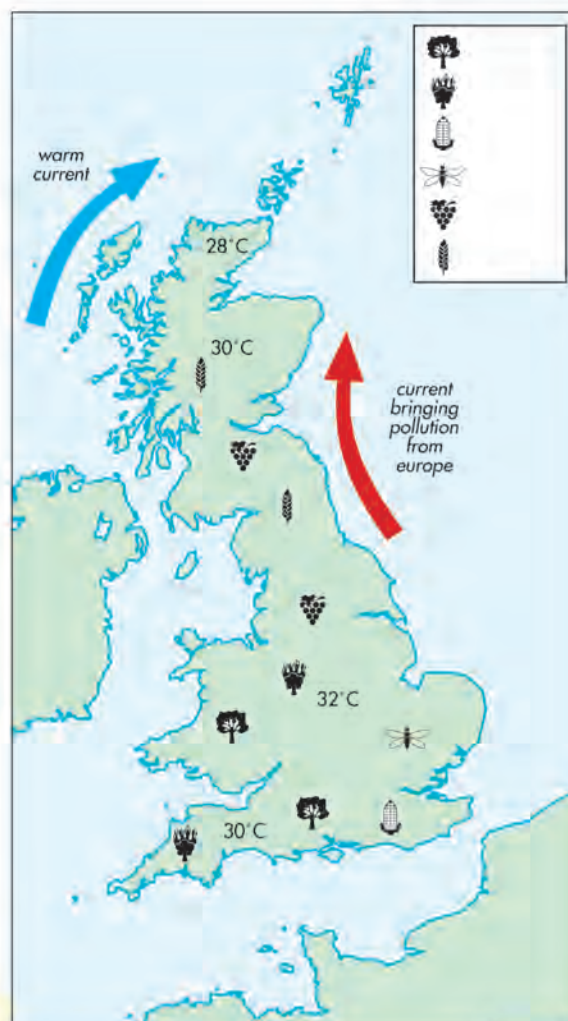
vineyards insect swarms wheat
forest fires maize Mediterranean trees

C Work in pairs. Discuss how rising temperatures will affect life in Britain.

Example: Swarms of insects are ... It will no longer have a temperate climate ...

D Read an article from *The Daily News* about the effects of global warming in Britain. Then complete the article with the verbs in the box.

happen increase bring change enjoy
deteriorate receive



Warmer times ahead?

Scientists claim that the average temperature will ① _____ by between 1.5°C and 4.5°C over the next hundred years. Here in Britain, when the days are cold and miserable and the skies are grey, any talk of global warming makes people think they are soon going to ② _____ far more sunshine! Unfortunately, the changing climate will ③ _____ other changes – and they are not all pleasant. We have already heard that natural disasters like floods, storms, droughts and

temperature extremes have increased over the last 50 years and the situation is going to ④ _____. So, what is going to ⑤ _____ to Britain? Does a temperature change mean a whole new climate? Britain is an island and is affected by the sea around its coast. The Gulf Stream is the warm current in the Atlantic Ocean that crosses from the west. One theory suggests that Britain will ⑥ _____ a cold current instead. In that case, Britain's climate won't ⑦ _____ much after all!

E Notice that the verbs you have put into the text in Exercise D refer to future time. Which form are they in?

F Now do Exercise A on Workbook page 16.

Lesson 12: Listening: Listening to a weather forecast

- A** Work in pairs. Check that you know the meaning of these words, and that you know how to pronounce them.

thunderstorm coastal areas high ground flash flood showers temperature

- B** **It is winter. A family is listening to the radio weather forecast for the weekend. Listen to the forecast and answer the questions.**

- Which country is the forecast for? Choose the correct answer from the list.
- Explain why the others must be wrong.

Libya Oman Britain Italy Alaska

- C** **The family want to go out together tomorrow. Look at their ideas below. Then listen to the forecast again. In pairs, decide which ideas are good or bad, and why.**

- Let's go for a walk in the mountains.
- Let's go to the beach.
- How about a picnic in a wadi?
- We could visit our cousins in Sirt – it's only 150 kilometres away.
- Why don't we go sailing?

- D** **Work in pairs. Look at the map. Which boxes:**

- are on the north coast?
- are in the southeast?
- show temperatures?

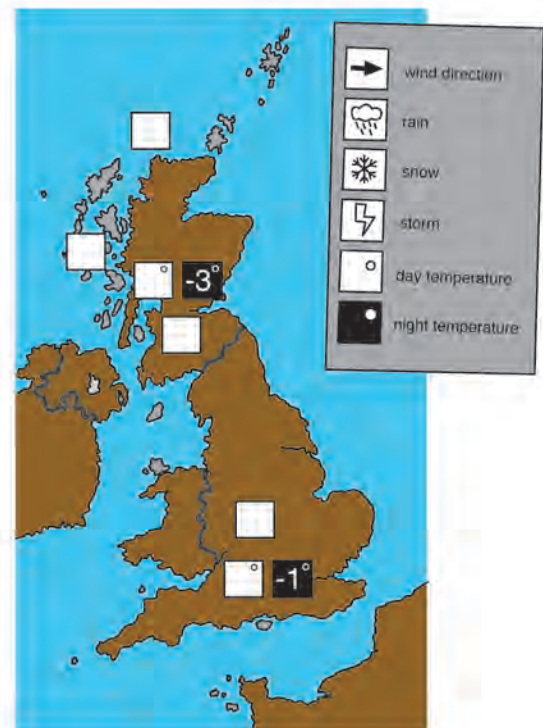
- E** **Listen to another forecast and complete the map for tomorrow's weather.**

- F** **Listen to the second weather forecast again. What important information does it contain for the following people?**

- fishermen
- people who drive in the early morning
- people who live near rivers

- G** **Work in pairs. Prepare to give a weather forecast for tomorrow and the next few days for Libya. Make some notes and practise your forecast.**

- H** **When you are ready, read your forecast to another pair of students and listen to theirs. Whose forecast do you think is more likely?**



Unit 3

Facts and figures

Lessons 1 & 2: Reading: Scanning for specific information

1. Before you read (Lesson 1)

- A** Look at the pictures. Make a note of how many minutes you usually spend doing each of these things every day.



waiting _____



eating _____



brushing teeth _____



watching TV _____

- B** In pairs, compare your answers from Exercise A. Make sentences.

Examples:

I spend more time watching TV than you do.

You spend a lot of time waiting.

I only spend two minutes a day brushing my teeth.

- C** Now compare your answers with two more students. Work out the average number of minutes you spend on each of the activities in Exercise A.

Example: waiting

Student A: 20 mins + Student B: 25 mins + Student C: 10 mins + Student D: 45 mins = 100 mins

Total of 100 mins ÷ 4 students = 25 mins

The average time spent waiting = 25 mins

2. While you read

- A** The article on the opposite page is about the results of some research in Britain. Read the first two paragraphs quickly and complete the table.

| activity | time spent during whole life |
|---------------------------|------------------------------|
| eating | 6 years |
| waiting at traffic lights | |
| brushing teeth | |
| looking at mirrors | |
| watching television | |

- B** Read the rest of the article and answer the questions.

- How many minutes a day do married couples in Britain spend speaking to each other?
- How many minutes a day do parents and children in Britain spend talking to each other?

Reading

C Think about the following and discuss as a class.

1. Which of the results of the research is the most surprising?
2. Do you think the results of research like this would be the same or different in Libya?
3. Why did the writer choose the title *Just a minute!*?

Just a minute!

The average young person today will spend more than 35,000 hours of his or her life eating. That is the equivalent of six years of continuous eating (if the person stops to sleep for 8 hours out of 24). If that doesn't surprise you, consider the following facts, which researchers in Britain have discovered. By the time Mr or Mrs Average is 70 years old, he or she will have spent five months waiting at red traffic lights; the important task of brushing his or her teeth will have taken about three months; and looking in mirrors will have filled another eight months.

Some of these statistics are amusing, but others are worrying. Perhaps the most horrifying statistic of all is this: Mr and Mrs Average, aged 70, will have sat for nine years in front of the television.

Psychologists and sociologists are interested in information of this sort because it helps them to understand how people live nowadays. The information has practical uses, too. A scientist at Britain's Marriage Research Centre says, 'This type of information can help people to think about and improve their relationships.' For example, the average British married couple spend five minutes a day talking to each other, which is less than two days a year, or about ten weeks of their married lives. Parents and children spend even less time talking to each other – one minute a day during the years before the child leaves home, which amounts to only one week of their lives.

When people realize this, they ask themselves, 'Do I really want to spend less time talking to my loved ones than brushing my teeth? And do I really want to give nearly one-seventh of my waking life to the television?'



3. After you read | Lesson 2 |

A Now do Exercises A to D on Workbook page 17.

Lesson 3: Vocabulary: Until, by and future time phrases

A Read the information about *by* and *until*.

Until and by

We use *until* to talk about an activity that will continue up to a certain point in the future.

Example: *I'll be studying until 6 p.m.* (At 6 p.m., the situation will change and I will stop studying.)

We use *by* to say that an activity will happen before or at a certain point in the future.

Example: *I'll finish my homework by 6 p.m.* (Sometime before 6 p.m., I will finish my homework.)

We often use the phrase *by the time* followed by a clause. It is not possible to add a clause directly after *by*.

Example: *By the time you arrive, we will have decorated the room.*

Note: We sometimes use *till* instead of *until* in informal spoken and written English.

B Work in pairs. Explain the meaning of each sentence in your own words.

Example: He'll be in Cairo until 8 p.m. At 8 p.m., he will leave Cairo.

1. a) He'll be in Cairo until 8 p.m. _____
b) He'll be in Cairo by 8 p.m. _____
2. a) I won't finish until lunchtime. _____
b) I won't have finished by lunchtime. _____
3. a) I'll work until the programme starts. _____
b) I'll have done the work by the time the programme starts. _____
4. a) We can repair your car by Saturday. _____
b) We can work on your car until Saturday. _____
5. a) I can stay till 10 p.m. _____
b) I have to leave by 10 p.m. _____

C Now do Exercises A and B on Workbook page 18.

D Look at the examples in the table below. Then add the words in the box to the table to make time phrases.

| | | | |
|------------------------------------------------------------------------------------------------|------------------------------------------------|-----------|-----------------------------------------------------------------|
| <div> year evening night January next year tomorrow Monday after next </div> | | | |
| tomorrow | <u>morning</u> <u>afternoon</u> | the | <u>day after tomorrow</u> <u>week after next</u> |
| next | <u>Monday</u> <u>month</u> | this time | <u>next week</u> |

E Now do Exercises C and D on Workbook pages 18–19.

Lesson 4: Grammar 1: The future perfect and the future continuous

A Study the grammar box. Complete the information about the form of the future perfect.

The future perfect

We use the future perfect to say that an action will be complete before a certain point in the future.

Examples: *I will have finished my homework at 6 p.m.*
They will have found a solution by the end of the day.
By tomorrow, I will have spent a week writing this essay.

The form of the future perfect is will _____ + past _____.

B Find and underline four examples of the future perfect in the text on Course Book page 31.

C Now do Exercise A on Workbook page 19.

D What will have happened by the year 2060? Work in pairs. Give your opinions using the verbs in brackets.

Example: robots (replace) teachers
Robots will probably have replaced teachers.
OR
Robots probably won't have replaced teachers.

1. Chinese (become) the most important language in the world

2. scientists (find) a cure for cancer

3. the population of the world (double)

4. the world (run out) of oil

5. scientists (learn) how to change the weather

E Study the grammar box. Complete the information about the form of the future continuous.

The future continuous

We use the future continuous to talk about what will be happening at a particular time in the future.

Examples: *Don't call me at 1:00, because I'll be having lunch.*
This time next week, we'll be flying to London.

The form of the future continuous is will + _____ + verb -ing.

F Now do Exercises B and C on Workbook pages 19–20.



Lesson 5: Grammar 2: The infinitive with future meaning

A Study the newspaper article and complete the grammar box.

OPEC REPRESENTATIVES TO MEET NEXT WEEK

The representatives of all the OPEC countries are to meet next week. They will discuss the latest figures ...

The infinitive with future meaning

In formal written English, we sometimes use *be + _____* to talk about future arrangements. _____ often use this form when they write newspaper articles.

Examples: *The president is to open a hydroelectric dam next month.*
Taxi drivers in the capital are to protest against parking restrictions.

This type of sentence is often in the _____ form.

Example: *New measures to combat climate change are to be announced.*

In newspaper _____, the verb *be* is usually left out. This shortened form is never used in spoken English.

B Now do Exercise A on Workbook page 20.

C Write a short newspaper headline about each future event below.
Use a maximum of seven words.

Example: Tripoli will play the English football team, Manchester United, in January.
Tripoli to play Manchester United

1. The new airport will open in January as planned.

2. The government will spend more money on health education next year.

3. Cigarettes will cost more when the new tax is introduced next month.

4. Drivers in Britain, who have always driven on the left, will drive on the right from January 1st next year.

5. According to the Family Research Unit, families will continue to get smaller during the next twenty years.

D Work in pairs. Change the headlines you wrote in Exercise C to full sentences with *be + infinitive* and say them.

Example: Tripoli to play Manchester United
Tripoli are to play Manchester United.

E Write a headline and the first few sentences of a newspaper article about another future event, real or imaginary.

Libyan teenager to become chess master

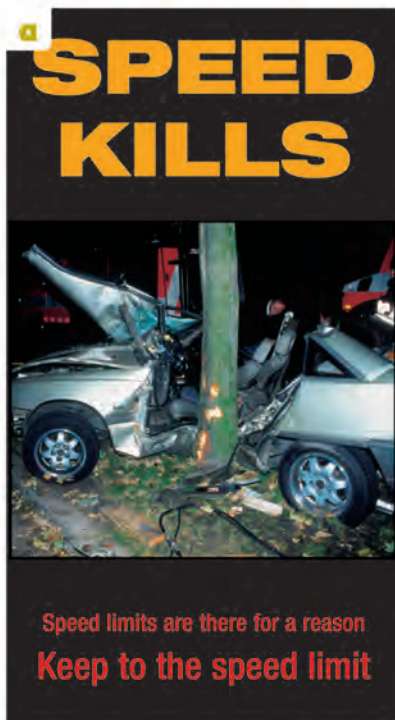
A 17-year-old from Tripoli is to become the youngest African chess master in history. The announcement ...



Lesson 6: Speaking: Giving advice

A Look at the posters. Discuss these questions in small groups. Then share your ideas with the class.

1. What is the topic of each poster?
2. Which is the best poster and why?
3. Describe a similar poster or television advertisement that you have seen.
4. Suggest a caption for poster b.
5. Think of a new poster to encourage people to keep their neighbourhood tidy. Describe it to the class.



B Study the box. Which do you think is the strongest way of giving advice?

Giving advice

We can give advice or warnings in English using particular verb forms.

Examples: *Don't* drop litter.

You *should* keep the streets clear.

You *shouldn't* drop litter.

Or we can give advice by using particular phrases.

Examples: *It's a good idea to* keep your neighbourhood clean.

It's important to take your litter home.

It's important not to leave litter.

It's best to use bins for your litter.

C Work in pairs. Make sentences about the advice each poster is giving.

Example: (Poster a) You *shouldn't* speed. *It's important not to* speed.

D Now do Exercise A on Workbook page 20.

Lesson 7: Writing: Leaflets giving advice

1. Preparation for writing

A Look at the leaflet. Work with a partner. Answer the questions below.

Is that what goes into my lungs?

Yes! The nasty black stuff in this one litre jar is tobacco tar. If you smoke a packet of cigarettes per day for a year, this is what you'll put into your lungs. At the end of the year, you'll have coughed up some of it, but some will stay in your lungs.

Tar is very useful. We make roads with it.

But do you want it inside you?



1. How does the writer make smoking unattractive?
2. Which statistic has the writer used on the cover of the leaflet?
3. Do you think the leaflet is effective? Why?/Why not?

B Read the three extracts below. Which one do you think is from the next page of the leaflet?

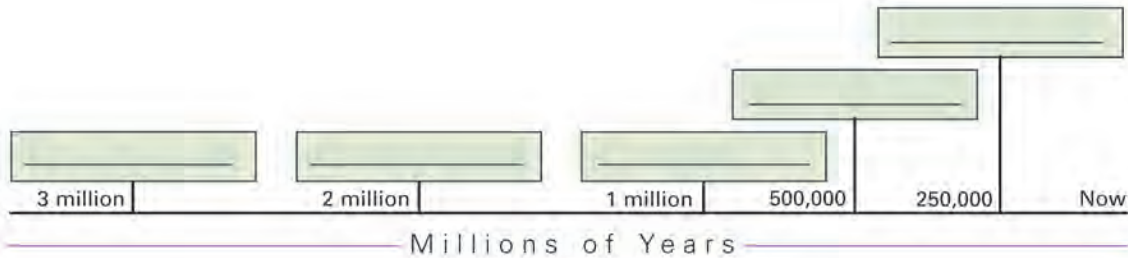
- 1 Most tar is made from coal, but it can also be made from petroleum or wood. Although tar is usually considered to be toxic, it is also used for the treatment
- 2 So isn't it time to stop smoking? It's important to make the decision to stop for yourself. You should also tell your friends and family that you are giving up as
- 3 By the time you are 70 years old you will have taken around 600 million breaths. The basic function of the lungs is to take carbon dioxide and exchange it

2. Writing

A Now do Exercises A and B on Workbook page 20.

Lesson 8: Origins of man

- A** Read the text. Then complete the timeline above with the correct headings from the text.



Peking Man

The remains of a more modern Homo erectus was found near Beijing in China. This man lived about half a million years ago. His brain was larger still – 1050 cubic centimetres. More stone tools suggest a simple life spent hunting animals and gathering food for family life. There is evidence of the use of fire.

Homo Sapiens

As time passed, his brain grew larger and man became more skilful with tools. Around 250,000 years ago, Homo erectus evolved into Homo sapiens.

Homo Habilis

The oldest fossil remains of man found so far date back two or three million years. They were discovered in Olduvai Gorge, East Africa, in the 1970s. The evidence shows that man was walking on two feet,

with his hands free, a long time ago. His brain was about 750 cubic centimetres in size. His teeth and the simple stone tools suggest he was a meat-eater.

Homo Erectus

Further finds in East Africa suggest the existence of Homo erectus around one and a half million years ago. He stood and walked upright. His brain was larger – 900 cubic centimetres – and he used a great variety of tools.

Modern Man

Evidence dating from 90,000 years ago shows how well man was evolving. In Europe, he was able to survive the ice ages. He used stone and bone for tools and made burial mounds for the dead. There is evidence of religious belief in the art found in caves dating back 35,000 years. Over a period of three million years, brain size had almost doubled to 1300 cubic centimetres.

- B** Read the text in Exercise A again. Then complete this summary.

Over a period of three million years, man has evolved in several ways. To begin with, he stood and walked ① _____. His ② _____ showed that his diet included ③ _____. He learned how to use ④ _____ for cooking. All the time he was learning how to make better and better ⑤ _____ out of stone. The use of metal came later. Eventually, he started to develop language and did some drawing and painting. The art found in ⑥ _____ expresses his religious ⑦ _____ and he had started to bury the ⑧ _____. For archaeologists, the most significant change was the increase in the size of his ⑨ _____.

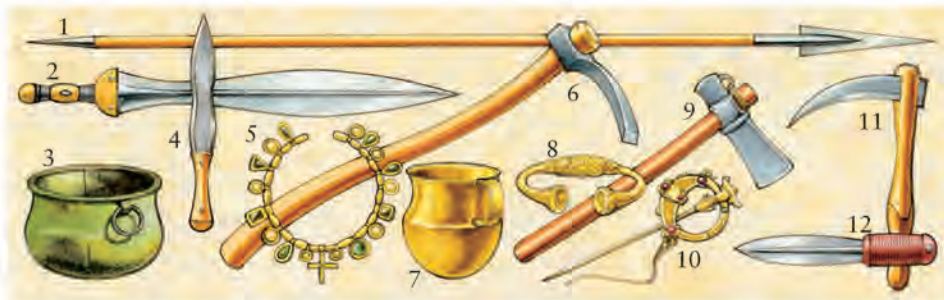
- C** The summary in Exercise B describes past changes. Work in pairs. Use your imagination to discuss possible changes in the future.

Our brains will get smaller because computers will do all the work.

Our teeth will last longer because we will eat pills instead of food.

- D** Now do Exercises A and B on Workbook pages 21–22.

Lesson 9: Man's early use of metal



A Work in pairs. Look at the pictures. What do all the objects have in common? Discuss what you think each object was used for.

B Work in pairs. Match the categories below to the pictures 1–12. Write the names of the objects you know.

food _____
 weapons 1. spear
 jewellery _____
 farming _____

C Read the text and find the names of all the objects above. Then complete Exercise B with the missing names.

D Read the rest of the article. Then mark the sentences T for true or F for false.

1. The use of metal is an indication of progress. ☐
2. Copper is softer than tin. ☐
3. Bronze is a mixture of gold and copper. ☐
4. Bronze was first made in the Middle East. ☐
5. The use of moulds meant the start of mass-production. ☐
6. The Hittites were smelting iron while the Mesopotamians were making bronze. ☐

E Work in pairs. Choose a category from Exercise B. Prepare to talk about it to the class. Describe the objects in the category, what they were used for and what they tell us about that society.

F Now do Exercise A on Workbook page 22.

Metal objects are among the most exciting artefacts we can find. They have survived a few thousand years and they tell us something about the way people lived in the past.

Some of the oldest things discovered are items of jewellery: brooches, necklaces, bracelets and rings, for example. Then there are things like knives, metal cups and bowls from the kitchen.

To work the land there were hoes, sickles and axes, and we can see when people fought their neighbours using spears, swords and daggers.

The discovery and use of metals meant an enormous advance in civilization. The softer metals – copper, gold and silver – were among the first to be used. The earliest evidence of man working with bronze dates from around 5,000 BC.

The people of Mesopotamia (the Middle East) were among the first to produce bronze, an alloy of tin and copper. It was discovered that metal could be melted and poured into moulds. This made it possible to make copies of the same object, which was an important technological advance that came later in Europe and China, around 2,000 BC.

The smelting of iron ore came next. It was perfected by the Hittites, who lived in central Turkey.

Lesson 10: The development of writing

As man's social skills started to develop, new ways to communicate began to emerge. No one knows how the first spoken language began. The need to record ideas in writing came much later.

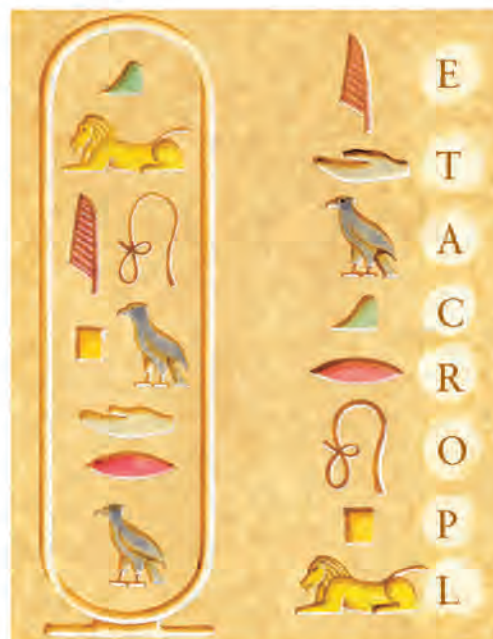
- A** The French archaeologist, Monsieur Champollion, who lived at the time of Napoleon, was interested in ancient writing. Read the first part of his letter about Egyptian hieroglyphics (picture writing). What was his discovery?

*F*OR a long time, everyone thought that each picture represented a word. Sometimes that's true, but in fact, each picture represented a sound.

- B** Look at this famous Egyptian name written in hieroglyphics. Use the key to read it.

- C** Read the second part of Champollion's letter. Then mark the sentences T for true or F for false.

1. Monsieur Champollion's task was very difficult. ☐
2. The discovery of the Rosetta Stone was very important. ☐
3. The most important thing on the stone was the story it told. ☐
4. The story on the stone was in two languages. ☐
5. It was soon clear that the pictures represented sounds. ☐



*W*ORKING out the sounds of a language dating back 3,000 years was a mammoth task. The breakthrough came when Napoleon's troops unearthed the Rosetta Stone at the turn of the nineteenth century. The writing on it was in praise of Ptolemy the Fifth, who ruled in 196 BC. But the story was written in Greek, as well as Egyptian hieroglyphics. It has taken me fifteen years to work out the translation. The first word I could read in each language was Ptolemy. It was many years later, that I realized the pictures might represent sounds. Eventually, I was able to understand a group of symbols.

- D** Work in pairs. Cover the extract and tell your partner why the discovery of the Rosetta Stone was so important.
- E** Now do Exercises A and B on Workbook pages 22 to 24

Lesson 11: Inventions: Progress and change

A Read the text. Then tick the best summary of the text.

1. How man learnt to read and write. ☐
2. How much easier life is today compared with in the past. ☐
3. How inventions can reach the market-place much quicker today than in the past. ☐
4. How most household appliances run on electricity. ☐

It took man hundreds, even thousands, of years to learn how to work metal and how to write. By the 1500s, Europe produced around 1,000 books a year. Now the world produces more than 1,000 books a day.

The typewriter was invented in 1714, but it was 150 years before it became commercially available.

In 1836, a machine was invented for cutting and threshing and putting corn into bags. But it was another hundred years before this machine, known as a combine harvester, was put on the market.

In the USA, vacuum cleaners, electric cookers and refrigerators were available from 1920. It took more than 30 years for them to reach full production. By 1940, it took only eight years for electric frying pans, televisions and washer/dryers to be in mass-production.

Medicines like penicillin, which took more than 20 years to bring to the market in the early part of the twentieth century, may now take less than ten years.



B Read the text in Exercise A again. Then complete the table.







C Work in pairs. Answer these questions.

1. Mark the inventions in Exercise B in order of importance with 1 showing the most important and 6 the least important.
2. Think of five other inventions that you think have been as important as those in the table.

D Work in pairs. Look at the machines, appliances and facilities in the box. If you could only keep five, which ones would you choose? Explain your choices to the class.

refrigerator television hot running water
car computer vacuum cleaner
air conditioning central heating electricity
telephone music system

E Now do Exercise A on Workbook page 24.

| invention | date | comments |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------|
| Books  | <input type="checkbox"/> 1500 2008 | 1,000 books per year _____ per day |
| Typewriter  | <input type="checkbox"/> 1714 _____ | _____ commercially available |
| Combine harvester  | <input type="checkbox"/> _____ _____ | first invented on the market |
| Refrigerator  | <input type="checkbox"/> 1920 1955 | _____ _____ |
| Washer/dryer  | <input type="checkbox"/> 1940 _____ | first invented in production |
| Penicillin  | <input type="checkbox"/> 1928 1950s | _____ available through doctors |

Lesson 12: Listening: Listening for specific details and contrastive stress

- A** Look at the table and the cartoon. Answer the questions. Then compare your ideas in pairs.

| Time difference between Tripoli and major world cities (Tripoli = 0) | | | |
|----------------------------------------------------------------------|----------|-------------|-----------|
| Beijing | +6 hours | London | -2 hours |
| Dubai | +2 hours | Los Angeles | -10 hours |
| Hong Kong | +6 hours | Nairobi | +1 hour |
| Islamabad | +3 hours | Paris | -1 hour |
| Lima | -7 hours | Sydney | +9 hours |

1. Why are some parts of the world dark when it is midday in Libya?
2. How do time differences affect business?
3. What problems do people have after flying across many time zones? Why?
4. Work out the day and time in Hong Kong and Los Angeles when it is 9a.m. on Wednesday in Tripoli.



- B** You are going to listen to an in-flight video presentation. Read the leaflet below. Then listen to part 1 and complete the advice.

Dealing with jet lag

When you arrive at your destination, you will have passed through several time zones. Your watch and your body clock will be telling you different information. It will be a few days before your body clock adjusts to the new time. You can't avoid the problem, but you can reduce it by following these simple steps.

During your flight:

1. Soon after take-off, set your _____ to the _____ at your destination.
2. Do _____ on the plane.
3. _____ light _____.
4. _____ plenty of _____.

- C** Listen to part 1 again and make notes about the reasons for the four pieces of advice in Exercise B.

- D** Listen to part 2. In your notebook, make notes about the rest of the advice you hear.

- E** Work in pairs. Compare your notes from Exercise D. Use your notes to give your partner more advice about dealing with jet lag.

- F** When two things are contrasted, we stress the contrasting words. Listen and repeat. Practise saying the phrases in pairs.

1. Don't wait until you arrive. Do it before you arrive.
2. Don't sleep in the day. Wait until night.
3. Eat light food. Heavy food is not good.
4. Light means day, and dark means night.

Unit 4

Great failures

Lessons 1 & 2: Reading: Reading to retell information

1. Before you read [Lesson 1]

A Work in pairs. Discuss the following.

1. the three best sportsmen in Libya
2. the three worst programmes on television
3. the three greatest scientists in history
4. the three worst films ever made

B Write these words in the correct column in the chart.

| | | | | | | | |
|---------|------------|--------------|------------|----------|------------|---------------------|---------|
| badly | best | great | well | worst | be good at | be not very good at | |
| mistake | right | wrong | fail | failure | pass | succeed | success |
| | successful | unsuccessful | ashamed of | proud of | | | |

| | |
|----------------|--|
| positive words | |
| negative words | |

C Look at the pictures on page 43. Quickly read the title and the subtitles in red. Do you think this will be a humorous text or a serious text?

2. While you read

A Read only the introduction to the text on page 43. With your partner, discuss what you think happened to the people (and the animal) in the pictures.

B Work in groups. Each group reads one of the stories on page 43. Discuss these questions with the other people in your group.

1. What is the title of the story?
2. Who or what is the story about?
3. What are the main details?
4. What happened in the end?

C Close your book. Make new groups. Tell your new partners about your story. Listen to your partners' stories and ask about anything you do not understand.

3. After you read [Lesson 2]

A Now do Exercises A to C on Workbook pages 25–26.

Great failures

Great scientists, world leaders, famous writers, singers and film stars all have a special talent. They are all specially good at something. Millions of pages are written about them in books, magazines and newspapers. But what about those who are specially bad at something? This page is for them.

The worst driver in the world



This title is proudly claimed by a British woman who had 212 driving lessons, but could not pass her driving test. She failed her test 38 times in eight years. Her 39th test was not so bad, and she would have passed if she had not driven through a red light. She finally passed the test a month later.

The longest failure to return a borrowed book



Many of us are slow to return things that we have borrowed. But first prize must go to Mr M Dodd, who borrowed a book from a library in 1823. He was supposed to return it three weeks later, but the book was not returned until 1968. Mr Dodd's grandson, who returned the book, explained, 'My grandfather was going to return it, but he died. I should've returned it earlier, but I kept forgetting.'

The least successful weather report

A radio presenter in Saudi Arabia once announced, 'We are sorry that we cannot give you the weather



forecast. We receive the weather forecasts from the airport, which is closed because of the bad weather.' The announcement ended, 'If the weather improves, we will give you the forecast tomorrow.'

The worst burglar

A burglar broke into a house in Paris and stole a video and some silver. He was just going to leave when he felt hungry. In the kitchen, he



found some of his favourite cheese. If he had left then, he would have been all right, but the kitchen was full of good things, which he ate quickly. After a time, he felt very sick. He wished he had not eaten so much so quickly and he lay down. The next thing he saw was a police officer. He had been asleep for five hours.

The unluckiest lion

When a lion escaped from a circus in Italy, people screamed and ran. Then the lion saw a small boy and ran after him. That was a big mistake. The



boy's mother was a big, strong woman, and the lion soon wished it had left the boy alone. It spent the next three weeks in an animal hospital and was afraid of women and small children for the rest of its life.

Lesson 3: Vocabulary: Verb collocations

A Complete the table. Put the words from the box in the correct column.

| | | | | | | |
|---------------|---------------|--------------|-----------|-------------------------|-----------------------|---------|
| a mistake | work/homework | a break | a guess | sport | damage | 220 kph |
| a choice | a haircut | a discussion | a problem | a suggestion | a headache | |
| an experiment | a drawing | your best | a drink | a phone call | a favour | |
| a decision | breakfast | a rest | a noise | an appointment | | |

| make | do | have |
|--------------|----------|------------|
| a phone call | a favour | a headache |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

B What are the three forms of the verbs *make*, *do* and *have*? Complete the table.

| infinitive | past simple | past participle |
|------------|-------------|-----------------|
| | made | |
| to do | | |
| | | had |

C Complete the sentences with a phrase from Exercise A above. You will need to change the verbs *make*, *do* or *have* into the correct form.

Example: My hair's short because I've just had a haircut.

- I phoned this morning and _____ to see the doctor.
- I'm tired. I'm going to _____.
- This car can _____.
- Has the storm _____ much _____?
- We've been working for five hours and we haven't _____!
- OK, I've _____, I want that one.
- If I didn't know the answer, I _____ just _____. Sometimes I was right.
- Scientists _____ for years before they found the answer.
- Can I borrow your mobile? I need to _____.
- I didn't feel very well. I _____ and a high temperature.

Lesson 4: Grammar 1: How things could have been different

1. Conditional sentences (type 3)

A Study the grammar box.

We cannot change what happened in the past. But when we think about how events in the past could have been different, we use:

if + past perfect, would have + past participle

Example 1: The lady in the story drove through a red light, and so she failed her driving test.

*If she **had not driven** through a red light, she **would have passed**.*

if + past perfect, would have + past participle

You can change the order of the two parts of the sentence.

Example 2: The burglar in France ate too much and fell asleep.

*He **would not have fallen** asleep if he **had eaten** less.*

would have + past participle ... if + past perfect

B Change the form of the verbs to make correct sentences about the past.

1. If you/drive more carefully/you/not crash/the car.

2. This/not happen/if you/listen to my advice.

3. They/win/if they/play better.

4. If the weather/not be so bad/we/go for a picnic.

2. wish + clause

A Study the grammar box.

The verb *wish* is followed by the past perfect when referring to things in the past.

Example 1 (past): I'm sorry, I didn't know.

*I **wish I had known**.*

The verb *wish* is followed by the past simple when referring to things in the present.

Example 2 (present): I don't speak French.

*I **wish I spoke French**.*

B Look at the picture. Read the genie's offer. Write your three wishes in your notebook.

C Tell a partner your wishes, and explain your reasons.

Example: Student A: *I wish I had known it was your birthday.*

Student B: *Why?*

Student A: *Because if I had known, I would have bought you a gift.*

You can have three wishes to change the past or the present.



D Now do Exercises A and B on Workbook page 26.

Lesson 5: Grammar 2: The future in the past

A These phrases are from the stories in Lesson 1. What future plan did the person have when these things happened?

1. he died (Mr Dodd)
2. he felt hungry (the burglar)

B Read the grammar box and complete the sentences in it.

The future in the past

When we are talking about the past, sometimes we want to talk about something that was in the future at that time – something that had not happened yet. We can use **was/were going to**.

Complete the two sentences from the stories using **was/were going to**.

1. My grandfather _____ return it, but he died.
2. He _____ just _____ leave when he felt hungry.



C Study the pictures and complete the sentences using **was/were going to**. In which sentence can you use **just**?

1. Yesterday, Jamal _____ do some work, but he decided to do it later.
2. Before she went shopping, Zahra wrote a list of things she _____ buy.
3. The scientists didn't know what they _____ find.
4. Hajir _____ have a drink when an insect flew out of the glass.



D Rewrite these sentences using **was/were going to ...**, but ...

Example: We forgot to do it.

We **were going to** do it, **but** we forgot.

1. The car broke down, so we couldn't go shopping.
2. If I had had time, I would have done it.
3. The teacher told us not to go in.
4. We forgot to bring it.
5. I would have phoned you if I hadn't lost your number.
6. We had just turned on the TV when our cousins arrived.



E Now do Exercise A on Workbook page 27.



Lesson 6: Speaking: Telling a story from pictures

A The pictures show a day last year in the life of Salim, who is not good at doing things on time. With a partner, discuss the pictures. Why is Salim a very lucky man?

1 On Sunday in his hotel room ...



2 On Monday morning ...



3



4



5



6



7



8



9 The next day ...



B How could Salim use these phrases to tell his story? Discuss with a partner.

1. I was going to ...
2. I didn't ... until ...
3. I wished ...
4. By the time I ...
5. If I had ...

C Work in pairs. Student A, you are Salim. Tell your story. You must use the expressions in Exercise B above. Student B, for each part of the story that Salim tells you, ask a question. Then switch roles.

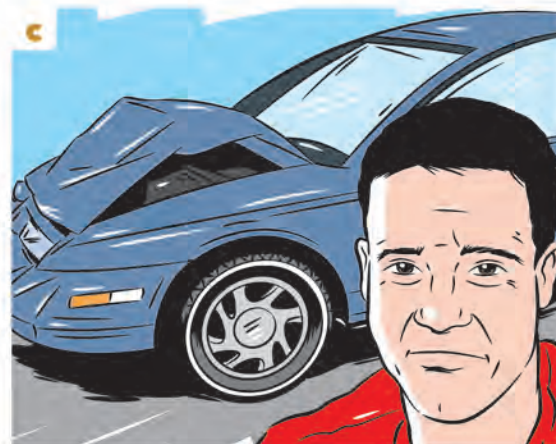
Example: Student A: The traffic was very heavy. I wished we had gone another way.
Student B: Why didn't you do that?

D Now do Exercises A to D on Workbook pages 27–28.

Lesson 7: Writing: Writing a story

A Discuss these pictures with a partner.

1. What can you see?
2. How did the person escape?
3. Why was it a lucky escape?



B You are going to write a story. Choose one of the following topics: the story of Salim's lucky escape in Lesson 6 or a story of your own about a lucky escape. It could be true or fictional.

C What happened in your story? Write notes about the main events of your story in your notebook.

D Write sentences to include in your story. Use your notes from Exercise C and the following prompts to help you.

1. *was going to ... , but ...*

2. *if + past perfect, would have + past participle*

3. *wish + past perfect*

E In your notebook, write the story in the first person (use *I*, not *he/she*). Make sure you include some of the sentences you wrote in Exercise D above.

F Check your work for errors. Then give it to a partner to check.

Lesson 8: Needs and the environment

A Match the descriptions 1–4 to the places a–d.

a) space station b) Antarctica c) Afghanistan d) Pacific island

1. I'm a scientist at a **research station** on the southern continent. All I can see around me is white, apart from the blue of the sky. ☐
2. We live 4,500 metres above sea level on *the roof of the world*. The climate is **severe** and the **terrain** is difficult. ☐
3. Here we live with water all round us. We grow coconuts and go fishing in wooden boats. ☐
4. Three of us are living in a very **confined** space. We are completely self-sufficient. We have everything we need with us. ☐

B Work in pairs. Place these basic needs of life in order of importance, mark 1 to show the most important and 9 the least important.

food ☐ shelter ☐ shade ☐ water ☐ heat ☐ clothing ☐
transport ☐ means of communication ☐ oxygen ☐

C Think about life in the places in Exercise A. Consider your list from Exercise B again. Write two sentences in your notebook explaining what you would need and why.

Example: Warm clothing is essential in Antarctica because without it, you would die.

D Read the text below. Then complete these sentences.

1. The first British expedition reached a place which was _____ (quite far from / quite close to / in the middle of) the South Pole.
2. The first British expedition needed more _____ (time / members / food).
3. The Norwegian expedition used dogs for _____ (protection / transport / warmth).
4. None of the members of the British party _____ (reached the Pole / got lost / survived).

Antarctica is the mass of ice at the South Pole, where the coldest temperature recorded is minus 89°C!

In 1909, a British expedition got within 150 kilometres of the South Pole before turning back because they had run out of supplies. Two expeditions set out the following year. The Norwegian expedition used dogs to pull sledges and reached the Pole on 14 December, 1911. The second British expedition arrived 35 days later! They had dragged their sledges by hand over difficult ice. Tragically, all members of the party died on their return journey.

E Now do Exercise A on Workbook page 28.

Lesson 9: Natural resources

A Use the words in the box to complete the sentences.

water minerals sunshine oil oceans air soil energy

1. All living things need to breathe oxygen from the _____.
2. Plants need _____, _____ and _____ in order to grow.
3. Man uses _____ and coal to produce _____.
4. _____ are extracted from the ground for use in industry.
5. The _____ provide us with an important source of food.

B Read the information then make notes in the fact file.

Soil is composed of rocks and plant material which have been exposed to the weathering effects of wind and rain. Its particles may be large, for example, in the form of sand, or small, as in clay. Fertile soil is usually dark-coloured. This is better for plants than sandy soil, which contains little moisture or mineral salts. Good soil also provides the nutrients, gases and water that plants require. Cultivation by man can change the natural balance between plants and soil. Irrigation projects in Libya are an example of this.

| Soil | |
|--------------------------|---------------------------------------|
| FACT FILE: | Made of: _____ |
| | Result of weathering caused by: _____ |
| | Size of particles: _____ |
| | Good soils: _____ |
| | Poor soils: _____ |
| | Effects of cultivation: _____ |
| Projects in Libya: _____ | |

C Work in pairs. Look at the list of resources in the table. Write each one into the appropriate category below. Ask each other for information.

Example: Is coal a living resource? What kind of resource is gold?

| RESOURCE TABLE | | | | |
|----------------|--------------|-------|-----------|-------|
| air | fish | gold | petroleum | trees |
| cattle | fossil fuels | metal | soil | water |
| coal | glass | paper | the Sun | wheat |

renewable: air, fish,

non-renewable: fossil fuels,

living: cattle,

non-living: coal,

recyclable: metal,

D Now do Exercise A on Workbook page 28.

Lesson 10: Pollution

A Work in pairs. Think of two ways that air can be polluted and two ways that water can be polluted.

B Read the article from a scientific journal then tick the best title.

An increasing population, together with **industrialization**, puts great demands on resources. The problems arise when air, water and soil become polluted. It means that human activity upsets the **balance of nature**. This, however **unintentional**, is completely undesirable. The condition of our environment is of great concern. Scientists are interested in conservation; they want to protect the environment as far as possible.

Air pollution, like **fumes** and smoke from cars and power stations, affects the atmosphere. The **ozone layer** is thinner, letting in more ultraviolet light, and there is global warming. This affects the climate and also plant and animal life. Land and water pollution may result from mining activities, the **dumping** of industrial waste, urban refuse and agricultural fertilizers such as nitrates.



☐ Air Pollution

☐ Environmental Issues

☐ Industrialization

C Work in pairs. Look at the words and phrases in bold in the text in Exercise B. Work out their meaning in context.

D Cover the text in Exercise B. Then draw a line to match the verb and noun collocations. Check your answers in the text.

- | | |
|-------------------------|-----------------------------------------------------------|
| 1. put great demands on | a) the environment |
| 2. upset | b) industrial waste/urban refuse/agricultural fertilizers |
| 3. protect | c) resources |
| 4. dump | d) the balance of nature |

E Now do Exercises A and B on Workbook page 29.

Lesson 11: A sustainable world

A Match the topics 1–3 to the definitions a–c.

1. conservation ☐ a) The science of using the land to produce food by growing crops and raising livestock.
2. agriculture ☐ b) The process of changing land into arid desert, resulting in loss of productive land.
3. desertification ☐ c) The planned management of natural resources, ensuring the protection of the environment.

B Read the following case study. Which of the three topics in Exercise A is it an example of?

On the other side of the Sahara from Libya is the Sahel region. There have been extreme drought conditions in recent years. Marginal lands on the edge of the Sahara once provided grazing land for the nomadic people. That is no longer possible because it has now become desert.

It happened in this way. The Kwang group of families, about 50 people in all, used to graze their

sheep and goats over an immense area. They revisited a place about once every 15 years. But changes in the weather and a need to satisfy everyone changed that. Modern technology brought them wells. They could then stay in one place to breed and graze their cattle, often returning to the same place.

San Kwang continues in his own words: 'There was a drought and

there was competition for the grazing. All this meant that the plants did not grow. What is more, the goats ate up the native plants, roots and all! Nothing could stop the already poor soils from becoming desert sands. We all moved to the south, but the population has greatly increased so that did not help. We have had to depend upon international food aid to help us out.'

C Number the pictures that tell San Kwang's story in the correct order. Underline key words, phrases and sentences in the case study in Exercise B that help you.





Kwang families grazed goats and sheep.
They revisited the same place every 15 years.



D Write notes next to the pictures in Exercise C, explaining what happened.

E Work in pairs. Discuss these questions.

1. Is it possible for land management programmes to keep both farmers and conservationists happy? How could a land management programme stop desertification?



F Now do Exercises A to C on Workbook page 30.

Lesson 12: Listening: Listening to complete notes


A Talk in pairs. How many clubs do you know? Discuss them using these topics.


1. the name of the club
2. the members
3. meetings and activities
4. the club's history
5. the success of the club (and the reasons for this)

B Look at the poster and discuss these questions.

1. What kind of club could this be?
2. What kind of people would join this club?

_____ **The Not Very Good Club** _____
_____ a club for people who are _____
_____ ☺ - ☹ _____

C  Listen to the first part of a conversation about the club, which was started a few years ago. Are any of your ideas from Exercise B mentioned?

D  Read these notes. Then listen again to the first part of the conversation and complete the gaps.


Three of the club's members:

1. a not very good _____
2. somebody who could not _____
3. a fisherman who couldn't _____

The first meeting was at a _____ restaurant

Two activities:

1. a _____
2. an _____ exhibition

E  Read these questions. Then listen twice to the second part of the conversation to answer them.

1. How long did the club continue? _____
2. What happened when the club became famous? _____
3. Why was that bad for the club? _____
4. What happened in the end? _____

F Discuss these questions in pairs.

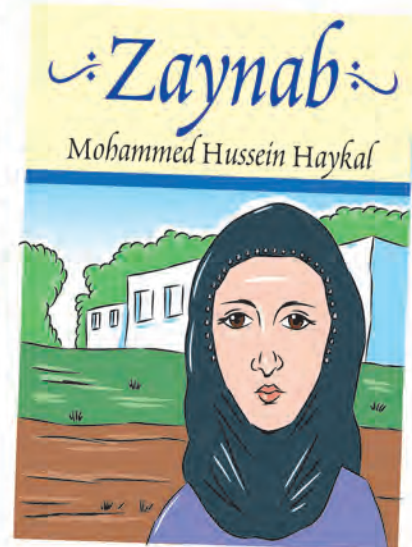
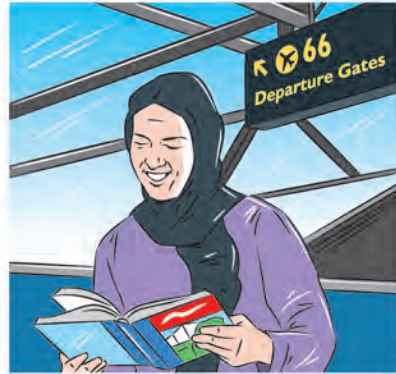
1. Do you think the club was a success or a failure?
2. Do you think it should have stayed open? Why/Why not?
3. Would you have joined the club? Why/Why not?

Unit 5

Literature

Lessons 1 & 2: Reading: Identifying styles of writing

1. Before you read [Lesson 1]




A Discuss these questions in groups.

1. Do you read when you travel? Why?/Why not?
 2. Do you prefer to read fiction or non-fiction?
 3. Who are your favourite authors writing in Arabic?
 4. Have you read any good books lately? What were they about?
 5. What kind of books do you prefer? Number the types of books 1-6.
(1 = the type you like best and 6 = the type you like least.)
- | | |
|--------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> historical novels | <input type="checkbox"/> science fiction novels |
| <input type="checkbox"/> thrillers | <input type="checkbox"/> travel writing |
| <input type="checkbox"/> biographies | <input type="checkbox"/> novels about modern life |

2. While you read

A Now do Exercise A on Workbook page 31



Mousa

I enjoy reading a good story. I mean an exciting story with plenty of action. I've tried reading other kinds of novel, but I prefer this kind. They're relaxing and easy to read. Sometimes I feel like reading at home, and I often read on the bus. I travel a lot by bus and the journeys can be boring, so it's good to have something to read.



Salsabil

Reading a good novel is one of the things I enjoy most. I try to do some reading most days, so I get through quite a lot of books. Sometimes I don't know what to read next, so I ask a friend to recommend a good book. Before choosing a book, I read a few pages to see if I like it. I like novels about people. I think the characters and their thoughts are more interesting than what happens in the story.

Reading

- B** Read the two extracts from the novels below quickly. Which would Salsabil prefer? Which would Mousa prefer? Why?
- C** In pairs, discuss books you would recommend to Mousa and Salsabil. Give reasons for your choice.

Chapter 1

A sound woke him. He raised himself on his elbows and listened, holding his breath. But he could hear nothing. It was incredibly quiet, unnaturally so. Then he noticed that the fan had stopped. He got out of bed, untucking the mosquito net, and took the gun from the cabinet drawer. His bare feet made small, tacky noises crossing the floor and his elbow cracked as he reached for the door handle. The silence was so intense without the fan that the smallest sound was exaggerated. He opened the door a few centimetres and peered cautiously into the long, high-ceilinged living room. The big windows let in the dawn light and the room seemed less shadowy than the bedroom. But just as dead, just as silent.

CHAPTER I

Mother died today. Or maybe yesterday. I can't be sure. The telegram from the Home says, 'Your mother passed away. Funeral tomorrow. Deep sympathy.' Which leaves the matter doubtful. It could have been yesterday.

The Home for Aged Persons is about 100 kilometres from Algiers. If I take the 2 o'clock bus, I should get there well before nightfall. Then I can spend the night there and be back here by tomorrow evening. I have fixed up with my employer for two days' leave. Obviously in the circumstances, he couldn't refuse. Still, I had an idea he looked annoyed, and I said, without thinking, 'Sorry sir, but it's not my fault, you know'.

3. After you read [Lesson 2]

- A** Now do Exercises A to F on Workbook pages 31–32.

Lesson 3: Vocabulary: Nouns and adjectives ending with -ing

A Look at the posters. Complete each caption with one word.



B Read the information and check your answers to Exercise A.

-ing form or gerund

We sometimes use the -ing form of verbs like a noun. This form is called a gerund.

We can use the gerund as the subject of a sentence.

Examples: **Reading** is good for you.

Driving too fast is dangerous.

We can use the gerund as the object after certain verbs. (See Lesson 5.)

Examples: I enjoy **reading** a good story.

I've tried **reading** other kinds ...

When a verb comes directly after a preposition, it is usually in the -ing form.

Examples: Before **choosing** a book, I ...

I said it without **thinking**.

C Now do Exercise A on Workbook page 32.

D Look again at the texts about Mousa and Salsabil on page 54 and complete these sentences.

1. Mousa enjoys reading an _____ story with plenty of action.
2. He thinks these kinds of stories are easy to read and _____.
3. He thinks that journeys by bus can be _____.
4. Salsabil thinks that the characters in a book are more _____ than the story.

E Now do Exercises B to E on Workbook pages 32–33.

Lesson 4: Grammar 1: Adjectives, nouns and question words followed by the infinitive

A Underline the infinitive form in this sentence from Lesson 1.

It's good to have something to read.

B Study the grammar box.

Adjectives followed by the infinitive

Adjectives which describe reactions and feelings are often followed by the infinitive form of the verb.

Examples: Hello! How are you? It's good to see you!

I'm afraid to tell you that you've failed the exam.

Many other adjectives are also followed by the infinitive.

Examples: Are you ready to start?

These grapes are only good to eat when they are ripe.

C Now do Exercise A on Workbook page 33.

D Study the grammar box below. Match these sentences from Lesson 1 with the uses of the infinitive in the grammar box.

1. I try to do some reading most days. ____
2. Sometimes I don't know what to read next. ____
3. I read a few pages to see if I like it. ____

Nouns, pronouns and question words followed by the infinitive

a) We use the infinitive form after a noun or a pronoun to explain the purpose of something.

Examples: Pass me a knife to cut this bread, please.

Can you give me something to stop this headache?

b) We use the infinitive after certain verbs. (See Lesson 5.)

Examples: She's decided to study Biology.

I'm trying to find the post office.

c) We sometimes use the infinitive after question words (how, where, what, when).

Examples: Do you know how to drive?

The man at the tourist office told me where to go.

Note: We don't use the infinitive after why.

E Now do Exercises B and C on Workbook pages 33–34.

F Sumaya's employer has asked her to write a letter to a customer, but she is very lazy. Complete her excuses with words from the box.

send how spell where use what find how write where

1. I don't know how to spell his name.
2. I've forgotten _____ to _____ the computer.
3. You haven't told me _____ to _____ the letter.
4. I don't know _____ to _____.
5. I don't have any paper and I don't know _____ to _____ it.

Lesson 5: Grammar 2: -ing or infinitive?

A Study the grammar box.

-ing or infinitive?

You have already looked at some verbs which always end with *-ing* and some which are followed by the infinitive (*to ...*).

Examples: I enjoy **reading** a good story.

We've arranged **to meet** on Tuesday.

The best way to learn whether a verb is followed by *-ing* or the infinitive is through practice. You can also write the verbs in groups to help you remember. Here are some common verbs for each pattern.

verb + -ing: avoid, be worth, enjoy, feel like, finish, imagine, keep, look forward to, mind, practise, risk

verb + infinitive: arrange, afford, choose, decide, expect, fail, hope, learn, plan, prepare, seem, want

B Now do Exercises A and B on Workbook page 34.

C Study the information in the grammar box.

-ing and infinitive with different meanings

After *remember* and *forget*, we can use either *-ing* or the infinitive, but the meaning is different.

We use *-ing* when we are looking back in the past at things that have already happened.

Examples: I can remember **learning** to swim.

I'll never forget **taking** my first driving lesson.

We use the infinitive when we are looking forward into the future, talking about things that usually happen or talking about a point in the past when something has not happened.

Examples: Please remember **to phone** me.

You forgot **to buy** the magazine.



D Now do Exercise C on Workbook page 34.

E Study the information in the grammar box below. Then find two examples of sentences with *try* in the texts about Mousa and Salsabil on page 54.

When we use *try* with *-ing* and the infinitive, there is also a difference in meaning.

We use *-ing* after *try* when we talk about doing something to see what the result will be.

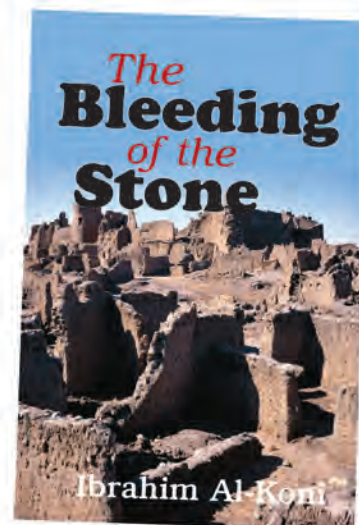
Example: I tried **changing** the battery, but it still isn't working.

We use the infinitive after *try* when we talk about making an effort to do something.

Example: We tried **to lift** the box, but it was too heavy.

F Now do Exercise D on Workbook page 34.

Lesson 6: Speaking: Talking about books



A Complete the conversation with words from the box.

exciting set called about written by character recommend

Ahmed: Hi, Khalid. What are you reading?

Khalid: Actually, I've just finished it. It's ① _____ 'The Bleeding of the Stone.'

Ahmed: I've never heard of it. Who's it ② _____?

Khalid: Ibrahim Al-Koni.

Ahmed: So, what is it ③ _____? Stones?

Khalid: Not exactly. It's about the effect humans have on the natural world, really. It's ④ _____ in the desert in Libya.

Ahmed: And what's the storyline?

Khalid: Well, the main ⑤ _____ is called Asouf. He's a Bedouin who lives in a very remote part of the desert. He's a kind of expert on the area and he's the only one who knows where some really rare sheep are. Then these two hunters meet Asouf and they want him to show them where the *waddan* are.

Ahmed: So would you ⑥ _____ it?

Khalid: Yes, I definitely would. It's an ⑦ _____ story and it also made me think. And it's really well- ⑧ _____. There are some beautiful descriptions of the desert. You should read it.

Ahmed: It does sound good. Can I borrow it?

B Read the information in the box below. Practise saying the phrases in pairs.

Giving opinions about a book

There are a lot of ways to tell someone what you thought of a book.

When you like a book, you can say:

I couldn't put it down.

It's well/brilliantly written.

I would (definitely) recommend it.

You should read it.

When you don't like a book, you can say:

It's good in parts, but ...

It's not really my kind of book.

It's not very well-written.

I (definitely) wouldn't recommend it.

It's not worth reading.

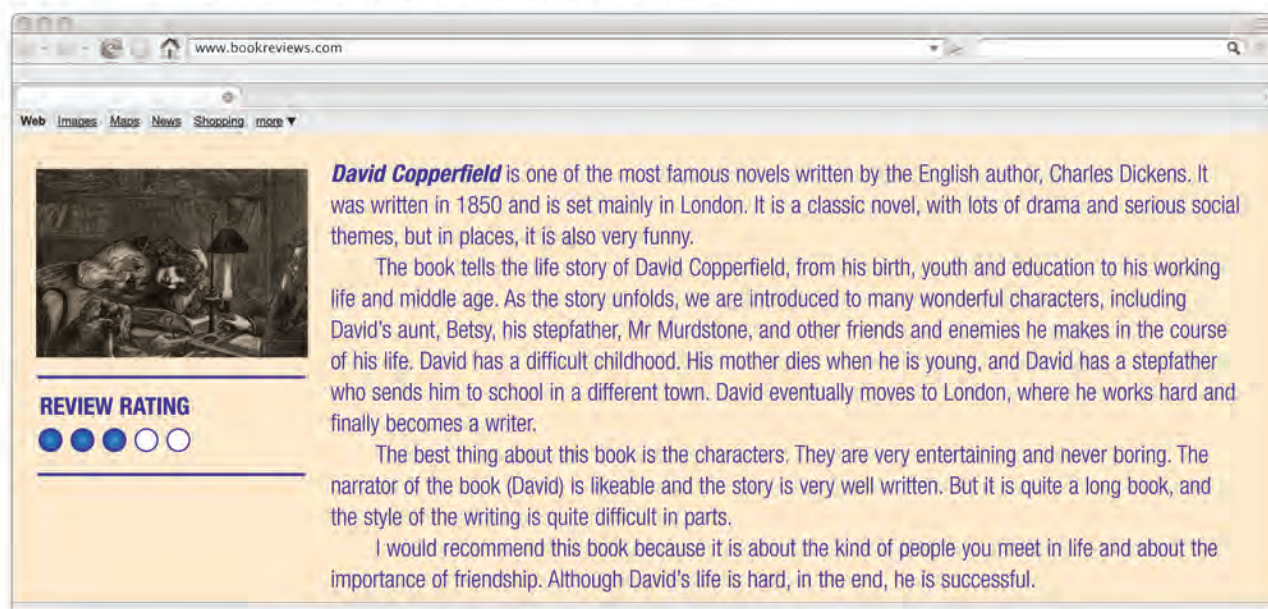
C Now do Exercises A to D on Workbook page 35.

Lesson 7: Writing: A book review

1. Preparation for writing

A Read the review and answer the questions.

1. Who wrote *David Copperfield*?
2. What is it about?
3. Where is it set?
4. Does the reviewer recommend the book?
5. Does the book have any bad points?
6. Based on this review, would you like to read *David Copperfield*?



David Copperfield is one of the most famous novels written by the English author, Charles Dickens. It was written in 1850 and is set mainly in London. It is a classic novel, with lots of drama and serious social themes, but in places, it is also very funny.

The book tells the life story of David Copperfield, from his birth, youth and education to his working life and middle age. As the story unfolds, we are introduced to many wonderful characters, including David's aunt, Betsy, his stepfather, Mr Murdstone, and other friends and enemies he makes in the course of his life. David has a difficult childhood. His mother dies when he is young, and David has a stepfather who sends him to school in a different town. David eventually moves to London, where he works hard and finally becomes a writer.

The best thing about this book is the characters. They are very entertaining and never boring. The narrator of the book (David) is likeable and the story is very well written. But it is quite a long book, and the style of the writing is quite difficult in parts.

I would recommend this book because it is about the kind of people you meet in life and about the importance of friendship. Although David's life is hard, in the end, he is successful.

REVIEW RATING
★★★★○

B Think of a book you have read which you like or dislike very much. Make notes in the table below.

| | |
|---------------------|--|
| title | |
| author | |
| date | |
| kind of book | |
| setting | |
| main characters | |
| storyline | |
| your opinion | |
| your recommendation | |

2. Writing

A Use your notes to write a paragraph about the book in your notebook. Give information about the book, briefly tell the story and give your opinion. Use phrases from Lesson 6.

Lesson 8: Upbringing and education

- A** Work in pairs. Discuss the meanings and the differences between the words in the box. How does each affect the way a child grows up, and the adult they will become?

education upbringing conditioning

- B** Read the text about Jean Jacques Rousseau. Then match the stages of development 1–5 to the stages of life a–e.

- | | | |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------------|
| 1. The tutor arranges experiences according to the needs and the training of the senses. | <input type="checkbox"/> | a) infancy: 1 to 5 years |
| 2. A period for the study of moral, social and artistic experience. | <input type="checkbox"/> | b) childhood: 5 to 12 years |
| 3. The age of reason. | <input type="checkbox"/> | c) boyhood: 12 to 15 years |
| 4. The child focuses on habits, emotions and sensory experiences. | <input type="checkbox"/> | d) adolescence: 15 to 18 years |
| 5. The child experiences real situations, like learning a trade and training the mind. | <input type="checkbox"/> | e) social maturity: 18 + |

Jean Jacques Rousseau was a Swiss-French philosopher who lived in the eighteenth century. He was interested in the nature of man and equality. In particular, he wrote about the natural ability of man and the influence of society on the individual. He wrote a book called *Émile*, which was about educating a boy through experiences rather than books. In *Émile*, Rousseau argued that the boy should be brought up *naturally*, isolated from society and under the care of a tutor. He outlined his theory with five *stages of development*. Rousseau believed we are affected by heredity, or *our nature*. He saw parents, teachers and society as environmental influences that, with heredity, make us the people we are.

- C** Work in pairs. Discuss Rousseau's five stages of development and these questions.

1. Do you remember your experiences at any of the stages?
2. What do you think a child should learn at each of the five stages?
3. Does the Libyan school system correspond with these stages?
4. How practical were Rousseau's suggestions? Consider his ideas about
 - a) the tutor b) isolation c) not using books

- D** Now do Exercise A on Workbook page 35.

Lesson 9: Conditioning

A Look at the cartoon below. Draw lines to place each remark in the correct bubble.

'It's great! Every time I press the lever he gives us food!'

'It's great! Every time they press the lever, I give them food!'



B The cartoon is based on a well-known experiment used by psychologists to show how we learn. Complete the description using the words from the box.

reward lever (x2) food (x2) need box door behaviour experiment process

A hungry rat is placed in a ① _____, where a ② _____ opens the ③ _____ to a container of ④ _____. If by chance, the rat presses the ⑤ _____ and receives some ⑥ _____, it will soon learn how to do it again.

Psychologists call this learning ⑦ _____ *conditioning*. Food is a basic ⑧ _____. The rat receives the food as a ⑨ _____ for learning to press the lever. This simple ⑩ _____ can be used to explain more complex ⑪ _____ in both animals and human beings.

C Cover the experiment in Exercise B. Work in pairs. Discuss these questions.

1. Describe what happens in the experiment.
2. Has the rat really learnt something? Could the rat apply what it has learnt to another situation?
3. What does the experiment tell us about behaviour?

D Some psychologists believe in a principle called *behaviourism*, which is based on this research. Choose the correct words or phrases to complete the recommendations.

1. Learning should _____ (*question / grow from*) what we already know.
2. We should learn _____ (*step by step / without understanding*).
3. Early learning should continue to be _____ (*punished / rewarded*) from time to time.

E Now do Exercise A on Workbook page 36.

Lesson 10: Motivation

A What makes people do things? Look at the pictures. Then match the captions 1–6 to the pictures a–f.

1. wins at sport 2. makes a lot of money 3. eats too much 4. does well at school
5. enjoys breaking the law 6. likes to go shopping



B Work in pairs. What is the difference between being *pulled* and being *pushed*? Then look at the pictures in Exercise A. Decide whether each person has been pulled or pushed.

Something inside us makes us want to do things, for example our nature or our emotions. We feel *pushed* into doing something. Some things we learn to do; we are *pulled* into doing them. This pushing and pulling is called *motivating*. One example is the amount of food we eat. Our body tells us we need food, so we feel hungry. Our hunger drive makes us find food to eat. We are pushed into looking for food and eating. But if we are always given lots to eat, we are *pulled* into the habit of eating more than we need.

C Read the yellow text box. Check your answers in Exercise C.

D Read the purple text box. Work in pairs. Answer these questions.

1. Why did Sheikha work hard at English?
2. Why did she need to pass her exams?
3. Why did she want to be an air hostess?
4. Would it make her happy?
5. What was her motivation for studying?

Sheikha studied hard. She wanted to become an air-hostess. For this she needed to pass her English exams. Her sister Nadia was already an air-hostess. Sheikha knew Nadia was well paid and met lots of interesting people. Sheikha thought that was just what she wanted too.

E Motivation is seen as a cycle. Needs create drives towards goals, things you enjoy such as food, making money or having friends. Work in pairs. Use the diagram to analyze Sheikha's story.

F Now do Exercise A on Workbook page 36.



Lesson 11: Personality

Personality: The person you are and the way other people see you is your personality. Psychologists find ways to compare people's personalities using tests.



- A** Do this personality test. Look at the ink-blot and note down anything it makes you think of.
- B** Complete the table with a tick on each line to describe yourself. First look at the key to understand the numbers. Connect the ticks with a line. Then use the other table to assess your partner, without asking them any questions.

| You | 1 | 2 | 3 | 4 | 5 | |
|-----------|---|---|---|---|---|-------------|
| happy | | | | | | unhappy |
| helpful | | | | | | unhelpful |
| clever | | | | | | stupid |
| punctual | | | | | | unpunctual |
| serious | | | | | | amusing |
| tidy | | | | | | untidy |
| confident | | | | | | unconfident |

| Your partner | 1 | 2 | 3 | 4 | 5 | |
|--------------|---|---|---|---|---|-------------|
| happy | | | | | | unhappy |
| helpful | | | | | | unhelpful |
| clever | | | | | | stupid |
| punctual | | | | | | unpunctual |
| serious | | | | | | amusing |
| tidy | | | | | | untidy |
| confident | | | | | | unconfident |

KEY 1 well above average 2 above average 3 average 4 below average 5 well below average

- C** Look at the three pictures. For each picture, write down short answers to the questions in your notebook.
- Who do you think they are?
 - Where do you think they are?
 - What's happening now?
 - What happened before?
 - What happens next?
 - Who do you identify with?
 - Whose feelings do you sympathize with?



- D** Work in pairs. Compare your responses in Exercises A, B and C. How different are they? Psychologists use tests like these to find out the sort of person you are. Do you think they are helpful?

- E** Now do Exercise A on Workbook page 36.

Lesson 12: Listening: Listening for detail and consonant clusters

A Jenny is choosing a book. She is looking at the English translation of a well-known Arabic novel. Make a list of questions she might ask her friend Zahra.

B Listen to part 1 of Jenny and Zahra's conversation and choose the best way to complete the sentences.

- The author of the novel is:
(a) European (b) Arab (c) American
- The setting of the novel is:
(a) Algiers (b) London (c) Cairo
- The novel was written in:
(a) the 1980s (b) the 1960s (c) the 1950s
- The novel is about:
(a) old ideas and new ideas (b) education (c) politics
- The main characters are:
(a) the children (b) the father and mother (c) the whole family



C Listen to part 2. Answer the questions.

- Zahra gives four examples of family dramas. What are they?
- Why does the book give the reader a wonderful picture of life at the time?
- What problem do the girls in the story have?
- Does the book have a happy ending?
- Does Jenny buy the book? Why/Why not?

D Listen to the whole conversation again. Complete the review with information about the book.

This novel, set in the early part of ① _____, is about the conflict between ② _____ and change. It tells the story of a traditional Muslim ③ _____, the political struggles and social ④ _____ of the time, and how these changes affect the family. The book is brilliantly ⑤ _____ and is well worth ⑥ _____.

E Listen to these phrases, and especially to the sounds of the underlined letters. Then listen again and repeat. Be careful not to put any sound between the consonants.

- an English translation
- a traditional Muslim family
- problems
- prisoners
- he's very strict
- political struggles

Unit 6

The world of sport

Lessons 1 & 2: Reading: Identifying topic sentences

1. Before you read [Lesson 1]

A In pairs, discuss these questions.

1. Are you a football fan? Do you hate football or can you take it or leave it? Why?
2. Match these football teams to their countries.

| football team | country |
|-------------------|--------------|
| Al-Afriqi | Italy |
| Al-Hilal | Libya |
| Al-Ahly | England |
| Estudiantes | Egypt |
| Manchester United | Saudi Arabia |
| AC Milan | Argentina |

3. Do you think some sports should be for men only, or for women only?

B Talk to your partner. Discuss the meaning of these words.

| | | | | | |
|-------|---------------|-----------|---------|-----------|-------|
| crowd | dressing room | half-time | league | manager | match |
| | pitch | player | referee | spectator | score |

C Complete the table. Use the words from the box in Exercise B.

| people | things |
|--------|--------|
| player | |
| | |

2. While you read

A Look at the text on page 67. Read the first sentence of each paragraph.

B Cover the text. In pairs, answer the questions.

1. What is the text about?
2. The text contains some true stories. Where is the longest story in the text?

C The title of the text is *Fair play?* Discuss these questions with your partner.

1. In the rules of football, what is fair play? What is unfair play?
2. Is it fair to try to trick the referee?

3. After you read [Lesson 2]

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

Fair play?

Given the choice of being a football player, a spectator or a referee, how many people would choose to be a referee? In Tunisia, referees have been chased off the pitch by the crowd. In Zimbabwe, a referee was almost stoned to death, and in Colombia, referees have been shot by spectators.

Even if spectators are peaceful, they can make the referee's job difficult. In the 1982 World Cup, a senior Kuwaiti official walked onto the pitch, accused the referee of being unfair and tried to take over his job. 5

A referee once said, 'People have offered to pay me if I help their team, and people have threatened to hurt me if I don't. It's part of the job.'

Sometimes players try to trick the referee. In the 1991 European Cup, the Italian team AC Milan were losing 1-0 when a light above the pitch broke. It was three minutes before the end of the game. The Italians refused to continue the game, claiming that there was not enough light. This was not true. They just wanted to play the game again another day. The referee realized this and ordered them to finish the game, which they lost. 10

One of the most famous tricks happened during a game in South America. It involved two top teams from Argentina, Estudiantes and Velez. By half-time, neither team had scored. But during half-time, four loud explosions were heard in the Velez team's dressing room. The Velez manager came out and announced that someone had thrown four fireworks in through the dressing room windows. He said that some of his players were injured and he insisted that his team could not play the second half. He argued that the match should be given to them. If this happened, Velez would win the league title. 15

The referee asked to see the injured players, but the Velez manager refused. The Velez team were just going to leave when the doctor arrived and insisted on seeing the players. One player claimed he couldn't hear anything because of the loud explosion. However, he could answer the doctor's questions without difficulty. The other players were fine. The police later informed the Argentinian Football Association that the dressing room windows had been opened from inside. 20

In the end, the AFA decided that Velez had probably tried to cheat and the game should be finished another day. It was, and Estudiantes won 1-0. 25



Lesson 3: Vocabulary: Connecting Words

A Match the words 1–6 to the words a–f.

- | | | |
|----------------|--------------------------|------------------|
| 1. as a result | <input type="checkbox"/> | a) alternatively |
| 2. then | <input type="checkbox"/> | b) also |
| 3. so that | <input type="checkbox"/> | c) after that |
| 4. that | <input type="checkbox"/> | d) so |
| 5. and | <input type="checkbox"/> | e) which |
| 6. or | <input type="checkbox"/> | f) in order to |

B Look at the language box. Correct these sentences.

1. Because I liked sports, so I joined the club.
2. Although she doesn't have much time, but she practises hard.
3. As you know, that I am not very good at football.

We only need one connecting word or phrase in a sentence.

Incorrect sentence: *Whereas a rugby team has fifteen players, but a football team has only eleven.*

There are two correct ways to say this.

1. Whereas a rugby team has fifteen players, a football team has only eleven.
2. A rugby team has fifteen players, but a football team has only eleven.

C Study these sentences. Choose a or b in each case to complete the sentence.

1. My parents encouraged me to keep trying, and _____, I got into the team.
a) as a result b) because
2. We watched the match and _____ we went home.
a) then b) after
3. _____ two of our best players were injured, we won the game.
a) However b) Although
4. We won the first game, _____ was very encouraging.
a) that b) which
5. Khalid plays for the first team _____ his brother plays for the second team.
a) and b) or
6. Fishing is relaxing; _____, it can be boring.
a) on the other hand b) whereas
7. Tennis has to be played on a court, _____ volleyball can be played anywhere.
a) because b) whereas
8. We were thirsty after the game, _____ Shakir went to get some water.
a) so that b) so

Lesson 4: Grammar 1: Verbs for reporting speech

A Look at the four reporting verbs in the table. Find them in the text on page 67 and circle them.

| | verb without object | verb with object |
|-----------------------|----------------------------------------------|--------------------------------------------|
| 1. verb + (that) | announce (para 5) _____ _____ _____ | inform (para 6) _____ _____ _____ |
| 2. verb + infinitive | offer (para 3) _____ _____ _____ | _____ _____ _____ |
| 3. verb + prep + -ing | insist on (para 6) _____ | _____ _____ |

B The four pictures below show scenes from the text on page 67. Match them to the four verbs in the table.

1



It was opened from inside.

2



I've got to see if they are OK.

3



We can pay you a lot of money.

4



It was just fireworks.

C Think about how the reporting verbs in the box are used in the text on page 67. Add them to the table.

| | | | | | |
|-----------|----------|--------|--------|-----|--------|
| accuse of | threaten | refuse | order | say | insist |
| argue | ask | claim | inform | | |

D In pairs, make sentences with the verbs in Exercise C.

Examples:

She ordered me to do my homework.

She was accused of cheating.

E Now do Exercises A to C on Workbook page 38.

Lesson 5: Grammar 2: Time phrases and questions in reported speech

1. Time phrases in reported speech

A Study the grammar box. Then answer the question at the bottom of the box.

Time phrases in reported speech

In reported speech, the time expressions depend on when the report is given.

Example: Sultan: 'I'll do it tomorrow.'

1. Reported immediately: He says he'll do it **tomorrow**.
2. Reported the same day: He said he would do it **tomorrow**.
3. Reported a few days later: He said he would do it **the next day**.

Why does *tomorrow* in 1 and 2 become *the next day* in 3?

B Study the phrases in the box below. Add them to the table.

| the day before two days earlier <u>the following day</u> the night before | |
|------------------------------------------------------------------------------|----------------------------------------|
| direct speech | reported speech |
| 'tomorrow' | the next day/ <u>the following day</u> |
| 'next week' | the next week/the following week |
| 'yesterday' | the previous day/ _____ |
| 'today' | that day |
| 'two days ago' | two days before/ _____ |
| 'tonight' | that night |
| 'last night' | _____ |

C Now do Exercise A on Workbook page 39.

2. Grammar review: Reporting questions

A Study the grammar box.

Reporting questions

A reported question does not have the form of a question. It is a statement.

Examples:

1. 'Are you coming, Mousa?'
I asked Mousa **if he was coming**.
2. 'Where is the meeting?'
She asked me **where the meeting was**.

B Now do Exercises B and C on Workbook page 39.

Lesson 6: Speaking: Exchanging Information

- A** You are going to read one of two texts. First look at these words and discuss in pairs. What do you think the text will be about?

shoot competition score bullets team apologize

- B** Student A, read text 1. Student B, read text 2. There are several differences between the information in your text and your partner's text. Write questions in your notebook to ask your partner about his/her text. Use the ideas in 1–8 below.

Examples:

When was he invited to join a team?

Who did he speak to?

- | | |
|------------------------------------------|--------------------|
| 1. when Bob was invited to join the team | 5. his score |
| 2. the competition | 6. who he spoke to |
| 3. Bob's feelings | 7. what he said |
| 4. his skill | 8. the answer |



1

Bob is quite good at shooting. Last year, he was invited to join a team. The team was going to be in a national competition. This was Bob's first competition. On the day of the competition, Bob was feeling nervous, and his hands were shaking. Most of his shots did not hit the target, and his score was only 10 out of 50. He apologized to the captain and said, 'I feel like shooting myself.' The captain replied, 'If you do that, you'll probably need two bullets.'

Bob is quite good at shooting. Last week, he was invited to join a team. The team was going to be in an international competition. This was Bob's first competition. On the day of the competition, Bob was feeling excited and nervous, and his hands were shaking. A few of his shots did not hit the target, and his score was only 15 out of 50. He apologized to the team and said, 'I feel like shooting myself.' The captain replied, 'If you do that, you'll probably need six bullets.'

2

- C** Now ask your partner the questions you wrote in Exercise B. Then answer your partner's questions. How many differences can you find between the two texts? **Note:** Do not read your text aloud, and do not read your partner's text.
- D** Talk to a new partner. Make sure you know all seven differences.
- E** Now do Exercises A and B on Workbook page 40.

Lesson 7: Writing: Longer sentences

1. Before you write

A Read the story below and discuss these questions in pairs.

1. Are the sentences long or short?
2. Are there a lot of connecting words or phrases?
3. How many times is the word *said* used?
4. Are there a lot of details about the story?
5. How could the story be improved?



*I learnt to swim when I was six. My parents said I would be a champion. I won a medal when I was eight. I trained hard. It was hard work. I **told** my parents, 'I don't have time for anything else.' I felt like giving up. They said I should keep training. I was in the African Junior Championships. I was 13. I won three gold medals. Everyone said nice things to me. Our national anthem was played. People cheered. It was the best moment of my life.*

B Work in pairs. Divide the story into three sections.

C In each section, think of connecting words to make the section into only one or two sentences. Write them in your notebook.

Example: I trained hard **although** it was hard work.

D Replace the word *said* in the text with other verbs for reporting. You may leave the verb *said* in only one place.

Example: Everyone said nice things to me.
Everyone **congratulated** me.

E In pairs, discuss what details you could add to the story to make it more interesting.

Example: The championships took place in Cairo that year, and all the races were held in the National Sports Arena, a beautiful, modern sports complex 2 km outside the city centre.

F Rewrite the story in your notebook.

2. Writing

A Read the text below. Then rewrite it in your notebook.



Tarek and his friends were driving home after dune-boarding in the desert. They were about 10 kilometres from the road when the car stopped. Tarek, who was driving, announced that they had run out of petrol.

Lesson 8: The greatest show on Earth

A Read the text. Then tick the statement that best summarizes it.

The text is about ...

1. which countries play sport ☐
2. how money affects sport ☐
3. why amateurs become professionals ☐

WORLD CUP

In 2006, the World Cup was played in Germany and the World Cup committee met there regularly. Long before the first ball was kicked, the committee had worked out the number of people who were expected to watch. A **press release** said, 'Counting up each day's **viewing figures** will produce a total **audience** of 30 billion – about twice that of the Olympic Games.' This is the real nature of the competition; it is the greatest sporting event on Earth. Events like these used to attract comments on the strength and speed of **competitors**, but now the call is for everything to be 'bigger and bigger'. The 2006 World Cup was far bigger than the previous ones. You may well ask: 'Does bigger mean better?' In 2002, 199 teams attempted to qualify for the World Cup. In 1998, 168 countries took part in the **qualifying rounds** and 32 teams contested the finals, eight more than had taken part in 1994, where the final match between Italy and Brazil was decided by a **penalty shoot-out**. Some said it was a poor **climax** to such a popular tournament. Experts said that with so many teams taking part, such a conclusion was always likely. The competition has become a huge global business with a turnover close to US \$250 million. The original idea of brave amateurs has been lost and highly paid professionals have taken over. The power and wealth of advertizing and **sponsorship** is just too great.



B Mark the sentences T for true or F for false.

1. In 2006, the World Cup committee calculated how many people would watch the whole event after the first match was played. ☐
2. The Olympic Games are still watched by more people than the World Cup. ☐
3. People used to talk about the sportsmen, but now they talk about making money. ☐
4. The experts were surprised that the 1994 final was decided on penalties. ☐
6. Many amateurs still play in the World Cup finals. ☐

C Work in pairs. Discuss whether you agree with the comments below.

1. The Word Cup is better now because it is bigger.
2. Sport needs advertizing and sponsorship.
3. Huge sporting events, like the World Cup, can bring the people of the world together.
4. Sportsmen and women can influence the way young people behave.

D Now do Exercises A and B on Workbook page 40.

Lesson 9: The Olympic Games

A Look at the symbol, or logo, for the Olympic Games. Work in pairs. Discuss these questions.



1. How do you think the five overlapping rings represent the concept of the Olympic Games?
2. Why is a logo useful?
3. Can you think of other logos or trademarks?

B Read about the history of the Olympics. Then number the paragraphs in the correct order.

- a) Now the Games are available to anyone who can qualify. There is no discrimination on the grounds of race, religion or political affiliation. ☐
- b) Later, the Games were extended to five days. Other events were added with more races, the discus, the javelin, long jump, boxing and wrestling. Winners were heroes, but received no money. No women were allowed to take part. ☐
- c) Sadly, in recent years, politics has interfered with the Games. Hopefully, the Games of the future will avoid such problems and live up to the spirit of the Olympian symbol. That symbol represents the people of the five continents working together. ☐
- d) Since restarting, track and field events have continued to feature in the games, and many other sports have been added. Since 1922, women have been included in their own events. ☐
- e) Long ago, athletics and athletic festivals played an important part in the lives of the Greek people. The Olympic Games were first held in Greece in 776 BC. They were discontinued 1,000 years later. ☐
- f) The Olympic Games were restarted in 1898, in Athens, where they were first held. As before, they take place every four years and are now held in a different country each time. ☐
- g) The very first games lasted for a day only and consisted of a race from one end of the stadium to the other. ☐

C Complete the chart to compare the World Cup and the Olympic Games. Tick the column if you agree and put a question mark if you are unsure.

| | World Cup | Olympic Games | | World Cup | Olympic Games |
|--------------------|-----------|---------------|----------------------|-----------|---------------|
| every four years | | | knockout competition | | |
| teams only | | | play for enjoyment | | |
| mostly individuals | | | play to win | | |
| professionals | | | compete for medals | | |
| mostly amateurs | | | compete for cup | | |
| men and women | | | international | | |
| only men | | | | | |

D Work in pairs. Discuss whether there are more similarities or differences between the World Cup and the Olympics.

E Now do Exercise A on Workbook page 41.

Lesson 10: Sport and society

A Work in pairs. Discuss whether sport plays an important part in modern society.

B Is sport important to you? Complete this questionnaire and find out. Tick yes (y), don't know (dk) or no (n).

SPORTS QUESTIONNAIRE

Do you...

yes

dk

no

like sport?

prefer team games?

prefer individual games?

play for your class?

play for your school?

like to keep fit?

want to go on playing?

play for enjoyment?

play to win?

watch sport every week?

often watch sport on TV?

play outside school time?

play with your parents?

find sport enjoyable?

find sport relaxing?

make friends through sport?

enjoy competition?

C Your answers to the questionnaire in Exercise B give information on what you think about sport (your attitude). The class results give a picture of class attitudes overall. Work out the total class response to question 1 by finding out how many students said yes. Work out this number as a percentage of the class as a whole.

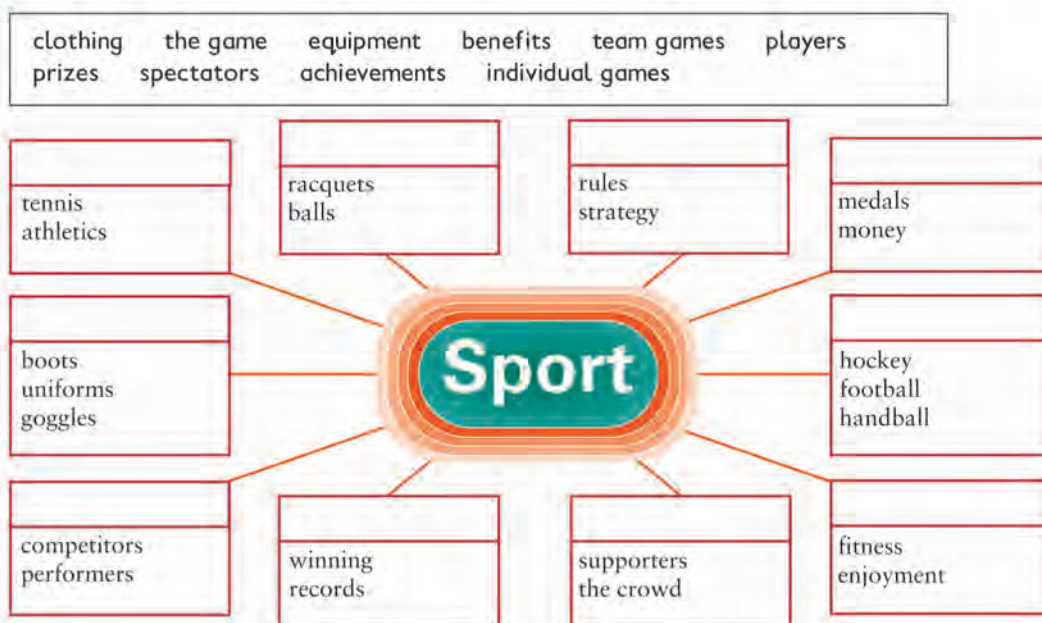
D Work in pairs. Compare your attitudes with the overall attitudes of the class. Are you a typical class member? Take it in turns to interview each other using some of the questions in Exercise B and adding some of your own. Try to answer in complete sentences.

E Now do Exercises A and B on Workbook pages 41–42.

I do like sport, but not when it's very hot.

Lesson 11: A sporting policy

A Study the topic web for sport. Then write each topic in its correct box.



B Work in pairs. Think of as many extra words as you can for each topic box in Exercise A.

C Read these remarks about sport. Mark them P for positive or N for negative.



D Most countries have a sports policy. Read Libya's sports policy below. Work in pairs. Discuss why you think the policy is important.

E Now do Exercises A and B on Workbook page 42.

Lesson 12: Listening: Functions of a conversation

A In pairs, look at the pictures and discuss what is happening in each picture.

B With your partner, decide in which of the five situations a–e you might hear these words, and why.

| | | |
|------------|---------------|----------|
| gold medal | the next race | kick-off |
| Out! | hand signals | |

C Listen to the five conversations. Match the conversations 1–5 to the pictures a–e.

D In which conversations did the speakers do these things? Write a conversation number in each box.

- a) congratulated and thanked ☐
- b) invited, suggested and agreed ☐
- c) insisted and agreed ☐
- d) told, warned, reminded and told not to ☐
- e) told and predicted ☐

E In pairs, summarize the conversations using the verbs in Exercise D.

Example:

Samia and Sukainah were playing tennis. Sukainah insisted that the ball was in, but her opponent insisted it was out. In the end, the first player suggested that they play the point again, and her opponent agreed.

F In pairs, write one or two dialogues based on situations in sport. Practise and then perform them with your partner. The class will tell you the function of your dialogues.

Example:

Student A: I don't think we will win.
I don't want to play.

Student B: Don't worry. You are a great team. I'm sure you'll win!

Class: You encouraged him to play.



Unit 7

Health and first aid

Lessons 1 & 2: Reading: Reading for specific information

1. Before you read [Lesson 1]

A Look at the photographs and discuss the questions in pairs.

1. What do you know about the World Health Organization?
2. Why do people have vaccinations?
3. Which vaccinations have you or members of your family had?
4. What kills more people in the world: diseases like smallpox and polio or illnesses caused by tobacco?
5. What is the average life expectancy in the world today?

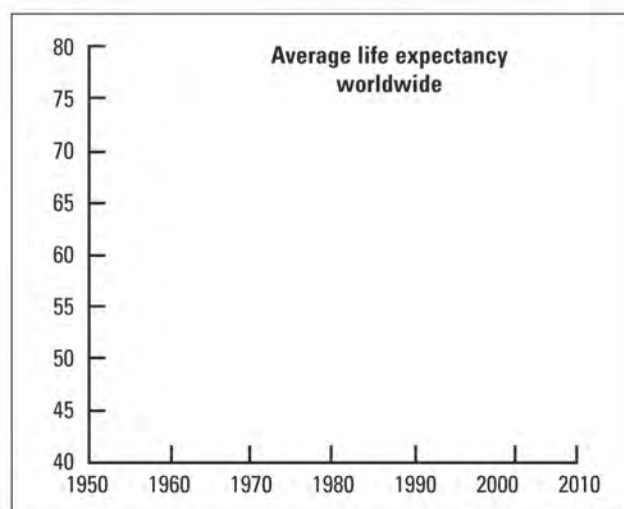


2. While you read

A Read the first paragraph of the article on page 79 and complete the graph.

B Scan the article to find these figures. What does each one mean?

1. 1948
2. 50%
3. 2 million
4. 1980
5. 5.4 million
6. 31st



C Read the article and answer these questions.

1. Who started the World Health Organization?
2. Which parts of the body can be permanently damaged by smallpox?
3. Why is smallpox a thing of the past?
4. How many people would probably have died in the last twenty years if smallpox had not been eradicated?
5. What is the purpose of World No-Tobacco Day?
6. When was the smallpox vaccine invented?
7. Why wasn't smallpox eradicated a long time ago?

3. After you read [Lesson 2]

A Now do Exercises A to E on Workbook page 43.

The World Health Organization

In the 1950s, the average life expectancy worldwide was just 46 years. Twenty years later, the world average increased to 56 years, and in 2005, it was 66. That is an overall increase of almost 50%. There are many reasons for this, and one of them is the World Health Organization (WHO).



In 1948, the WHO was set up by the countries of the United Nations to improve the health of everyone in the world. The WHO organizes research and education programmes, as well as helping to fight health problems which have been caused by natural disasters. The best known example of the WHO's work is the eradication of a disease called smallpox through mass vaccination. Before it was eradicated, 15 million people suffered from smallpox every year. Two million of them died. Others suffered permanent damage to their skin, and many people were blinded by the disease. But by 1980, smallpox was a thing of the past. This terrible disease had been eradicated from every country in the world. It was the first time in history that such a thing had happened.

If smallpox had not been eradicated, there would have been 300 million new victims over

the past twenty years and an estimated 40 million deaths – a number roughly equal to seven times the population of Libya. The WHO believes that many other diseases can be eradicated with the cooperation of the authorities in all parts of the world. In recent years, polio has almost completely disappeared, and plans are being made to combat other diseases.

One of today's biggest killers is tobacco. Tobacco kills 5.4 million people each year worldwide – that's the equivalent of one person every six seconds. The WHO believes that people should be reminded of the dangers of smoking and should be encouraged to stop. That is the purpose of World No-Tobacco Day, which is held on May 31st every year.

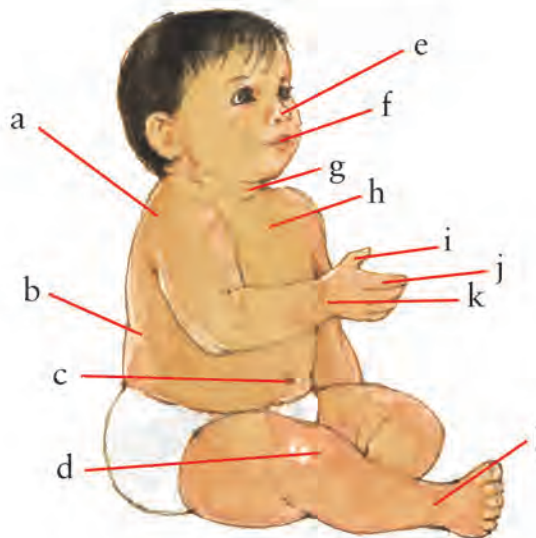
A number of important lessons have been learnt since 1948. The most important lesson is that the people of the world can fight disease only if they work together. Disease does not recognize national borders or religious, political, racial or economic differences between countries. The vaccine against smallpox was invented 200 years ago, but smallpox was not eradicated until the countries of the world agreed to work together. Science alone is not enough.



Lesson 3: Vocabulary: The body and first aid

A Match the words 1–12 to the parts of the body a–l.

1. ankle _____
2. wrist _____
3. thumb _____
4. finger _____
5. throat _____
6. nose _____
7. navel _____
8. mouth _____
9. back _____
10. shoulder _____
11. chest _____
12. knee _____



B Have you ever had any of these health problems? What is the best thing to do in each case? Discuss in pairs. Use phrases from the box and your own ideas.

put a plaster on call an ambulance press down see a doctor
clean the wound hold it up take tablets drink water lie down
sit down put a bandage on breathe slowly rest

1. a sore throat
2. backache
3. a broken bone
4. a twisted ankle
5. chest pains
6. a nosebleed
7. a cut finger or thumb
8. losing consciousness

C Look at the pictures of a first aid procedure. Complete the paragraph with a part of the body in each space.



If someone has stopped breathing, you can help to keep them alive until the emergency services arrive. Lie the person on his ① _____. Open his ② _____ and check if there is anything blocking it. Hold his ③ _____ shut and breathe into his mouth quickly twice. In this way, you are giving him enough oxygen to survive. Watch to see if the ④ _____ rises. Then pump the oxygen around the body by pressing down on his chest with your ⑤ _____. Keep your fingers and ⑥ _____ up. Press 30 times. Then give two more rescue breaths and start the 30 chest compressions again. Repeat this cycle until help arrives.

D Now do Exercises A to C on Workbook page 44.

Lesson 4: Grammar 1: The passive – review

- A** Look back at the article on page 79. Underline all the passive forms.
- B** Read the information in the grammar box below and complete the examples.

Passive forms

We often use the passive when the focus of a sentence is an action, not the person who does the action (the agent).

Examples:

The news has just been announced. (The important fact is the news, not the person who announced it.)

The Taj Mahal was completed in 1653. (The completion of the building and the date are the focus of the sentence, not the people who built it.)

Sometimes we do mention the agent, using *by* at the end of the sentence.

Examples:

*The Colosseum was built **by** the Romans.*

*Sandstorms will be caused **by** the strong winds.*

The form of the passive is the same in all tenses.

subject + be + past participle

Examples:

simple present and simple past

World No-Tobacco Day is held on May 31st.

The vaccine _____ 200 years ago.

modals (will, can, should)

Other diseases can be eradicated.

People should _____ to stop.

present perfect and past perfect

Polio has been eradicated ...

If smallpox _____ not _____ ...

- C** Now do Exercises A to D on Workbook pages 44–45.
- D** Choose three of the underlined passive sentences from the text on page 79. Rewrite the sentences in the active form.

Example:

The WHO was set up by the countries of the United Nations.

The countries of the United Nations set up the WHO.

Lesson 5: Grammar 2: The passive – continuous tenses and have + object + past participle

A Read the newspaper report and answer the questions below.

Flood victims saved

After the floods, which began yesterday morning, thousands of people are now homeless. By late afternoon yesterday, the water was still rising, and people **were being rescued** from rooftops by boat and by helicopter.

The government said this morning that everything possible **was being done** to help the victims. Food, blankets and other supplies **are being flown** to the area by the army. Medical and rescue services **are being provided** by the Red Crescent and local emergency services.



1. What was the situation yesterday afternoon?
2. What did the government say this morning?
3. How are supplies getting to the area?
4. What about medical and rescue services?

B Now do Exercise A on Workbook page 46.

C Study these three sentences. Do they all share the same meaning?

She is bandaging his arm.

His arm is being bandaged.

He is having his arm bandaged.

have + object + past participle

We use *have* followed by an object and past participle to talk about something that someone else is doing for us. The past participle has a similar meaning to the passive.

Examples:

I had my carpet cleaned last week. (My carpet was cleaned [by someone else] last week.)

She is having her hair cut at the new hairdresser's. (Her hair is being cut by the new hairdresser.)

D Say what is happening in the pictures. Begin: *He/She is having ...*



E Now do Exercises B and C on Workbook page 46.

Lesson 6: Speaking: Giving instructions

A Read the advertisement. Then discuss the questions in small groups.

FIRST AID COURSE

You will learn to recognize emergencies, do rescue breathing and treat choking, bleeding and other emergencies.

1. Where can you learn to do first aid?
2. Have you done a course like this?
3. Have you (or has anyone you know) ever helped in an emergency? What happened?
4. Do you know what to do if someone is bleeding?
5. Do you know what to do if someone has burnt himself/herself?



B Read the information. Practise saying the phrases in pairs.

Giving instructions

It is very important to give clear instructions, especially if the procedure you are describing can save someone's life. Sometimes, it is just as important to tell someone what **not** to do, as doing the wrong thing can make an injury worse.

Examples:

You should ask the person to sit down.

Don't let them get up until help arrives.

Make sure you stay with them at all times.

Make sure you don't leave them alone.

Be careful to keep the person's head forward.

Be careful not to put the person's head back.

Always reassure the person by talking to him/her.

Never let the victim become agitated.

C Now do Exercise A on Workbook page 47.

Lesson 7: Writing: Instructions

1. Preparation for writing

A Read the leaflet. Then answer the questions with a partner.

WHAT TO DO IF THERE IS A FIRE

Fires spread quickly. If a fire starts in your home, there might not be time to stop and think about what to do. That's why it's important to make sure that everyone in your home knows how to react if there is a fire. A few minutes can mean the difference between life and death.



If there is a fire in your home:

- Remember to stay calm. It will help you to escape more quickly.
- Don't look for possessions or pets as it wastes precious time. Always leave the house.
- Be careful to check doors before you open them. If a door feels warm, make sure you don't open it. The fire might be on the other side.
- If there is a lot of smoke, crawl on the floor. The air is cleaner there.
- Call the emergency services when you are out of the house. Make sure you speak slowly and clearly. Be careful to give them your whole address.
- Never go back into the house. You will put yourself in danger and slow down the firefighters.

1. What is the purpose of the first paragraph?
2. If you have a pet, should you find it before you leave your house?
3. Why should you check doors before you open them?
4. When should you phone the emergency services?
5. Why shouldn't you go back into the house?
6. Which do you think are the most important pieces of advice?

B Look at the notes about how to react during an earthquake. Match each piece of advice to a reason.

ADVICE

- if indoors, take cover under a desk or table, hold on and wait
- stay away from windows and heavy furniture
- if outside, get into the open
- if driving, stop if you can, but not under a tree or sign
- if in the mountains, watch out for falling rocks

REASON

- it's dangerous to be near buildings
- they might fall onto your car
- they might be loosened by the earthquake
- they might break or fall over
- it isn't safe to move

2. Writing

A Use the notes above to write a list of instructions in your network about what to do during an earthquake. Use the expressions in Exercise B on page 83.

B Now do Exercises A and B on Workbook page 48.

Lesson 8: Food production and progress

A Work in pairs. Discuss these questions. There is a famous English saying – *you are what you eat*.

1. Do you agree with the saying?
2. How could food keep you healthy/unhealthy?

B Read the text below and look at the food examples. Work in pairs. Discuss what you have eaten in the last 24 hours. Have you had a balanced diet?

We need food to be healthy. The goodness in food – the nutrients – are used to build and repair the body and to provide us with energy. Different foods supply us with the five different nutrients we need. Does your diet include enough of each? Is yours a balanced diet? You require the following:

| Nutrient | Food examples | Use |
|---------------|-------------------------|------------------------|
| proteins | meat, fish | build muscle |
| carbohydrates | rice, potatoes | provide energy |
| fats | butter, olive oil | store energy |
| vitamins | meat, fruit, vegetables | help body processes |
| minerals | fruit and vegetables | go into bone and blood |

C Food produced now is the result of the Agricultural and Industrial revolutions. Complete the notes on the two revolutions with the verbs in the box. Use each verb only once.

stored grazed made required cultivated improved
prevented increased formed processed grown

The Agricultural revolution
started 10,000 years ago
hunters and gatherers became farmers
population expansion
small social groups/villages _____
selection of plants/single crops _____
animals _____
food _____ in dry, cool places

Food _____ to keep for longer
less starvation/some diseases _____

The Industrial revolution
began 400 years ago
use of machines
more land _____
food production _____
medical advances _____
people's health _____
an increasing population/greater life
expectancy
more food _____

D Now do Exercise A on Workbook page 49.

Lesson 9: Working groups

A Read this introduction. Then use the same word to fill each of the gaps.

As mankind became more independent of his environment, he was able to live in larger groups. He built communities and developed social organizations within commerce. Consider the complexity of the social structures in banking, hospitals and governments of today. Studying small groups can tell us about the way large groups work. Our _____ is the first group we experience. It may be a small *nuclear* _____, or an *extended* _____ with uncles, aunts, grandparents and cousins.

B Work in pairs. Discuss the groups that you are part of.

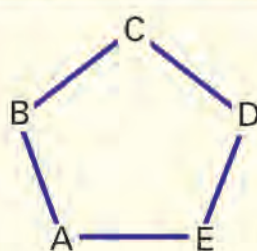
1. Describe your family (its size/who does what/who is in charge).
2. Note the four people in your family you talk with most, in order.
3. What other groups do you belong to (friends, a team, a club).

C Look at the diagrams and read the information. Then answer the questions below in your notebook.

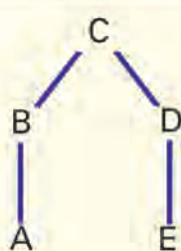
Sociologists are interested in groups of people and how they work. One observation is that certain groups have particular structures. Here we are interested in the possible routes of communication between group members. The shapes of communication for the groups shown in the box are a circle, a chain, a Y and a wheel. The letters represent people and the lines represent routes for messages – links.

1. For A and E to communicate, where must a message pass between three people?
2. Where can each person communicate with two others?
3. In which structure does C receive all the information directly?
4. In which group is there only one person between each and the others?
5. Why do you think the person in position C could be the group leader?
6. a) Which group do you think solve problems the fastest, and why?
b) Which group has to send the most messages?
c) Which group enjoy themselves most, and why?

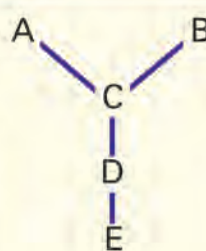
Experimental groups showing lines of communication



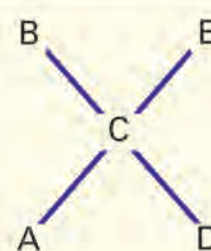
circle



chain



Y



wheel

D Now do Exercises A and B on Workbook page 49.

Lesson 10: Culture

- A** Read the text. Work in pairs. Cover the text and explain the role of a social scientist to each other.

People lead their lives according to their culture. Customs, traditions, attitudes and beliefs all form this culture. We learn through socialization. Social scientists are interested in comparing different cultures. They compare how people cope with the journey of life.

- B** Read part of a study by anthropologist Margaret Mead about the roles of males and females in primitive societies. Then tick which of the following sentences she deduced.

1. That men's and women's role differences are innate. ☐
2. That men's and women's role differences can't be predicted. ☐
3. That men and women learn role differences. They are not innate. ☐

CROSS-CULTURAL STUDY

Observations upon the roles of males and females in three primitive societies of the Pacific region.

The Arapesh

Both men and women are of a quiet, relaxed nature. They share daily work tasks.

The Mundugumor

Both men and women show dominant, aggressive behaviour. They seem to fight over everything.

The Tchambuli

It is the women rather than the men who are involved in trading and economic affairs.

The men busy themselves preparing for ceremonies and making themselves beautiful with feathers and paint.

- C** Work in pairs. Discuss which of the societies in Exercise B is the most similar to a modern developed society. Which is the most different? There is not necessarily a correct answer!

- D** Look at the list of topics. Cross out any that are not relevant to cross-cultural studies.

family roles male / female roles care of the sick and aged
division of labour resources available availability of food
population density religion and beliefs the language
the location and distribution of the oldest buildings
effects of climate (dress/housing) the cost of transport
rules and regulations marriage arrangements

- E** Work in pairs. Choose five of the topics from the list in Exercise D. Think about the situations in your society and then about how the situation might be different in other cultures. Think about how the differences affect the way people live. Compare and discuss your ideas with another pair. Then consider whether technological changes are the cause or effect of a changing society.

- F** Now do Exercise A on Workbook page 50.

Lesson 11: The mass media

A Work in pairs. Discuss these questions about the media.

1. Why was the invention of printing so important?
2. How does advertizing benefit the advertizer and the TV provider?
3. What have computers and satellites made possible?

B Read the text. Check your answers in Exercise A.

The Mass Media

The media communicates. It sends out messages with pictures and information. It presents us with attitudes and ideas, facts and fiction.

- 5 It is a fact that today, the Internet, TV, radio, cinema and newspapers reach millions throughout the world.

Perhaps it all started with Julius Caesar in the first century BC. He ordered a handwritten news sheet to be posted daily in the Forum. Later, the written word was reproduced by the Chinese using woodblocks. They achieved this in the seventh century.

By the fifteenth century, printing as we know it was invented in Europe. The printed page had arrived. This made possible mass distribution of news and the

15 printing of books. Film, radio and TV didn't come along until the 20th century. Photography also developed at this time.

20 The objective has been to make news of interest available to many people, as quickly as possible. The press, journalists, reporters, photographers and editors collect, write and present the information. It is then distributed through the media.

The mass media may also be used for advertizing products and events. This is a commercial enterprise that benefits both the advertizer and the TV provider.

25 Nowadays, journalists use word processors, personal computers and satellites to produce and to distribute news. News is available as it happens. The speed of mass communication is a remarkable technological achievement. It affects everyone on this planet.

C Read the text in Exercise B again. What do the underlined words refer to?

- | | |
|---------------|--------------------|
| 1. It _____ | 5. this time _____ |
| 2. He _____ | 6. This _____ |
| 3. They _____ | 7. Nowadays _____ |
| 4. we _____ | 8. it _____ |

D Do a class survey on the use of the media.

1. Each student completes the questionnaire at the bottom of the page.
2. Collect the totals for the class.
3. With the class, discuss the results giving your impression.
4. Are there any other questions you think should be in the questionnaire?

Questionnaire: use of the media

- | | every day? | sometimes? | never? |
|---------------------------------------|--------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Do you look at the Internet: | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 2) Do you listen to the radio: | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 3) Do you watch television: | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 4) Do you go to the cinema: | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 5) Tick the topics that interest you: | news <input type="checkbox"/> <input type="checkbox"/> | music <input type="checkbox"/> <input type="checkbox"/> | sport <input type="checkbox"/> <input type="checkbox"/> stories <input type="checkbox"/> <input type="checkbox"/> other <input type="checkbox"/> <input type="checkbox"/> |

Key: Student ☐ Class ☐

E Now do Exercise A on Workbook page 50.

Lesson 12: Listening: Understanding information and instructions

A Look at the pictures. Which kind of emergency do they show?

- a) shock b) bleeding c) choking

B You are going to listen to part of a first aid course. Listen to part 1 and answer the questions.

1. What are two common causes of choking?
2. When is choking a serious emergency?
3. If you find someone unconscious, what are two signs that the person has choked?

C Work in pairs. Describe what the man is doing in each of the pictures. Use the words in the box.

| | | | |
|------------------|-----------|-------------|-------|
| hold | shoulders | upside down | slap |
| clear the throat | hand | fingers | navel |
| press | mouth | unconscious | |

D Listen to part 2 of the recording and check your answers to Exercise C. Which of the techniques shown in the pictures is not mentioned?

E Listen to part 2 again and complete the instructions.

1. Hold him _____ and slap his back.
2. Do it quite hard, but _____ not to hurt him.
3. The fingers should meet just above his _____.
4. One or two quick presses should clear the _____.
5. Make sure you clear his _____ afterwards.
6. Never give water to someone who is _____.

F Listen to the groups of words. Which word in each group has a different vowel sound from the others? Circle it.

- | | | | |
|----------|---------|------|------|
| 1. food | blue | do | good |
| 2. cough | off | one | on |
| 3. live | breathe | mean | see |
| 4. hurt | heard | hear | her |
| 5. part | hard | hurt | half |



Unit 8

English in the world

Lessons 1 & 2: Reading: Understanding gist

1. Before you read [Lesson 1]

A Look at the photographs and discuss the questions below with a partner.

1. What do you think each person is saying?
2. Make a list of other places or situations where people from different countries use English to communicate. Think about both speaking and writing.



B Guess the correct answer to each question.

1. How many languages are there in the world?
a) 200 b) 450 c) 4,500
2. How many languages are used in India?
a) 80 b) 200 c) 800
3. How many words are there in the English language?
a) 10,000 b) 100,000 c) 800,000
4. How many people in the world speak English fluently?
a) 1 billion b) 6 billion c) 10 billion



2. While you read

A Read the text on page 91. Check your answers to the questions in Exercise B above.

B Answer these questions in pairs.

1. How many varieties of English are there?
2. Why is there no international standard variety of English?
3. Who uses the present perfect tense more often, English people or American people?
4. What does *just now* mean in South African English?
5. What is the main reason why English has such a large number of words?

C Discuss the questions in small groups. Then share your opinions with the class. Use the words in the box.

| | | | | | |
|------------|------------|----------|---------|----------|----------|
| apparently | definitely | actually | clearly | probably | possibly |
|------------|------------|----------|---------|----------|----------|

1. Which languages will be important in the future?
2. Will other languages become more important than English in the 21st century?
3. Will a world standard of English develop?
4. Will everyone in the world eventually speak English, either as a first or second language?
5. What effect will the Internet and satellite TV have on the way people use English in the future?

3. After you read [Lesson 2]

A Now do Exercises A to F on Workbook page 51.

English in the world



The six and a half billion people of the world live in about 200 countries and speak about 4,500 languages. Some countries have only one language, whereas others have many. India, for example, has more than 800 languages. When people from different parts of the world need to communicate, a world language is needed, and this language is usually English. 85% of international organizations use English as one of their working languages and around a third of the world's books are published in English.

There are hundreds of varieties of English, including British English, American English, South African English and Nigerian English. Within Britain, there are many local varieties, too. In Britain, there is one variety that is regarded as standard English, and this is normally used in British newspapers and on television. However, there is no international standard. In other parts of the world, the variety of English that people use depends on geography. In European countries, for example, British English is taught in most schools, while in East Asia, American English is more common.

The most noticeable differences between the varieties are in pronunciation. For example, standard British English has a silent 'r' in words like *far* and *here*, but in many British and international varieties, the 'r' is pronounced

strongly. There are some differences in vocabulary, and these can cause misunderstanding. In South Africa, for example, *I'll do it just now* means *I'll do it later*, whereas in Britain *now* means *now*, not *later*.

Differences in grammar are few. An example is the American dislike of the present perfect tense. Americans use this tense less often than British speakers, preferring the simple past tense. However, despite all these differences, most English speakers can understand each other without too much difficulty. It has been suggested that everyone should agree to use one standard variety of English, a simple form of English that everyone can learn easily. But language is a living thing which nobody can control.

Because language is living, it is always growing. Although most English speakers use a maximum of 10,000 words, the English language now contains more than 800,000 words. The main reason for this is that nearly 70% of the world's scientists write in English, and each science has its own vocabulary.

If anyone controls the English language, it is the people who use it. It has been estimated that about 1 billion people (a sixth of the world's population) speak English fluently, and another billion make use of it for purposes such as travel, work or study.

Lesson 3: Vocabulary: Review

A In your notebook, write a caption for each of the photos. Begin each caption with an *-ing* word. Do you do any of these things in your free time to improve your English?

B Choose the correct word to complete each sentence.

1. I am good _____ languages.
a) in b) at c) for
2. I am interested _____ different languages.
a) in b) at c) for
3. I enjoy _____ English books.
a) reading b) read c) to read
4. I'm not afraid _____ speaking English.
a) with b) of c) at
5. It's important to _____ mistakes when you learn a language.
a) do b) have c) make
6. I enjoy _____ discussions in English.
a) doing b) having c) making
7. I will _____ study English at university.
a) definitely b) unlikely c) probable
8. I think _____ is the most difficult skill in English.
a) writing b) write c) written
9. I always _____ my homework.
a) do b) have c) make
10. I am never late _____ English lessons.
a) at b) on c) for



C Decide if the statements in Exercise B are true or false for you. Compare your answers with a partner.

D Complete each sentence with a word or phrase from the box.

| | | | | | | |
|-------|-----------|------|-----|----|------|----|
| until | afternoon | year | the | by | this | by |
|-------|-----------|------|-----|----|------|----|

1. _____ the age of three, a child will have learnt the grammar of his/her native language.
2. _____ time last year, I was working as a receptionist.
3. Most children do not say words _____ they are about a year old.
4. The meeting is tomorrow _____.
5. _____ 2050, there will probably be 500 million native speakers of English.
6. I'll be starting college next _____.
7. The money won't be in your account until _____ day after tomorrow.

E Now do Exercises A to C on Workbook page 52.

Lesson 4: Grammar 1: Review – sentence patterns

A Look at the list of grammar features. How are they different in Arabic and English?

- the verb *be*
- questions
- modal verbs (*can, must, should*, etc.)
- word order

B Think of two more aspects of grammar which are different in Arabic and English. Compare your ideas with a partner.

C Reorder the words to make complete sentences.

Example: enough / vote / not / old / to

I'm not old enough to vote.

1. too / on / walk / hot / was / to

The sand _____

2. how / know / spell / to / word / this

Do you _____

3. tested / have / my / to / eyes

I need _____

4. do / forgot / my / I / but / homework / to / going

I was _____

5. Scottish / jumper / wool / thick

This is my _____

6. enough / to / ripe / not / are / eat

Those grapes _____

D Complete each sentence, first with an appropriate verb in the correct form and then any other necessary words.

Example:

I don't know where to go this evening.

1. I've decided _____.

2. I'm looking forward to _____.

3. The teacher often reminds us _____.

4. I promise _____.

5. I feel like _____.

6. People always tell me _____.

7. My parents congratulated me on _____.

E Now do Exercise A on Workbook page 52.



Lesson 5: Grammar 2: Review – the passive, conditionals and wish

A How does the man in the cartoon feel? Why? Underline the passive form in the caption.

B Rewrite each sentence in the passive. Begin with the words given and leave out the agent if appropriate.

1. At this moment, people are studying English all around the world.

At this moment, English _____.

2. Perhaps another language will replace English as the most important in the world.

Perhaps English _____.

3. Libyan teachers teach British English.

British English _____.

4. The doctor is examining the boy now.

The boy _____.

5. Someone has vaccinated me against polio.

I have _____.

6. Children should learn languages from an early age.

Languages _____.

C Choose the correct word to complete each sentence.

1. What would you wish for if you _____ three wishes?

a) have b) would have c) had

2. If I had grown up in Japan, I _____ American English.

a) would have learnt b) had learnt c) would learn

3. He _____ a better job if he improves his English.

a) gets b) will get c) is getting

4. I wish I _____ before I said that.

a) have thought b) thought c) had thought

5. If she _____ asleep, she wouldn't have missed the bus.

a) had fallen b) hadn't fallen c) fell

6. I wish I _____ speak perfect English.

a) could b) can c) would can

D Look at the caption of the cartoon in Exercise A. In your notebook, write three sentences the man with the letter could say. Begin each sentence: *I wish ...* or *If ...*

Example:

If someone else had found the letter, they would have rescued me.

E Now do Exercise A on Workbook page 53.



Lesson 6: Speaking: Giving opinions and comparing English with Arabic

A Look at the sentences. Number the sentences according to the level of importance they express (1 = the most important). Compare your answers in pairs.

It's not important at all. _____

It's important. _____

It's not important. _____

It's very important indeed. _____

It's not very important. _____

It's very important. _____

B Work in pairs. Give your opinions about these things. Use the adjective in brackets.

Example: watching television (interesting)

Watching television is not very interesting. I think it's very interesting indeed.

1. fast food (nice)
2. horror films (entertaining)
3. using the Internet (difficult)
4. exams (enjoyable)
5. technology (exciting)
6. English and Arabic (different)

C Look at the pictures. What are these things called in English? What are they called in Arabic? What do you notice about them.



D Write a list in your exercise book of ten more English words that are similar in Arabic. Compare your list with a partner.

E Now do Exercise A on Workbook page 53.

Lesson 7: Writing: Comparing and contrasting

1. Preparation for writing

A Work in pairs. Discuss the differences between English and Arabic writing. In your notebook, make notes about the following.

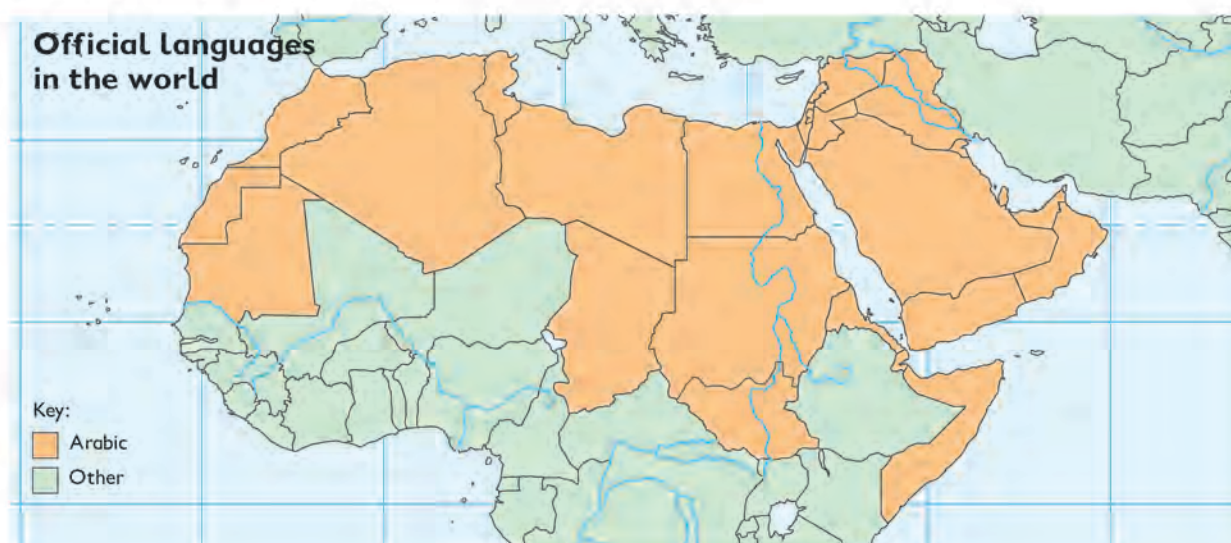
- the script
- punctuation and capital letters
- spelling
- silent consonants
- any other differences

B Work with another pair of students. Discuss the questions below.

1. Compare your notes from Exercise A. Do you agree?
2. Which of the differences between English and Arabic do you think would cause most difficulty for an English speaker who is learning Arabic? Think about grammar, vocabulary, pronunciation and writing.
3. Make a list of things about English and Arabic that are similar.
4. What advice would you give someone who is learning Arabic?

C Complete the facts about Arabic with a suitable word in each space.

Arabic is ① _____ by around 250 million people as a first ② _____. There are three types of Arabic. The first is ③ _____ Arabic, which is used in religious texts and poetry and ④ _____ in schools. Secondly, there is Modern ⑤ _____ Arabic, which is used for news, speeches, lectures, signs and for ⑥ _____ between Arab speakers of different nationalities. Thirdly, there is the group of ⑦ _____ of colloquial Arabic which people use for everyday communication. There are 27 different varieties of colloquial Arabic, including ⑧ _____, which is spoken by 5 million people.



2. Writing

A Now do Exercises A and B on Workbook pages 53 - 54

Lesson 8: Learning a Language

A We use spoken and written language to communicate messages. Language keeps society together. Without language, there would be no society. Work in pairs. Discuss these questions.

1. Why did you grow up speaking Arabic?
2. How did you learn to speak Arabic?
3. What makes us want to learn to speak?

B Complete the text with the words and phrases in the box.

| | | |
|--------------|----------------|--------------|
| children | social reasons | babies |
| human beings | animals | environments |

As ① _____ we all inherit the ability to learn how to speak. This distinguishes us from other ② _____. Of course, many ③ _____ grow up learning a different language. That's because they grow up in different language communities and different language ④ _____. We learn from our family and others around us. You probably grew up in an Arabic-speaking community; other people grow up in a Russian-speaking community, for example. But the extraordinary thing is that almost everyone learns how to speak. What makes us do this?

To begin with, we need to be able to express our needs, and secondly we need language for ⑤ _____.

We start by using sounds to communicate. ⑥ _____ express their need for attention by crying. They may need food, milk or comfort. Somehow, these sounds gradually turn into words. You may wonder how that happens. One learning process is called *conditioning*. Another is called *trial and error learning*.

C Work in pairs. Discuss these questions.

1. Why do you think English is so widely spoken?
2. Will Chinese replace English as the international language of communication?

D Work in pairs. Match the English words 1–8 to the language a–h that they originate from.

- | | | |
|-------------|--------------------------|---------------|
| 1. guitar | <input type="checkbox"/> | a) Italian |
| 2. diplomat | <input type="checkbox"/> | b) Finnish |
| 3. sauna | <input type="checkbox"/> | c) Turkish |
| 4. opera | <input type="checkbox"/> | d) Arabic |
| 5. alcohol | <input type="checkbox"/> | e) Portuguese |
| 6. karate | <input type="checkbox"/> | f) Spanish |
| 7. flamingo | <input type="checkbox"/> | g) French |
| 8. yoghurt | <input type="checkbox"/> | h) Japanese |

E Now do Exercises A to C on Workbook pages 54–55.

Lesson 9: Language and thought

- A** Look at the pictures above. Name the objects. Then draw lines linking the objects that belong together.



- B** Work in pairs. How many groups do you have? Compare your groups with your partner's. Discuss the logic behind your groups. Notice the words you use to describe your groups.
- C** Read the text. Then check your answers in Exercise B. Which words did you use as labels and which did you use to describe ideas?

We learn words to label particular things: a *cat* for example. We have words to group things, *cats* and *dogs* are *animals*. We can use words as building blocks for thinking. Words help us form ideas and concepts.

- D** Work in pairs. Take turns to explain each of the items in the box below.

1. say what it looks like, feels like, tastes like
2. say what it is used for
3. say what it is made of

| | | | | |
|--------|------------|-------------|-----------|--------------|
| a key | a football | a saucepan | a bicycle | an ice cream |
| a drum | a boat | a crocodile | a hat | |

- E** Read about children and problem solving. Decide which child is at which stage.

Stage 1 (aged 4/5) _____

Stage 2 (aged 7/8) _____

Stage 3 (aged 13+) _____

As children, through listening, speaking, reading and writing, we gradually learn to use language for thinking. Many people think this is the main difference between us and animals.

The Swiss psychologist, Jean Piaget, suggests our thinking develops in stages. Here, three children, Saeed, Ahmed and Khalid are set some problems.

- F** Work in pairs. How do the tests in Exercise E show the development of thinking?

- G** Now do Exercises A and B on Workbook page 55.

Demonstration

The child places beads in a glass. The child then puts the beads into another glass of a different shape.



Two children are asked 'What's happened to the beads?'

Saeed says there are more beads in the taller glass.

Ahmed says there are the same number of beads in each glass.

Problem

Amina is taller than Nadia. Amina is shorter than Muneera. Who is the tallest of the three?

Khalid answers correctly.

Lesson 10: Language and employment

- A** Read the text. Work in pairs. Discuss the following question: How does school help you to prepare for your working life?

Children all over the world go to school. They learn that it is important to talk about things and to read and write their language well. For example, how well you do at Arabic helps you to be successful in most other school subjects. Are there other good reasons for going to school?

- B** Look at the pictures of different jobs. Write the letter of each picture in the table below against the appropriate job.

a

b

c

d

e

f

g

h

i

j

k

l

| | occupation | listening | speaking | reading | writing |
|---|------------------|-----------|----------|---------|---------|
| e | secretary | 2 | 4 | 3 | 1 |
| | bus driver | | | | |
| | cashier | | | | |
| | engineer | | | | |
| | police officer | | | | |
| | shop assistant | | | | |
| | doctor | | | | |
| | accountant | | | | |
| | mechanic | | | | |
| | nurse | | | | |
| | flight attendant | | | | |
| | businesswoman | | | | |

- C** The language skills of listening, speaking, reading and writing are important for all jobs. Some skills may be more important than others. Look at the table in Exercise B again. Order the skills for each job 1–4, with 1 being the most important.

- D** Work in pairs. Discuss the jobs in Exercise B.

Example: A secretary must be good at all four skills.

Yes, but she has to be able to listen.

And she must be good at writing, too, to write letters and ...

- E** How good are you? Rate yourself on the same four language skills in Exercise B. Work in pairs. Exchange your assessments. Discuss which jobs would suit both of you.

- F** Now do Exercises A and B on Workbook page 56.

Lesson 11: Language and communication

A Language is used to communicate information in different ways. Read the examples below. Then draw a line to match the label in the box that best describes the purpose of each communication.

| | | |
|----------------------|---------------------|-----------------|
| giving a description | telling a joke | telling a story |
| giving directions | giving instructions | making a report |

1 He lives in a large house with big windows and a flat roof. The front door opens into a pretty garden with flowers.

2 Yesterday, I was walking along the street when a car came round the corner too fast. The driver put on the brakes, but went straight into a tree. He was later taken to hospital.

3 A baby camel is talking with its mother. 'Mummy, why have we got a big hump?' 'It helps us not to get too thirsty when crossing the desert.'
'Oh, I see. And Mummy, Mummy, why have we got these long eyelashes?'
'Those eyelashes are to keep the sand out of your eyes in a sand-storm, my little one.'
'Oh. And Mummy, why have we got these funny feet?'
'They help you to walk on the soft sand.'
'Oh. Then Mummy ... why are we in London Zoo?'

4 It was a very hot day. The travellers were tired. They sheltered in the shade of the date palms. They had come a long way and they had a long way to go.

5 Go to the corner and turn right. Go straight on, taking the second turning on your left. The building is in front of you.

6 To make a fire, first find a safe place. Then collect some dry wood. Put down small pieces of wood and some paper. Next, put a match to the paper. When well alight, add some more wood.

B Work in pairs. Practise communicating in different ways. Do the tasks below.

- Give each other instructions on:
 - how to thread a needle
 - how to boil an egg
- Report a small accident to each other.
- Give each other instructions on how to reach an important building. Don't say which one it is – they must guess.
- Tell each other a joke.
- Make up a story. Each one says a line at a time in turn.

C Every culture uses language for wise sayings called *proverbs*. Here are some English proverbs connected with work. Work in pairs. Try to explain their meaning.

Example: *A bad workman blames his tools.*

Meaning: If he does a job badly, he says it is not his fault. His excuse is that he didn't have the right tools.

- Many hands make light work.
- The early bird catches the worm.
- Make hay while the sun shines.
- Don't put off until tomorrow what you can do today.
- Don't put all your eggs in one basket.

D Work in pairs. Discuss these questions.

- Do you think the sayings in Exercise C are wise?
- Do you have similar proverbs in Arabic?
- Think of some more Arab proverbs and try to translate them into English.

E Now do Exercise A on Workbook page 56.



Lesson 12: Listening: Predicting content and listening for gist

- A** Look at the pictures. What do you think each person does for a living?
- B** Look at the table. In pairs, guess some of the answers. Give reasons for your guesses.
- C** Listen and complete the table.

| | 1 | 2 | 3 | 4 |
|----------------------------------|--------------------------------------------|---|---|---|
| country | India | | | |
| job | | | | |
| English is important because ... | it's the international language of science | | | |
| skill(s) used most ... | reading | | | |

- D** Why is English important for you? Make notes in your notebook. Then compare your ideas in pairs.
- E** Read about diphthongs. Then listen and repeat.

Two vowel sounds together are called a diphthong. Here are some examples with their phonetic symbols.

1. /eɪ/ able, date
2. /aʊ/ out, now
3. /ɪə/ India, hear
4. /aɪ/ why, time

- F** Listen. Which four words contain diphthongs? Circle them.

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