



State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA

Secondary 3

(Literary Section)
(القسم الأدبي)

Workbook

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Unit 1

Puzzles and mysteries

Lesson 2: Reading

A In pairs, with Course Books closed, discuss what you remember about the mystery of the Nazca lines.

B Look at the text and match the words 1–7 to their meanings a–g.
Do not use a dictionary.

- | | | |
|------------------------------|--------------------------|--|
| 1. narrow (line 9) | <input type="checkbox"/> | a) gave instructions |
| 2. bother (line 15) | <input type="checkbox"/> | b) make an effort |
| 3. purpose (line 16) | <input type="checkbox"/> | c) the opposite of wide |
| 4. markings (line 17) | <input type="checkbox"/> | d) formal social occasions |
| 5. hot air balloon (line 20) | <input type="checkbox"/> | e) reason for doing something |
| 6. directed (line 21) | <input type="checkbox"/> | f) lines |
| 7. ceremonies (line 25) | <input type="checkbox"/> | g) a large bag filled with air or gas to make it rise in the air |

C Read the extracts from the text and explain them in Arabic to your partner.

1. If you are on the ground ..., you see only narrow paths through the stony desert.
2. If nobody on Earth could see the results, why did they bother?
3. Some people say the markings can't have been made by ancient people.
4. The purpose of the markings was most probably religious.
5. ... the ancient people might have made hot air balloons from animal skins.
6. ... a master artist might have directed teams of workers.
7. Perhaps they also used the lines as paths in religious ceremonies.

D Read the phrases below about the Nazca lines. Mark each one F for fact or P for possibility.

1. These lines cover a flat area. _____
2. They can be seen only from a plane. _____
3. It must have been difficult to draw them in a hot air balloon. _____
4. A master artist might have directed teams of workers on the ground. _____
5. It is more likely that the ancient people found a simple way to make them. _____
6. The people may have thought their gods would see. _____

E Compare your answers to Exercise D with a partner. Underline words and phrases in the text which helped you with your answers.

Lesson 3: Vocabulary

A Mark each sentence with a \wedge to show where to put the adverb. Sometimes there are two possibilities. Use the language box on Course Book page 8 to help you.

Example: The car was speeding. (clearly)

The car was \wedge speeding. OR \wedge The car was speeding.

1. We will move house next year. (probably)
2. Penguins don't live in the Northern Hemisphere. (definitely)
3. My brother is taller than me. (actually)
4. The Nazca lines weren't drawn by aliens. (probably)
5. I would like to visit Egypt some day. (definitely)
6. People believed the world was flat. (actually)
7. Pelé is the most famous footballer of all time. (possibly)
8. They designed the swimming pool themselves. (apparently)

B Rewrite the sentences using adverbs. Each new sentence must mean the same as the sentence(s) above it.

Example: It's probable that I'll get a job at the new supermarket.

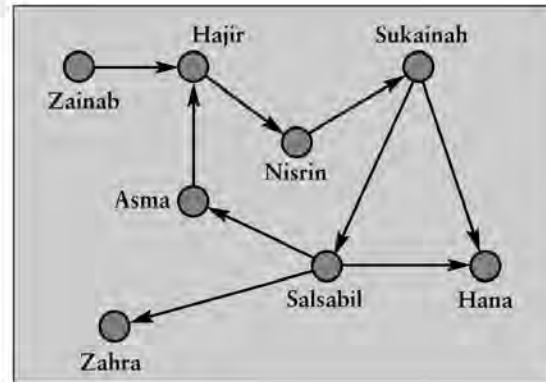
I'll probably get a job at the new supermarket.

1. It's possible that the floods will return this year.
The floods _____.
2. It's probable that he doesn't remember.
He _____.
3. It's definite. I'm going to study medicine.
I'm _____.
4. It's clear that you didn't wait for me for very long.
_____.
5. It's definite. He can play chess in our tournament.
_____.
6. It's probable that the castle is a thousand years old.
_____.

Lesson 4: Grammar 1

A Look at the diagram on the right showing how news travels between people. Zainab told her friend Hajir a secret. Answer the questions.

1. Who told Nisrin? _____
2. Who did Nisrin tell? _____
3. Who told Salsabil? _____
4. Who did Salsabil tell? _____



B Write four more questions with *tell/told* about Zainab and her friends. Then ask a partner your questions.

C Read the information about the Colosseum in Italy. Then complete the questions.

The Colosseum was built by the Romans. It was the largest amphitheatre in the Roman world, built to hold 50,000 spectators. The large, oval-shaped space was used as an arena for entertainment, such as fights between gladiators and animals.

About 20,000 to 30,000 people worked on the Colosseum, including both slaves and skilled workers. They used stone, concrete and wood. The stone came from Tivoli, 20 miles from Rome, and was transported in horse-drawn carts. It took about ten years to build the Colosseum, which was completed in AD 80. Apparently, the spectacular opening ceremony lasted 100 days.



1. Who / build / the Colosseum? _____
(Answer: The Romans.)
2. Why / build / it? _____
(Answer: As an arena for entertainment.)
3. How many workers / build / it? _____
(Answer: About 20,000 to 30,000.)
4. What / materials / use? _____
(Answer: Stone, concrete and wood.)
5. Where / stone / come from? _____
(Answer: Tivoli.)
6. How long / opening ceremony / last? _____
(Answer: 100 days.)

- D** Work in pairs. Student A, look at the photo of the Taj Mahal in India. Ask Student B about the history of the building. Student B, read the information about the Taj Mahal and answer Student A's questions.

The stunning tomb of The Taj Mahal was built between 1631 and 1653. Shah Jahan ordered it to be built for his wife, Mumtaz Mahal.

The building is made of white marble which came from Rajasthan, as well as 28 different types of precious and semi-precious stones. Apparently, 1,000 elephants transported the building materials from all over India and Asia. Around 20,000 workers helped create this famous monument to love.



Lesson 5: Grammar 2

- A** Look at the pictures of tracks in the desert. Complete the sentences by adding *have* and the past participle of the verb in brackets.



1. A bird must _____ (make) the tracks because they are small.



2. People might _____ (drive) across here in a jeep.



3. Someone must _____ (walk) over the dune.



4. A desert rat may _____ (leave) these paw prints in the sand.

- B** Look at the picture and read the short text below. Then complete the sentences using *must/may/might* or *can't* and the verbs in brackets. Discuss your answers with a partner.

This is one of the famous stones of Death Valley, California, USA. The stone weighs about 20 kilos. There are no footprints or other marks nearby.

- The stone _____ (travel) a long way across the ground.
- It _____ (be) difficult to move the stone.
- People _____ (move) the stone.
- The wind _____ (carry) the stone across the desert.
- An animal _____ (push) the stone along the ground.
- Aliens _____ (drop) the stone in the desert.



- C** Read the examples of passive sentences with *must*, *may*, *might* and *can't*. Then rewrite the sentences below in the passive.

Must, may, might and can't in passive sentences

Must, may, might and *can't* are often used in passive sentences in the past. In this case, the verb *be* is in the past participle form *been*.

Examples:

The stones **must have been** transported by boat.

(= Someone must have transported the stones by boat.)

The remains **can't have been** preserved very well.

(= They can't have preserved the remains very well.)

My cat **might have been** hit by a car. (= A car might have hit my cat.)

1. An expert must have written this book about Leptis Magna.
This book about Leptis Magna _____.
2. Aliens can't have drawn the Nazca lines.
The Nazca lines _____.
3. Someone must have used their hands to make this pot.
_____ by hand.
4. Apparently, the Death Valley stone was moved by water.
The Death Valley stone _____.
5. Our house was probably built in the 1820s.
_____.
6. Perhaps this object was used for catching fish.
_____.

Lesson 6: Speaking

- A** Read the solutions to Exercises B and D on Course Book page 11.

Exercise B: The boy's idea was to let some air out of the tyres of the truck. This reduced the height of the truck so it could get under the bridge.

Exercise D: The winning candidate explained his decision as follows, 'If I had seen two red marks, I would immediately have said mine was black, because you said that at least one mark was black. If I had seen a red and a black mark, and the man with the black mark did not immediately say, "mine is black," then I could have assumed I did not have a red mark. Since both of these candidates are clever, they must have been facing the same situation as I was. This must have meant that all three of us had black marks.'

Lesson 7: Writing

A Use your notes from Exercise C on Course Book page 12 to write an article about a mysterious place or event.

1. Write an introduction, giving information about the location of the mysterious place or the history of the unexplained event.
2. Explain the different theories you have found, using the expressions in Exercise B on Course Book page 12 to introduce them. Use language from this unit to show how probable you think each theory is.
3. Write a conclusion, giving your own view about the origin of the mystery or about whether you think it will be solved in the future.

Lesson 8: A long time ago

A Why do you think the dinosaurs became extinct? Tick the theories you agree with.

- | | |
|--|--------------------------|
| 1. Large dinosaurs were too stupid. | <input type="checkbox"/> |
| 2. Big dinosaurs were too slow. | <input type="checkbox"/> |
| 3. Small animals ate dinosaur eggs. | <input type="checkbox"/> |
| 4. The climate changed, possibly as a result of an erupting volcano or large asteroid. | <input type="checkbox"/> |

B Complete each sentence with a word from the box below.

eras adapts extinct fossils

1. Remains of trees and animals that are found in rocks are called _____.
2. The three periods of time into which geological time is divided are called _____.
3. If a creature doesn't exist any more, we say that it is _____.
4. If a creature changes and learns to live in a new environment, we can say that it _____ to its new environment.

Lesson 9: From the past

- A** Darwin's ideas helped scientists to classify plants and animals. Complete the table with the correct vertebrates (animals with backbones) and invertebrates (animals without backbones).

VERTEBRATES		
fish		
amphibians		
reptiles		
birds		
mammals		
INVERTEBRATES		

chicken mouse lizard
insect tuna snake
parrot whale shark frog
worm toad

- B** Write sentences about the six professions below. Why are they all interested in animals?

Example: A doctor is interested in animals because ...

doctor zoologist farmer vet zookeeper engineer

Lesson 10: Plants

- A** Work in pairs. Complete the table with two or three uses for each plant product.

plant product	uses
paper	
medicine	
oil	
cotton	
rubber	
flour	

Lesson 11: Food plants

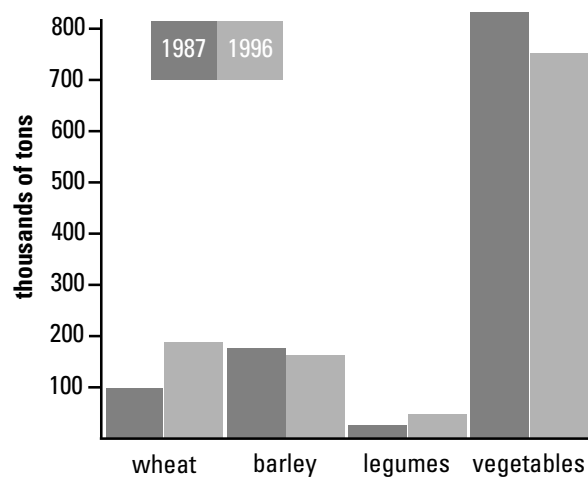
A Look at the bar graph. Then answer these questions.

1. What does the graph tell us about farming in Libya?

2. What new farming practices have made increases possible?

3. Why is increased production so important?

**Level of Production for some
Agricultural and Animal Products**



B Use your notes in Exercise A to write a short article for *The Middle East Weekly* called **Food Plants Today**. Say why they are important and what is happening in Libya.

Unit 2

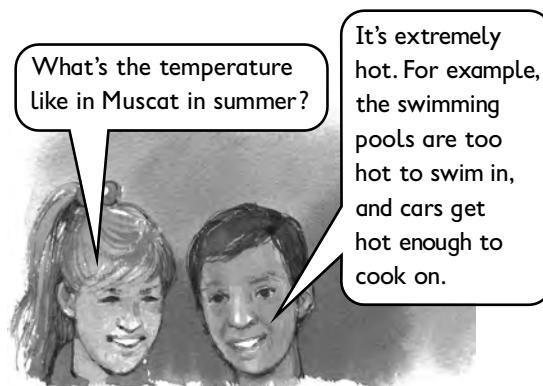
Weather and climate

Lesson 2: Reading

A Work in pairs. Student A, you are from Oman. Student B, you are from Alaska. Ask each other questions about the topics from Exercise C on Course Book page 18. Answer using your notes only.

B Read the text on Course Book page 19 that your partner read before. Did your partner tell you all the information correctly?

C Make notes in your notebook on the advantages and disadvantages of each season in Libya. Discuss your ideas with a new partner.



D Find the words and phrases 1–5 in Ali's text. Choose the best meaning: a), b) or c).

- | | | | |
|-------------------|--------------------|----------------------|----------------------|
| 1. within seconds | a) a lot | b) very quickly | c) after a long time |
| 2. feels horrible | a) is ugly | b) is frightening | c) is uncomfortable |
| 3. surprisingly | a) not often | b) just for fun | c) it seems strange |
| 4. spreads germs | a) causes illness | b) is very large | c) breaks often |
| 5. outdoors | a) with neighbours | b) outside the house | c) on hot days |

E Find words and phrases in Wendy's text for the following meanings and pictures.

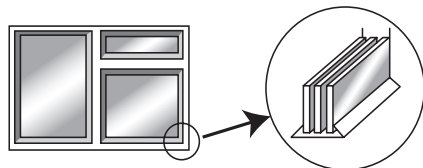
1. partly covered

2. if you do not

- 3.



- 4.



5. very, very bad

6. becomes water

Lesson 3: Vocabulary

A Some of the sentences below are wrong because they have the wrong preposition after the adjective. Tick (✓) the ones that are right, and correct the ones that are wrong.

1. I don't want to be late by dinner!
2. I am very keen on history.
3. What's wrong? Are you worried with something?
4. My little sister is afraid of dogs.
5. When he was young, my grandfather was very good about sports.
6. My uncle is always very kind for me.
7. You need to be careful from your school books.
8. She is not really interested in cars.
9. Is everything ready for our visitor?
10. My sister is married to a foreigner.
11. I am sorry. Please don't be angry in me.
12. I was absent from lessons because I was ill.

Lesson 4: Grammar 1

A Study the sentences about the boy in the picture. Then answer the question.

1. He is too heavy to walk on the ice.
2. The ice is too thin for him to walk on.
3. He is not light enough to walk on it.
4. It is not thick enough for him to walk on.



Question: Why is there no *it* at the end of sentences 2 and 4?

Answer: Because *It* or *The ice* is already present at the beginning, there is no need to repeat *it*.

B Write three or four similar sentences about the girl in the picture.

C All of these sentences are grammatically correct, but some of them do not make sense. Which ones? Write **Correct** or **Incorrect**.

Example: It is so cold that you can wear a *dishdasha*. Incorrect

1. The air conditioning makes the air so cold that people get ill. _____
2. Children are often light enough to walk on the ice in winter. _____
3. The sand is soft enough to drive on. _____
4. It's too hot to play outside. _____
5. The weather is too nice to be outdoors. _____

Lesson 6: Speaking

A Practise saying these expressions.

1. Oh no!
2. What a pity!
3. What a surprise!
4. That's great!
5. How exciting!
6. How annoying!

B Which of the expressions in Exercise A follow these patterns? Discuss with your partner.

- a) *How* + adjective
- b) *What* + noun phrase
- c) *That's* + adjective or noun phrase

C Can you think of any more expressions that follow the patterns in Exercise B?

Examples: *How interesting!*
What wonderful news!

D Work in pairs. Tell your partner some news. Respond to your partner's news with phrases from Exercises A and C. Here are some ideas to get you started.

1. It's going to rain all day tomorrow.
2. I've passed my driving test!
3. I can't come to your party on Thursday.
4. Our team has won the match!
5. The school will be closed tomorrow.

Lesson 7: Writing

A In newspaper headlines, the articles *a, an* and *the* and the auxiliaries *have* and *be* are usually left out.

Examples:

5,000 homes ~~have been~~ flooded

~~The~~ Forest fire ~~has still been~~ burning

~~A~~ Ship's crew ~~has been~~ rescued in storm

~~A~~ Hurricane ~~has hit~~ hits ~~an~~ island

Make headlines from these sentences in a similar way.

1. The next two weeks will be very hot.

2. The fire service was not ready for yesterday's emergency.

3. The cold weather in the north has killed four people.

- B** Think about a news story involving extreme weather in Libya. Make notes about it in your notebook.

the cause	
what happened	
result of the emergency	

- C** Follow the instructions below to write a news article about extreme weather in Libya. Use your notes from Exercise B to help you.

1. Write a sentence to start each paragraph.
2. Use your notes from Exercise B to write three paragraphs for your article.
3. Give your story a headline.
4. Show your report to a partner.

Lesson 8: Water for life

- A** Look again at your topic web in Exercise C on Course Book page 25. Complete the five sentences about water.

1. River water is used for _____ people and goods.
2. _____ hydroelectric power.
3. _____ is needed by _____.
4. _____ is used by _____.
5. _____ is used for _____.

Lesson 9: Climate and settlement

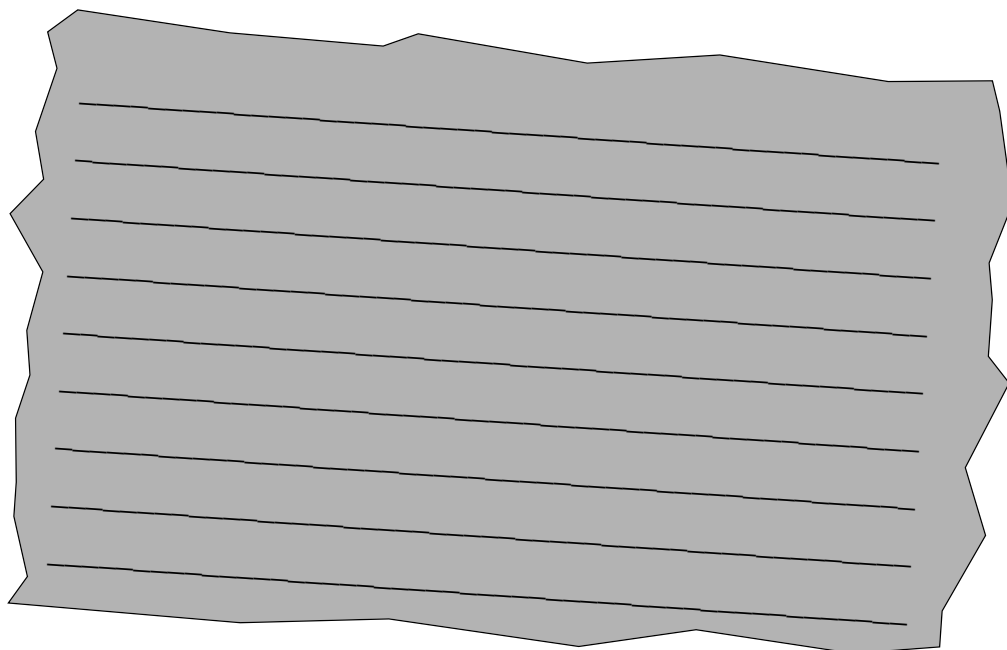
- A** Write an e-mail to a penfriend in London. Describe where you live, the weather, what you eat and what grows in your area. Talk about any differences or similarities you can think of between Libya and Britain.

Send Now Send Later Link Delete Add Attachments

To
Cc
Subject

Lesson 10: Settlement and population

- A** Write a newspaper report describing where you live. Comment on the size of the population and any changes that are taking place. Explain the reasons for these changes.



- B** One of the words in the lists 1–5 is wrong because it doesn't collocate to the words a–e on the right. Cross out the wrong words.

- | | |
|---|----------------|
| 1. fresh / salt / still / running / drinking / vapour | a) water |
| 2. cold / mild / warmer / summer / tropical / temperate | b) climate |
| 3. average / total / high / low / rising | c) temperature |
| 4. moist / annual / monthly / average / total | d) rainfall |
| 5. total / urban / rural / interior / growing / shrinking | e) population |

Lesson 11: The changing climate

- A** Match the words 1–6 to the words a–f to make common collocations.

- | | | |
|----------------|--------------------------|-----------------|
| 1. forest | <input type="checkbox"/> | a) extremes |
| 2. insect | <input type="checkbox"/> | b) disasters |
| 3. rising | <input type="checkbox"/> | c) swarms |
| 4. temperature | <input type="checkbox"/> | d) fires |
| 5. warm | <input type="checkbox"/> | e) temperatures |
| 6. natural | <input type="checkbox"/> | f) current |

Unit 3

Facts and figures

Lesson 2: Reading

A Read the text on Course Book page 31 again and match the words 1–8 to their definitions a–h.

- | | | |
|---------------------------------|--------------------------|--|
| 1. equivalent (line 3) | <input type="checkbox"/> | a) husband and wife |
| 2. continuous (line 4) | <input type="checkbox"/> | b) equal to |
| 3. task (line 11) | <input type="checkbox"/> | c) non-stop |
| 4. statistics (line 15) | <input type="checkbox"/> | d) funny |
| 5. amusing (line 15) | <input type="checkbox"/> | e) hours of the day when a person isn't sleeping |
| 6. married couple (lines 28–29) | <input type="checkbox"/> | f) family members |
| 7. loved ones (line 39) | <input type="checkbox"/> | g) information in the form of numbers |
| 8. waking life (line 41) | <input type="checkbox"/> | h) a job that someone needs to do |

B Complete these definitions with jobs from the article.

1. A _____ is someone who studies the way the human mind works.
2. A _____ is someone who studies evidence and facts in order to reach new conclusions.
3. A _____ is someone who studies the way human society works.

C Answer these questions in your notebook. Compare your answers with a partner.

1. What does the writer mean by *Mr or Mrs Average*?
2. Why does the writer call brushing your teeth an *important task*?
3. Why does the writer think that the statistic about television is *horrifying*?
4. According to the scientist from the Marriage Research Centre, how can statistics like this be useful?
5. According to this research, what should we do more often?

D Explain the following in your own words.

1. By the time Mr or Mrs Average is 70 years old, he or she will have spent five months waiting at red traffic lights.

2. This type of information can help people to improve their relationships.

3. The average British married couple spend five minutes a day talking to each other.

4. People ask themselves, 'Do I really want to spend less time talking to my loved ones than brushing my teeth?'

Lesson 3: Vocabulary

A Choose the correct word to complete the sentences.

1. He'll have arrived *until* / **(by)** 3 p.m.
2. The work on your car will be finished *until* / *by* next Tuesday.
3. She'll be at school *until* / *by* she is 18.
4. I'll have learnt to drive *until* / *by* the time I'm 18.
5. It will have been finished *until* / *by* the end of the year.
6. Will your cousin be staying *until* / *by* Friday?
7. We will have to check out of the hotel *until* / *by* 11 a.m.
8. I'll know the result *until* / *by* the time you call.

B Rewrite each sentence using *until*, *by* or *by the time* so that it means the same as the sentence above it.

Example: The course will finish on June 30th.
The course will continue *until* June 30th.
OR The course will be finished *by the end of* June.

1. I will finish writing the essay on Saturday.

2. I will be awake just before 8 a.m.

3. When this letter arrives, I'll be in London.

4. They'll tell you if you've got the job before the end of the week.

C Read the notes below about time phrases.

Time phrases

- We use *next week/month/year/Monday* to mean the week/month/year/Monday just after the present one. We do not need to use *the*.

Example: *I'm going to Tripoli **next week**.*

- Instead of saying *next morning/afternoon/evening/night*, we say *tomorrow morning/afternoon/evening/night*.
- We use *the ... after ...* when we are referring to a day/week/month/year which is further ahead in the future.

Example: *I'll see you **the day after tomorrow**.*

*She'll spend **the month after next** doing a computing course.*

- We use *the next month/year/week* to refer more precisely to a period starting at the moment we are speaking.

Example: *If today is Wednesday and I say **I'll be staying here for the next week**, I mean the seven days from Wednesday onwards.*

D Complete each sentence with a time phrase from the box.

tomorrow after next February evening next four months
Tuesday after next this time

1. I'll be taking my final exams next February.
2. The team will spend the _____ preparing for the Africa Cup of Nations.
3. My father will be coming back _____ morning.
4. We'll be catching our flight the _____.
5. I wonder where we will all be _____ next year?
6. Did you realize that the holidays start the month _____?
7. Are you coming to the cinema tomorrow _____?

Lesson 4: Grammar 1

A Complete each sentence with the correct form of the verb in brackets.

1. Hurry up! The film will have started (start) by the time we get there.
2. By the time he's 30, he _____ (become) a doctor.
3. After this trip to Tunisia, I _____ (travel) to five different African countries.
4. Do you think you _____ (finish) by 10 p.m.?
5. They _____ (harvest) the crop before the end of the month.
6. By 2020, they _____ (build) a new stadium outside the city centre.

B Think about tomorrow. What will you be doing at these times? Write sentences.

Example: 7.00 a.m. I will be having a shower.

1. 8.00 a.m. _____
2. 9.15 a.m. _____
3. 11 a.m. _____
4. 12.30 p.m. _____
5. 2.20 p.m. _____
6. 4.00 p.m. _____
7. 8.30 p.m. _____

C Study Shukri's travel plan for tomorrow morning. Then answer the questions using the future perfect and the future continuous.

Example: Can I phone Shukri at home at 8:15?

No. He'll have left home. He'll be driving to the airport.

Travel plan for tomorrow

8:00 a.m. leave home and drive to airport

9:30 a.m. flight to Malta departs; have breakfast on plane

10:25 a.m. arrive in Malta; take a taxi to hotel

11:15 a.m. arrive at hotel and wait for Dan Jones

11:30 a.m. meet Dan Jones and discuss business

12:45 p.m. Dan Jones leaves

1:00 p.m. have lunch with Paul Smith

1. Can I meet Shukri at the airport at 9:45? _____
2. Will Shukri have breakfast when he arrives at the hotel? _____
3. Will he still be on the plane at 10:45? _____
4. Will he be at the hotel at 11:15? _____
5. Will he be free at about 11:40? _____
6. Will he be with Dan Jones at 1:15? _____

Lesson 5: Grammar 2

A Complete each sentence with the correct form of *be* + infinitive so that they refer to the future.

Example: Teachers _____ (have) longer holidays.

Teachers are to have longer holidays.

1. Coffee exports _____ (rise) next year.
2. This summer _____ (be) the hottest on record.
3. Traffic pollution _____ (grow) by 25% in the next five years, experts claim.
4. School children _____ (study) more languages.
5. A famous Libyan author _____ (write) a new history of Tripoli.

Lesson 6: Speaking

A Choose one of the topics below. Prepare to give advice about each one, using the language on Course Book page 35. Then give advice to a partner.

taking exams	getting married	buying electronic goods	using a computer
saving water	travelling	keeping a pet	

Lesson 7: Writing

A Think of a problem or issue for a leaflet. It can be one of the topics from lesson 6. Plan your leaflet. Make notes about the following.

1. the text on the cover – think of a short, effective question or statement to attract the reader's attention
2. the kind of pictures or photographs you could use
3. the kind of statistics or other information you want to use
4. the advice you can give to help solve the problem
(use language for giving advice from Lesson 6)

B Do some research on the topic, if necessary. Then write the text of the cover and the inside of the leaflet in your notebook. Add pictures if you can.

Lesson 8: Origins of man

A Your teacher will divide you into two groups. Group A, read text A and Group B, read text B. Then answer the questions that go with your text.

Group A

Read Horsa's description of a day in his life. It takes place 11,000 years ago in central Europe. Then answer questions 1–8 about Horsa's people.

1. Did they cook on a fire? _____
2. Did they have a permanent home? _____
3. Did they keep domestic animals? _____
4. Did they eat meat? _____
5. Did they grow corn? _____
6. Did they eat berries and nuts? _____
7. Did they use tools? _____
8. Did they trade with other families? _____

A My family is always on the move. We have arrived at some caves where we will sleep tonight, so we do not need to make a shelter with stones, skins and branches. Two other families are with us. My father and the other men spend most of the time hunting for meat. We followed the reindeer herd across the plain today and we all helped the men to catch and kill one of the animals. My father is a good hunter. He has spears with sharp points made from flint stone. He will make the fire to cook the meat on with the flints. My mother, sisters and the other women collected plants, roots, berries and nuts on the way. Tonight we will have a feast!

Group B

Read Mina's description of a day in her life 9,000 years ago in the Fertile Crescent. Then mark the sentences T for true or F for false.

- | | |
|---|--------------------------|
| 1. People lived in caves. | <input type="checkbox"/> |
| 2. Each family had their own territory. | <input type="checkbox"/> |
| 3. Water was drawn from a well. | <input type="checkbox"/> |
| 4. Crops included wheat, barley, peas and beans. | <input type="checkbox"/> |
| 5. People used pots for cooking. | <input type="checkbox"/> |
| 6. Men caught fish using bows and arrows. | <input type="checkbox"/> |
| 7. Some domestic animals lived in the village. | <input type="checkbox"/> |
| 8. It was possible to trade with another village. | <input type="checkbox"/> |

B

We live in our own hut. We built it ourselves with wooden poles and branches and used basketwork on the walls. Ours is one of many huts. There are several families here. You might almost call it a village. We have a good supply of water from the nearby river. We grow wheat and barley nearby. We are also growing peas, beans and other vegetables. If we have enough, we barter with another village. Today, mother used some flour to make bread. She enjoys cooking, and the fire is always burning. She has some fine pots. This morning my father went off hunting with some other men. They are equipped with bows, arrows and spears. Bone and flint are used for arrow heads. I have just collected some fish from our trap in the river and I have fed our sheep and goats as well.

- B** Work in pairs with a student from the other group. At which time would you prefer to have lived – Horsa's or Mina's? Compare and give reasons for your ideas.

Lesson 9: Man's early use of metal

- A** Close your Course Book and write three words in each column. Then check your spelling in the Course Book.

types of metal	weapons	in the kitchen	adornment	tools for farming
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Lesson 10: The development of writing

- A** Complete the text about the origins of writing with the words in the box.

sticks sounds words ideas objects alphabets

The Origins of Writing

Pictures came before ① _____. They showed ② _____ and numbers from prehistoric times. It was more difficult to record ③ _____. The first form of writing comes from Mesopotamia in 3,500 BC. Pictures were written in wet clay with ④ _____ (the Cuneiform alphabet). Five hundred years later, the Egyptians developed their own picture writing (hieroglyphics) associated with ⑤ _____. The Chinese and Mayans of South America also developed writing at this time. Eventually, sounds were reduced to an alphabet form. The original alphabet is thought to come from the Semites, who lived in Arabia around 3,000 BC. Both the English and Arabic ⑥ _____ have this common origin.

B Work in pairs. Design a picture alphabet.

1. Think of a picture for each letter of the alphabet.
Example: *snake starts with s and s looks like a snake.*
2. Write out a word in your picture code.
3. Ask your partner to read it.
4. Work with another pair. See if they can read your code.

a		b	
c		d	
e		f	
g		h	
i		j	
k		l	
m		n	
o		p	
q		r	

s		t	
u		v	
w		x	
y		z	

Lesson 11: Inventions: Progress and change

A One way to measure the standard of living in a country is to record how many people per 1,000 own certain products or use certain services. In Britain, the items below have been taken off this list. Make a few notes on each item explaining why.

1. video recorders and VHS tapes
2. CDs
3. television repairs
4. 35 mm film

Lesson 2: Reading

A Look at the text *Great failures* on Course Book page 43. Complete these sentences about the stories.

The worst driver in the world

1. The woman passed the test after trying _____ times.
2. She shouldn't have driven through a _____ light.

The longest failure to return a borrowed book

3. The book was _____ years late.
4. It should have been returned after _____ weeks.

The least successful weather report

5. The presenter would have given the forecast if the _____ had been open.

The worst burglar

6. The burglar ate too much too _____.
7. When he lay down, he shouldn't have closed his _____.

The unluckiest lion

8. Everyone was afraid of the lion, except the _____.
9. If the woman hadn't hit the lion, the _____ might have been killed.

B In each case, which explanation is correct? Circle a) or b).

1. He was supposed to return it three weeks later.
a) He didn't want to return it three weeks later.
b) The library expected him to return it three weeks later.
2. My grandfather was going to return it.
a) My grandfather wanted to return it.
b) My grandfather will return it.
3. I kept forgetting.
a) I forgot many times.
b) I forgot to keep it.
4. I broke into a house.
a) I damaged a house.
b) I went into a house.
5. The lion soon wished it had left the boy alone.
a) The lion was soon sorry that it had run after the boy.
b) The lion wanted to leave the boy alone.

C Do you agree with these statements? Write your opinion about them. Give reasons and examples.

1. It is important to be good at something.

2. When you make a mistake, you learn, so it is good to make mistakes.

Lesson 4: Grammar 1

A Complete each sentence so that its meaning is similar to the sentence above it. The first one has been done for you.

1. He did not work hard at school, so he did not get a good job.

If he had worked hard, he would have got a good job.

2. I did not tell her because I knew she would be angry.

If I _____,

3. She wanted to buy it, but she did not have enough money.

She would _____.

4. I bought it because you persuaded me.

I wouldn't _____.

5. We succeeded because you helped us.

If you _____,

6. I didn't see you there. That's why I didn't say hello.

I would _____.

B Complete the sentences with the words in the brackets. Put the verbs in the correct form.

1. I wish I _____ (studied) harder last year.

2. Do you wish you _____ (be) older?

3. I can't swim, but I wish I _____ (can).

4. I wish my sister _____ (not break) my CD player yesterday.

5. These shoes aren't comfortable. I wish I _____ (not buy) them.

6. I wish my friend _____ (not live) so far away. It's nearly 10 km!

7. Did you ever say something and then wish you _____ (not say) it?

8. I wish I _____ (can run) as fast as my brother.



Lesson 5: Grammar 2

A Complete the sentences with your own ideas. Write two more of your own.
Use *was/were going to ...*, *but ...*

1. I was going to buy a motorbike, but _____.
2. We were going to come, but _____.
3. I thought I was going to be ill, but _____.
4. I was going to ask if I could borrow it, but _____.
5. _____.
6. _____.

Lesson 6: Speaking

A The following answers to statements show surprise. Your voice must go up at the end. Repeat these phrases after your teacher. Practise saying them yourself. Try to sound surprised!

1.  The what?
2.  How many?

B Take turns to practise these two dialogues in pairs. Student B's voice must go up to show surprise.

1. A: Have you heard of the Not Very Good Club?
B: The what?
A: The Not Very Good Club.
2. A: They had letters from 20,000 people.
B: How many?
A: Twenty thousand.

C Work in pairs. Read the underlined words in the sentences. Discuss what questions you could ask about them.

Example: Student A: *I didn't wake up until 11 a.m.*
Student B: *Until when?*

1. Have you heard of the World Health Organization?
2. About 60 million people live in Britain.
3. Sorry I'm late. My dog didn't wake me up.
4. I didn't wake up until 10 a.m.
5. There was a bad traffic jam on the road.
6. I paid 20 dinars for this.
7. I couldn't do my maths homework last night.
8. Do you ever wish you were an eagle?

- D** Work in pairs. Student A, say a sentence from Exercise C. Student B, ask about the underlined words. Student A, respond to the question. Switch roles.

Example: I didn't wake up until 11 a.m.
 Student A: I didn't wake up until 11 a.m.
 Student B: Until when?
 Student A: 11 a.m. I was feeling very ill

Lesson 8: Needs and the environment

- A** Work in pairs. Write the sentences using the past conditional.

- The explorer went too close to the polar bear. / The bear attacked him.

- The explorers lost their map. / They got lost and died.

- There was a snowstorm. / The explorers didn't reach the Pole.

- The sledge was broken. / The explorers had to turn back.

- The explorers had a radio. / They were able to call for help.

Lesson 9: Natural resources

- A** Industrial development needs energy. The pictures show electricity being made from different sources of energy. People sometimes don't like power stations being built too close to where they live. Draw a line to match the newspaper cuttings 1–6 to the power stations a–f.

1 ... It will cause acid rain and add to global warming. Agricultural land will be lost to mining ...

2 ... The problem is, a large area of land is flooded ...

3 ... There is a problem with radioactive waste ... and then, if there's an accident ...

4 ... These windmills are noisy. They take up a lot of space and spoil the landscape ...

5 ... It really needs too big an area of land to be a practical proposition in our town ...

6 ... It could interfere with shipping since it covers a large area of the sea ...

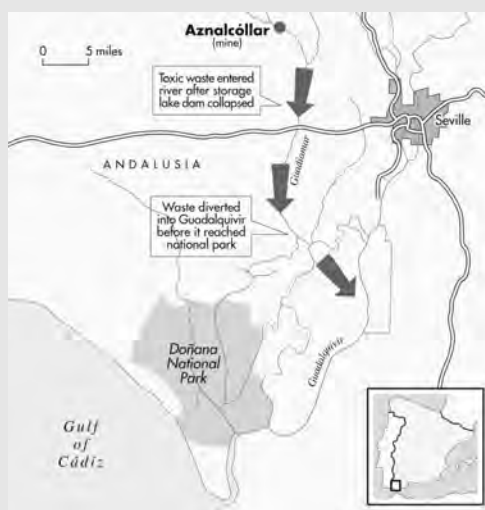


Lesson 10: Pollution

A Read the article below about a natural disaster in Spain. Then match the questions 1–4 to the paragraphs a–d by writing the letter in the box.

1. Is the poison killing wildlife?
2. What is going to be done about it?
3. How did the disaster happen?
4. What should people do or not do?

a A flood of toxic waste from a reservoir is threatening to destroy one of Spain's most beautiful national parks. The waste is from a zinc mine near Seville. The polluted water has poured through a broken dam. Orchards, rice fields and cotton plantations are now covered with black mud. The water has now made its way down a river to the sea.



- b** The poisonous waste is killing everything in its path and there are concerns about the effects on underground water. A scientist from Seville University said nothing will be left alive. She warned that the poisons in the water were already entering the food chain and that birds could die from eating affected crabs.
- c** People have been warned not to drink the water from the wells. Farmers have been told to keep their sheep and cattle away from the river. It may not be safe to irrigate fruit trees. Tourists have been advised to avoid local produce and many have cancelled their holiday bookings.
- d** Meanwhile, the authorities have declared that the food, water and air are all safe. But they don't know how best to clean up the mess; and nobody knows what the long-term effects of this disaster will be.

B Was the disaster in Spain a natural disaster? Give reasons to support your opinion.

Lesson 11: A sustainable world

A Read the headlines and predict what the story will be about.

Indonesian News

a Developed countries exhaust developing world resources

The Canadian Times

c TREE PLANTING SCHEME DEMANDED

The London Daily Times

d Half of Brazilian rainforests destroyed

The Irish Fisherman

b Fishermen complain about restrictions

Mediterranean Times

e World fish catches falling

B Read the extracts from the newspaper articles. Then match the articles with the headlines in Exercise A by writing the letter a–e.

1 All around the Mediterranean, fishermen are reporting smaller catches. The same situation has been seen in the North Atlantic. ☐

2 All local hardwood trees are exported to Europe and North America. There is a huge demand and it brings us money we desperately need. Hardwood is slow-growing and there will be no trees to replace them for many years. ☐

4 There is a growing demand for paper worldwide. It takes one tree to produce 500 newspapers. That means 15,000 trees a day if only half the adult population buy a newspaper. Trees are being cut down faster than they are being replaced. Replanting trees must start soon before the paper runs out. ☐

5 The problem is not just that the timber is removed from tropical areas. Forests affect the weather and the climate as well as the atmosphere. Forest plants and trees are also important for medicines. ☐

3 European fishermen are protesting against new restrictions on the amount of fish they catch. The restrictions have been introduced so that there are enough fish left to reproduce and so protect future fish supplies. Our neighbours are complaining they are not allowed to catch enough fish. ☐

C Write a paragraph on which of the extracts in Exercise B worries you the most. Give reasons for your choice. Suggest what could be done instead.

Lesson 1: Reading

A Read the two texts on Course Book page 54. Then answer the questions below. Give reasons for your answers.

Which person ...

- | | |
|--|--|
| 1. is interested in the characters in a story? | 4. prefers books that are not difficult? |
| 2. reads to pass the time? | 5. chooses books very carefully? |
| 3. discusses books with friends? | 6. is more interested in action than characters? |

Lesson 2: Reading

A Read text 1 on Course Book page 55 and match the words 1–5 to their definitions a–e.

- | | | |
|-----------------------------------|--------------------------|---|
| 1. holding his breath (lines 1–2) | <input type="checkbox"/> | a) part of a door you push or pull to open |
| 2. mosquito net (lines 3–4) | <input type="checkbox"/> | b) the first appearance of light in the morning |
| 3. handle (line 5) | <input type="checkbox"/> | c) looked carefully |
| 4. peered (line 7) | <input type="checkbox"/> | d) not breathing |
| 5. dawn (line 8) | <input type="checkbox"/> | e) a thin curtain which protects a sleeping person from insects |

B Underline the words and phrases in text 1 which tell us the following.

- | | |
|--------------------------------|--------------------------------|
| 1. the man was asleep | 3. the man is expecting danger |
| 2. the man is in a hot country | 4. it is early morning |

C Underline the words in text 2 on Course Book page 55 that mean the following.

- a building where old, disabled or ill people live when they need professional care _____
- die _____
- not sure, uncertain _____
- the end of the day, when it is getting dark _____
- permission to be absent from work _____
- say no to a request from someone _____

D Read the statements about the narrator of text 2. Tick (✓) the ones you agree with. Compare with a partner and explain your answers.

- He is not surprised that his mother is dead. ☐
- He is an emotional person. ☐
- He is an organized person. ☐
- He is optimistic. ☐
- He has a good relationship with his employer. ☐
- He worries about what other people think. ☐

E What do you think will happen next in both texts? Make notes. Then compare your ideas.

F Discuss these questions in pairs.

1. Are texts 1 and 2 good beginnings of a novel? Why?/Why not?
2. Which one makes you want to continue reading the most?
3. How do you decide whether to start reading a book? Do you read any parts of the book to help you decide?
4. How does the type of narrator – the third person in text 1 (*He raised himself ...*) and the first person in text 2 (*... I can't be sure.*) – change the style of the text?

Lesson 3: Vocabulary

A Make true sentences about yourself using the *-ing* form of a verb and any other necessary words.

Example: I enjoy cooking when I have plenty of time.

1. I'm afraid of _____.
2. I sometimes worry about _____.
3. _____ is my worst habit.
4. _____ is my favourite hobby.
5. I'm good at _____.
6. I'm not looking forward to _____.
7. I never leave home without _____.
8. I can't stand _____.

B Choose the correct word to complete the sentences.

1. The news is *surprised* / *surprising*.
2. When I asked for help, he seemed *annoyed* / *annoying*.
3. You look *tired* / *tiring*. Go to sleep.
4. This book is really *frightening* / *frightened*. I'm not sure if I like it.
5. Are you *bored* / *boring*? Let's play cards.
6. He's *interested* / *interesting* in books about famous people.

C Complete the sentences with the correct form of the word in brackets. Sometimes you will need to make changes to the spelling of the word.

1. Chess is a very _____ (relax) hobby.
2. My grandmother is always _____ (shock) by how much things cost.
3. That book is really _____ (bore). I don't know why you're reading it.
4. Working for a long time without a break is _____ (tire).
5. She was _____ (excite) to hear that she had got the job.
6. Are you _____ (annoy) with me?

D Complete each question with an adjective ending with -ing or -ed. Then ask a partner your questions.

1. When was the last time you felt _____?
2. Which is the most _____ book you have ever read?
3. Have you ever felt _____ after watching a film?
4. What do you do when you feel _____?
5. Do you think that television is _____?
6. Which sport or hobby do you think is the most _____?

E Read the information about adjectives. What does each adjective in the sentences in Exercise D on Course Book page 56 describe?

Adjectives ending with -ing and -ed

There are a lot of adjectives which end with -ing.

Examples: *interesting, boring, exciting, confusing, tiring, frightening, surprising, shocking, relaxing*

These adjectives describe people or things that cause particular feelings.

Examples: *I thought the book was **exciting**.
He's an **interesting** person.*

Don't confuse these -ing adjectives with adjectives ending with -ed (e.g., *interested, bored, excited*, etc.). These adjectives say how people feel. We don't use them to describe things.

Examples: *Samia felt **confused**, so she asked a question.
I'm **bored**. What shall we do?*

Lesson 4: Grammar 1

A Reorder the words to make correct sentences.

Example: the / news / happy / to / was / I / hear
I was happy to hear the news.

1. sorry / trouble / I'm / to / you _____
2. instructions / are / understand / to / these / difficult _____
3. to / begin / lecturer / is / ready / the _____
4. likely / know / he's / the / answer / to _____
5. stay / your / to / are / parents / welcome / here _____

B Complete the sentences with an infinitive.

1. There's nothing to do in this town.
2. I'm hungry. Do we have anything _____?
3. Bring a magazine _____ while you wait.
4. I didn't have time _____ the work.
5. Would you like something _____?
6. I know a good place _____ cheap CDs.

C Complete each question with an infinitive and any other necessary words. Then ask a partner your questions.

1. Are you happy _____?
2. Do you find it easy _____?
3. What would you like _____?
4. What do you use _____?
5. Can you tell me where _____?

Lesson 5: Grammar 2

A Choose the correct form to complete the sentences.

1. Our teacher is very strict. He expects us to *obey* / *obeying* him immediately.
2. I can't lift this. Would you mind to *help* / *helping* me?
3. I don't feel like to *go* / *going* out.
4. My brother chose to *study* / *studying* Social Sciences.
5. Can you imagine to *live* / *living* on the 100th floor?
6. They enjoy to *read* / *reading* traditional stories.

B Some of these sentences have a mistake. Correct the mistakes.

1. We're expecting to hear from her when she arrives.
2. I hope travelling to Europe next summer.
3. He risked to lose his business because of his bad judgement.
4. The new teacher seems to know his subject very well.
5. Do you mind to turn the television down?
6. It's worth to visit the Egyptian exhibition. It's really interesting.
7. I can't afford to go on holiday until the end of the month.

C Complete each sentence with the correct form of the verb in brackets.

1. She always remembers _____ (call) me on my birthday.
2. Do you remember _____ (go) to the cinema for the first time?
3. I'll never forget _____ (see) my nephew take his first steps.
4. I'm sorry I forgot _____ (tell) you that the class was cancelled.
5. Did you remember _____ (do) your homework?
6. My grandfather always forgets _____ (switch on) his mobile phone when he is out.

D Write sentences about the topics below. Then compare your answers with a partner:

1. something dangerous or difficult you have tried doing
I tried _____
2. something you would like to try doing

3. something you tried to do but failed

Lesson 6: Speaking

- A** Work in pairs. Write the title of four books you have both read in your notebook. Give your opinions on the books, using the phrases on Course Book page 59.
- B** Look at the way Khalid describes the storyline of the book on Course Book page 59. What tense does he use? Complete the information below.
- Telling stories**

Most stories are written in the _____ tense, but when we summarize or review a story, we use the _____ tense.
- C** Work in pairs. Think of a well-known film or television series. Summarize it in one or two sentences. See if your partner can guess the title.
- D** Work in pairs. Student A, think of your favourite book. Answer Student B's questions. Student B, ask Student A about his/her favourite book using Ahmed's questions from the text on Course Book page 59 and some of your own questions. Begin by asking: *What's your favourite book?* Then swap roles.

Lesson 8: Upbringing and education

- A** Complete each of the nouns below with one of the suffixes in the box.

-ity	-hood	-tion	-ment	-ence
------	-------	-------	-------	-------

- | | |
|-----------------|------------------|
| 1. child _____ | 7. develop _____ |
| 2. experi _____ | 8. adolesc _____ |
| 3. isola _____ | 9. influ _____ |
| 4. equal _____ | 10. educa _____ |
| 5. mother _____ | 11. abil _____ |
| 6. matur _____ | 12. emo _____ |

Lesson 9: Conditioning

- A** Read the famous saying by Rousseau below. Then write a few sentences to explain what you think he meant by this. Do you agree with the saying?

'Man is born free, but everywhere he is in chains.'

Lesson 10: Motivation

- A** Read the text. In your own words, explain what is meant by an *exploratory drive*. Write about something you would like to find out about.

Monkeys shut in a box quickly learn to press a lever to open a window and look outside. Experiments with animals and humans suggest that we are naturally curious. We have a curiosity or *exploratory drive*. We enjoy finding things out and exploring the unknown.

Lesson 11: Personality

- A** Match the personality adjectives 1–8 to the descriptions a–h.

- | | | |
|--------------|--------------------------|---|
| 1. fussy | <input type="checkbox"/> | a) aware of how other people are feeling |
| 2. modest | <input type="checkbox"/> | b) likes being in charge and telling everyone what to do |
| 3. sensitive | <input type="checkbox"/> | c) shares everything with their friends |
| 4. loyal | <input type="checkbox"/> | d) loves meeting new people and making conversation |
| 5. moody | <input type="checkbox"/> | e) likes everything to be in the right place and everything to be just as they planned it |
| 6. bossy | <input type="checkbox"/> | f) even when doing something really well, doesn't tell anyone about it |
| 7. generous | <input type="checkbox"/> | g) friends are very important; never says anything bad about them |
| 8. outgoing | <input type="checkbox"/> | h) one minute they're up, the next they're down; you never know where you are with them |

Unit 6

The world of sport

Lesson 2: Reading

A Read the first four paragraphs of the text on Course Book page 67.

Complete these sentences.

1. According to the text, the most dangerous country for referees is _____.
2. The official walked onto the pitch because he thought the referee was _____.
3. Sometimes people say they will _____ the referee if their team wins.
4. The Italians said they could not _____ well enough.
5. The Italians _____ the game.

B Read the rest of the text. Then answer these questions with a partner.

1. What was the score at half-time?
2. According to the manager of the Velez team, how were his players injured?
3. Why was this an important match?
4. Who saw the players?
5. Did the doctor find any injuries?
6. Why didn't the AFA give the match to Velez?

C Look at the verbs 1–11 in the left-hand column. What do they all have in common?

verb		meaning
1. accuse	<input type="checkbox"/>	a) say you are willing to do something for someone
2. offer	<input type="checkbox"/>	b) give firm instructions
3. threaten	<input type="checkbox"/>	c) give reasons for what you say
4. refuse	<input type="checkbox"/>	d) say firmly that something must be done
5. claim	<input type="checkbox"/>	e) give information
6. order	<input type="checkbox"/>	f) say you will do something bad
7. announce	<input type="checkbox"/>	g) say firmly you do not want to do something
8. insist	<input type="checkbox"/>	h) say you would like to do something
9. argue	<input type="checkbox"/>	i) say that someone has done something bad
10. ask	<input type="checkbox"/>	j) say something is true
11. inform	<input type="checkbox"/>	k) say in public

D Find the verbs 1–11 on Course Book page 67. Study the sentences they are used in. Then match the verbs to the meanings a–k.

Lesson 4: Grammar 1

A Report the statements using the verbs in the brackets.

Example: Abdulkarim: 'Let's ask the secretary.' (suggest)

Abdulkarim suggested asking the secretary.

1. Asma to Yunis: 'Don't ride your motorcycle without a helmet. You could be killed.' (warn)

2. Zainab: 'I'm sorry I'm late.' (apologize)

3. Tarek to us: 'There are floods on the road.' (tell)

4. Hana to Asma: 'Fill up with petrol.' (remind)

5. Nisrin: 'I'll phone later.' (promise)

6. Mousa: 'My seat's uncomfortable.' (complain)

B Write what you think happened after situations 1–4. Use the verbs in brackets, or other verbs that you know.

Example: *Abubaker borrowed some CDs from Marwan, but forgot to return them. (remind, apologize, promise)*

Marwan reminded Abubaker to bring the CDs to school.

1. Two criminals walked into a bank last week. (tell, threaten)

2. The police arrested two suspects yesterday. (accuse, claim, admit)

3. Sukainah threw a ball through her uncle's window by accident. (tell, apologize, explain, offer)

4. Samia was playing with her little brother on the stairs. He fell down the stairs. Samia's parents were angry with her. (blame, warn, promise)

C Think of the conversations you have had today at home and at school. Write five things that people said.

Examples: *My brother reminded me to bring my sports shoes to school.*

I promised my mother that I would be home on time today.

Lesson 5: Grammar 2

A Report these things, which were spoken a few weeks ago. Use time expressions from Course Book page 70, and verbs from Course Book page 69.

1. Mousa to Ibrahim: 'Thank you for saving my life yesterday.'

2. Shakir to Samir: 'Would you like to come to our house next weekend?'

3. The newsreader on TV: 'Tomorrow is a public holiday.'

4. Salsabil: 'I gave him back the money two days ago.'

5. Nisrin: 'Would you like me to cook today?'

B Which of these reports are grammatically correct? Mark them with a tick (✓) or a cross (X).

1. My brother asked me could he borrow my CD. ____
2. Ask him why he wants it. ____
3. Please ask her what time will she arrive. ____
4. We should ask them if they want to come with us. ____
5. I asked him if when he was born. ____

C Study the examples. Then report the questions. Begin: *She asked ...*

Example: 'Can you ride a horse, Samia?' *She asked Samia if she could ride a horse.*

1. 'How can I turn this machine off?'

2. 'Do your cousins ride, too?'

3. 'Where do you usually ride?'

4. 'Where are we going?'

5. 'How do you make the horse stop?'

Lesson 6: Speaking

A Study the sentences and discuss them with a partner. How would you usually reply to them?

'Well done. You played really well.'

'Congratulations on winning the race.'

'That was a great goal that you scored.'

'You're good at this.'

'Your tennis is improving.'

'That's a nice shirt.'

B Work in small groups. Take turns congratulating, complimenting and expressing thanks to each other. Look at the topics below to help you.

sports and games	school work	clothes	possessions
personality	recent events, e.g., a birthday		

Example: A: *Great game!*

B: *Thanks! You, too!*

Lesson 8: The greatest show on Earth

A Look at the article on the World Cup in Exercise A on Course Book page 73. Write the words and phrases in bold in the article by the correct definition below.

1. the people who watch an event taking place _____
2. the number of people who watch a programme on television _____
3. a way of deciding a football match that has ended in a draw _____
4. the early stages of a big tournament in which smaller teams are involved _____
5. a business paying for a public event in order to advertize its products _____
6. the most exciting (and usually final) part of an event _____
7. official statement that an organization gives to newspaper reporters _____
8. people taking part in and trying to win a competition _____

B Cover Exercise A. Then match the words 1–5 to the words a–e to make compounds.

- | | |
|---------------|-------------|
| 1. sporting | a) release |
| 2. global | b) rounds |
| 3. viewing | c) business |
| 4. press | d) event |
| 5. qualifying | e) figures |

Lesson 9: The Olympic Games

- A** Write a paragraph on *The Greatest Show on Earth*. Decide whether to write about the World Cup or the Olympic Games. Give reasons for your choice. Use the table in Exercise C on Course Book page 74 to help with your ideas.

Lesson 10: Sport and society

- A** Psychologists and sociologists use questionnaires to understand people's attitudes and their behaviour in group situations. At a football match, there are teams and there is a crowd. Mark each of the words and phrases in the box (T) if you associate it with being part of a team and (C) if you associate it with being part of the crowd.

natural ☐ artificial ☐ having a leader ☐ having no leader ☐ formal ☐
informal ☐ permanent ☐ temporary ☐ large ☐ small ☐ at work ☐
at leisure ☐ of similar age ☐ of various ages ☐

- B** Read the text on the next page. Then answer these questions.

1. Find two emotions that are mentioned in the text.

2. Have you ever felt like this?

3. Can you explain why these attitude changes take place?

Crowd Behaviour

A crowd is usually thought of as a gathering of a large number of people. They are all attending something of common interest, for example, a demonstration or a football match.

What is surprising is that a person in a crowd is likely to behave quite differently from the way they would behave if they were by themselves. Why is this so?

Firstly, it seems they share feelings of emotion such as excitement or fear. People also feel they have less responsibility and less self-control. Maybe this is because people feel they are lost in the crowd. They can behave badly and not get caught.

Lesson 11: A sporting policy

A Look again at the positive and negative comments in Exercise C on Course Book page 76. Then rewrite the sentences below as reported speech.

1. 'Some games are too violent.'
Mary complained that _____.
2. 'She enjoys playing even if the team loses.'
Her father said that she _____.
3. 'Everyone can join in.'
The teacher told us that _____.
4. 'Some people train too hard.'
Martin claimed that _____.

B Match the sets of words 1–6 to the sports a–f.

- | | | |
|---|--------------------------|-----------------|
| 1. match / pass / shoot / goal / foul / offside | <input type="checkbox"/> | a) golf |
| 2. club / tee / drive / putt / green / bunker | <input type="checkbox"/> | b) boxing |
| 3. jockey / whip / favourite / fences / winning post | <input type="checkbox"/> | c) motor racing |
| 4. gloves / punch / ring / round / bell / knock-out | <input type="checkbox"/> | d) tennis |
| 5. grass or clay / serve / return / volley / net / line | <input type="checkbox"/> | e) football |
| 6. circuit / lap / helmet / flag / starting grid | <input type="checkbox"/> | f) horse racing |

Unit 7

Health and first aid

Lesson 2: Reading

A Read the article on Course Book page 79 and match the words 1–8 to their definitions a–h.

- | | |
|-----------------------------|--|
| 1. life expectancy (line 1) | a) completely destroyed |
| 2. set up (line 7) | b) supported |
| 3. improve (line 8) | c) created |
| 4. eradicated (line 15) | d) how long a person is likely to live |
| 5. victims (line 24) | e) working together |
| 6. cooperation (line 29) | f) make better |
| 7. encouraged (line 38) | g) the frontiers between countries |
| 8. borders (line 45) | h) people who are hurt or killed |

B Complete the phrases or sentences with words from the box. Then find the phrases or sentences in the article and check your answers.

of to (x3) from (x2) by (x2)

- Twenty years later, the world average increased _____ 56 years.
- The WHO was set up _____ the countries of the United Nations.
- Before it was eradicated, 15 million people suffered _____ smallpox every year.
- ... many people were blinded _____ the disease.
- This terrible disease had been eradicated _____ every country in the world.
- The WHO believes that people should be reminded _____ the dangers of smoking ...
- ... and should be encouraged _____ stop.
- Smallpox was not eradicated until the countries of the world agreed _____ work together.

C What do these words refer to?

- them (line 5) _____
- them (line 16) _____
- such a thing (line 21) _____
- that (line 35) _____
- which (line 39) _____

D Work in pairs. Explain these phrases or sentences from the article in your own words.

- roughly equal to seven times the population of Libya (lines 26–27)
- A number of important lessons have been learnt since 1948. (lines 41–42)
- Disease does not recognize national borders or religious, political, racial or economic differences between countries. (lines 44–46)
- Science alone is not enough. (line 50)

E Work in pairs. What do you think will be the main health problems facing the world in the next sixty years? Use a dictionary if necessary. Compare your ideas with the rest of the class.

Lesson 3: Vocabulary

- A** The article in the Reading lessons is about the eradication of smallpox. Find the verb form of *eradication* on Course Book page 79.

eradication (n) _____ (v)

- B** Now complete the table with noun and verb forms. Use a dictionary.

noun	verb
vaccination/vaccine	
information	
	protect
	prevent
cooperation	
	suffer
damage	

- C** Complete each sentence with a noun or verb from Exercises A and B. You will need to put the verbs in the correct tense.

1. He _____ his arm in the accident.
2. Emergency services need to _____ efficiently in an emergency – they need to know what everyone's role is.
3. If you wear this plaster for a few days, it _____ the wound from infection.
4. Improved sanitation is an important step in the _____ of tuberculosis.
5. This leaflet has some useful _____ about how to treat burns and cuts in the home.
6. Has your son been _____ against measles?
7. When it comes to health problems, _____ is better than a cure.
8. She couldn't come to the interview because she _____ from the flu.

Lesson 4: Grammar 1

- A** Complete the sentences with the correct form of the verb in brackets.

Example: You can use the lift. It has been repaired (repair) now.

1. The decision _____ (make) before I arrived.
2. The road _____ (close) for two months.
3. The remains _____ (discover) by a team of Libyan archaeologists in 1985.
4. The emergency telephone _____ (damage), so I couldn't use it.
5. English _____ (speak) here for 100 years.
6. The vaccination _____ (invent) in the 1890s by Edward Jenner.

B Some of the sentences are wrong. Tick (✓) the ones that are right.
Correct the ones that are wrong.

1. If the patient feels sick, he should be asked to sit down.

2. The new stadium will finish in three years.

3. This medicine can take by adults and children over the age of eight.

4. You won't be allowed to leave the room until the exam is over.

5. The dish can be make with fresh or dried pasta.

6. People who are suffering from shock shouldn't be left alone.

7. The prize might give to my uncle this year.

C Rewrite these sentences beginning with the words given. Decide whether to include the agent in each case.

Example: A woman called an ambulance.
An ambulance was called.

1. The ambulance took the young man to hospital.
The young _____.
2. A car had hit him.
He _____.
3. He survived because someone had stopped the bleeding quickly.
He survived because the _____.
4. We should encourage everyone to learn first aid.
Everyone _____.
5. The hospital has sent the young man home now.
The young _____.

D Decide if each sentence should be active or passive. Then put the verbs in brackets in the correct form.

1. The Red Crescent is an organization that _____ (help) people in emergencies.
2. The Red Crescent _____ (set up) many years ago.
3. Since then, many lives _____ (save) by Red Crescent volunteers.
4. Have you ever _____ (give) blood to the Red Crescent blood bank?
5. In an emergency, the emergency services should _____ (call) as quickly as possible.
6. My cousin helped an accident victim last week. He knew what to do because he _____ (learn) first aid.

Lesson 5: Grammar 2

A Rewrite these sentences in the passive form.

Example: The water was carrying away cars and trucks.
Cars and trucks were being carried away by the water.

1. The rescuers were using three helicopters yesterday.

2. People are using schools for temporary accommodation.

3. Red Crescent volunteers are looking after the victims.

4. Someone is counting the number of missing people.

5. Reporters are interviewing the survivors.

6. The Red Crescent is organizing a campaign to raise funds for the victims' families.

B In pairs, make sentences about things that most people have done and things that most people do themselves. Use the words in the box and your own ideas.

cut their hair	wash their hair	wash their car	test their eyes	cut their nails
paint their houses	repair their computers	cook their dinner	make their beds	

Examples: *Most people have their hair cut.*
Most people wash their hair themselves.

C Rewrite each sentence so that it means the same as the one above it.

Example: His car is being repaired.
He is having his car repaired.

1. The dentist is going to fill her tooth.
She is going _____.
2. Somebody must repair my shoes.
I must _____.
3. I'm going to ask the police to arrest you.
I'm going _____.
4. Someone should wash my car.
I should _____.
5. An architect is designing their house.
They are _____.

Lesson 6: Speaking

A Work in pairs. Student A, read text 1. Student B, read text 2. Using the notes in your text and the phrases in the box on Course Book page 83, take turns giving each other instructions about your topic.

1

How to treat burns

Hold area under running water for at least 10 minutes.

If burn is serious, call an ambulance.

Person should lie down.

Cover burn with clean, non-fluffy material (e.g., cloth).

No creams or lotions.

No sticky plasters.

2

How to treat bleeding

Wash and dry your hands.

Clean the cut under running water.

Dry the area with clean dressing or material.

If possible, raise affected area above the heart.

Cover the cut with sterile dressing or plaster.

If bleeding is serious, apply pressure and call an ambulance.

Lesson 7: Writing

A Use the notes below to write sentences about what to do after an earthquake.

AFTER AN EARTHQUAKE

Do:

- Get everyone out of your house.
- Give first aid where necessary.
- Help neighbours who may need assistance.
- Check your home for damage.
- Turn off the electricity if you see sparks or broken wires.

Don't:

- Move people who are injured.
- Use the telephone unless it is an emergency.
- Use water from the tap if water pipes are damaged.

B You are going to write a short paragraph giving instructions about what to do in an earthquake. Follow these steps.

1. Choose six instructions about what to do during or after an earthquake.
2. Number them in the order you want to write about them.
3. Write two or three sentences at the beginning about the danger of earthquakes and why it is important to be prepared.
4. Now write your paragraph. Remember to give reasons for the instructions and use a variety of phrases.

Lesson 8: Food production and progress

- A** Complete this paragraph with the words and phrases in Exercise C on Course Book page 85.

During the Agricultural Revolution, which started 10,000 years ago, hunters became _____. Small social groups were formed and they soon became _____. Plants were _____ and single _____ were grown. People started to graze _____. As a result, there was less starvation and some _____ were prevented. The _____ increased.

Lesson 9: Working groups

- A** Read this extract from what a sociologist says about status and roles. Underline the examples of status and circle the examples of roles.

Our status and the roles we play change all the time. At school, you are a student in class; a friend to your friends; a member of a sports team and so on. When you are at home, you are a son or a daughter. This at once defines your status in the family. As the son or daughter, you have a role to play. Perhaps as the son, you go to the mosque with your father; as the daughter you help your mother to prepare the food for the family, and so on. Your status, son or daughter, is who you are. The role is what you do attend: the mosque, preparing the food and so on.

- B** Write a paragraph explaining your status at home within the family and the different roles you play. Compare this with your status and the role you play when you are outside the family, at school, with friends, at a club you belong to or playing for a team that you are part of, for example.

Lesson 10: Culture

A Complete the table with the noun of each verb. All the words appear on Course Book page 87.

	verb	noun
1.	influence	
2.	socialize	
3.	behave	
4.	divide	
5.	affect	
6.	distribute	
7.	regulate	
8.	arrange	

Lesson 11: The mass media

A Complete the table with arguments for and against mass media.

Mass media	
advantages	disadvantages
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson 2: Reading

A Read the article on Course Book page 91 again. Complete these sentences.

1. English is sometimes called a *world language* because _____.
2. People in Britain speak many _____.
3. The varieties of English have differences in _____, _____ and _____.
4. Speakers of different varieties of English can usually _____.
5. Nobody can control language because _____.
6. A sixth of the world's population _____.
7. About a billion people use English for travel, work or study, although _____.

B Explain these phrases from the text in your own words.

1. a world language (line 7)
2. local varieties (line 15)
3. is regarded as (line 16)
4. the most noticeable differences (line 24)
5. It has been suggested (line 40)
6. language is a living thing (line 43)
7. has its own vocabulary (lines 50–51)
8. It has been estimated (line 53)

C What do these words refer back to?

- | | |
|---------------------------|-------------------------|
| 1. many (line 4) | 3. preferring (line 37) |
| 2. this language (line 8) | 4. for this (line 49) |

D Look at lines 18–32 of the same article. Find three words that have a similar meaning to *but*.

h_____ wh_____ wh_____

E Imagine that a British person asked you about Arabic. What would you say about the following?

1. varieties of Arabic
2. an international standard
3. differences between varieties
4. the future of Arabic

F Tick (✓) the opinions about learning a language that you agree with. Compare your answers with a partner. Explain why you agree or disagree with each opinion.

1. Learning a language is like opening a very heavy door. _____
2. Learning a language is like being in the army. _____
3. Learning a language is like learning a sport. _____
4. Learning a language is like doing a big jigsaw puzzle. _____
5. Learning a language is like climbing a ladder. _____
6. Learning a language is like discovering a new place. _____

Lesson 3: Vocabulary

A Say what the four words in each group have in common.

Group A

wood
cotton
plastic
metal

Group B

thumb
navel
knee
chest

Group C

so that
whereas
although
on the other hand

B Look back at Units 1–7 and make a word group. Show your group to a partner and ask what the words have in common.

C Rewrite each of the sentences so that it means the same as the sentence above it. Use the word in brackets and make any necessary changes.

Example: In Tarek's opinion, the news is not true.
(According) According to Tarek, the news is not true.

- I'd like to use the phone.
(make) _____
- Books about real life are boring.
(bored) _____
- What's the matter with you today?
(wrong) _____
- I like learning English, but it can be hard work.
(although) _____
- Chinese might be a more important language than English by 2050.
(probably) _____
- Because I wanted to take a photograph, my dad stopped the car.
(so that) _____

Lesson 4: Grammar 1

A Some of the sentences are wrong. Tick (✓) the ones that are right. Correct the ones that are wrong.

- I can't find my dictionary. I must have leave it at home.
- When I leave school, I will have studied English for 10 years.
- Why didn't you do the work?
- It must have been difficult to communicate before e-mail.
- Who does know the answer to this question?
- I will finished the essay by tomorrow afternoon.
- Who you spoke to on the phone?
- He can't have been the murderer. He was out of town.

Lesson 5: Grammar 2

A Change the sentences to reported speech beginning with the words given.
The sentences were all spoken more than a week ago.

1. 'I did it yesterday.'
He said he _____.
2. 'Have you seen Abubaker today?'
He asked me _____.
3. 'Remember to bring the money tomorrow.'
She reminded her friend _____.
4. 'Could you show me how to use the machine?'
He asked me _____.
5. 'Where is your office?'
I asked him _____.
6. 'I hear you've passed your driving test. Well done!'
He congratulated me _____.

Lesson 6: Speaking

A Read the information about English and Arabic pronunciation. Then discuss the questions.

English has 24 consonant sounds (b, k, θ, ʃ, s, etc.), whereas Arabic has 32. However, English has many more vowel sounds (e, i:, ʊ, etc.) and diphthongs (eɪ, əʊ, ɔɪ, etc.) than the eight vowels and diphthongs in Arabic.

1. Which English vowel and diphthong sounds do not exist in Arabic? Give three examples.
2. Which English sounds do you find most difficult? Why are they difficult?

Lesson 7: Writing

A Use the table below and your notes from Exercise A on Course Book page 96 to write a paragraph in your notebook comparing Arabic and English writing. Use words and phrases from the box.

however although whereas on the other hand

Example: *The Arabic alphabet has 28 letters, whereas the English alphabet only has 26.*

	Arabic	English
alphabet	28 letters	26 letters
vowels	vowel marks not always used	vowel letters always used
shape of letters	changes (depending on position in word)	stays the same
letters	usually joined	only joined in handwriting
reading direction	from right to left (except numbers)	always from left to right

B You are going to write an article about Arabic for people who want to learn the language. Follow the steps below.

1. Write a short introduction with some facts about Arabic. Use information from Course Book page 96 and the notes about vocabulary that you made in Lesson 6.
2. Write a paragraph comparing English and Arabic. Choose some of the points about grammar, pronunciation and writing that you have studied in this unit. Use connecting words and the passive.
3. Write a concluding paragraph giving advice about learning Arabic. Use words and phrases from the box.

You should(n't) ...	Don't ...	It's a good idea to ...
It's important (not) to ...	It's best (not) to ...	

Lesson 8: Learning a language

A Imagine identical twin babies growing up in two different language communities. Answer these questions.

1. What do they both inherit?

2. What sounds do they both make at first?

3. Why do they learn to speak different languages?

B Number the stages in the conditioning process in the correct order.

- a) Baby learns to say *mama* for food.
- b) Baby makes a sound like *mama*.
- c) Mother responds with food.
- d) Baby associates the word with mother.
- e) Mother then repeats the correct sound.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

G Now look at the stages in the trial and error process.
Then number them in the correct order.

- | | |
|---|--------------------------|
| a) This is then repeated while other sounds aren't. | <input type="checkbox"/> |
| b) Some sounds are words with meaning. | <input type="checkbox"/> |
| c) Mother praises the baby. | <input type="checkbox"/> |
| d) For example, the baby points and says <i>car</i> . | <input type="checkbox"/> |
| e) The baby makes sounds. | <input type="checkbox"/> |

Lesson 9: Language and thought

A Think about what you learnt about language and thought on Course Book page 98. Think about how we use language for thinking about things *inside our head*. Answer the following questions.

1. Think about birds and butterflies. In what ways are they similar? How are they different?

2. Look at these words and place them in two groups. Mark the words W for things used for work and P for things used for play.

ball	doll	hammer	toys
pencil	paints	paper	nails

3. Your friend's car is not working. The engine starts, coughs and stops. What do you think might be wrong?

4. What do you like and what don't you like about TV?

5. What do you think it would be like to live with the Inuit (Eskimos) in the north of Canada?

B Think about how you answered each question in Exercise A. Write the number to match the questions 1–5 to the thought processes a–e.

- | | |
|----------------|--------------------------|
| a) guessing | <input type="checkbox"/> |
| b) comparing | <input type="checkbox"/> |
| c) classifying | <input type="checkbox"/> |
| d) criticizing | <input type="checkbox"/> |
| e) imagining | <input type="checkbox"/> |

Lesson 10: Language and employment

- A** The adjectives in the word box describe people and the way they use language. Mark each one **P** for positive or **N** for negative.

clear	<input type="checkbox"/>	concise	<input type="checkbox"/>	unclear	<input type="checkbox"/>	articulate	<input type="checkbox"/>	rambling	<input type="checkbox"/>	eloquent
	<input type="checkbox"/>	inarticulate	<input type="checkbox"/>	forceful	<input type="checkbox"/>	calm	<input type="checkbox"/>			

- B** Look again at the table of jobs in Exercise B on Course Book page 99. In which jobs do you need to think about how you speak? Write sentences using some of the positive adjectives above.

Example: A policeman needs to be concise and quite forceful.

Lesson 11: Language and communication

- A** There are many verbs in English to describe the way a person speaks. Work in pairs. Take turns saying the direct speech in the lines below in the correct voice as described by the verb (you don't need to say the name and the verb). Then choose three verbs and write three sentences that would match that style of speaking.

1. 'This lesson is a bit boring,' Mohammed whispered.
2. 'Help, I'm drowning,' Naomi screamed.
3. 'I ... I ... I ... think we should run,' Ahmed stammered.
4. 'He says he doesn't love me anymore,' Muneera sobbed.
5. 'I don't want to see you in here ever again,' the man yelled.
6. 'Please don't tell mum,' Ali begged.

7.

8.

9.

Phonetic chart

Consonants

/p/	p <u>it</u>	/θ/	<u>th</u> ink	/r/	r <u>a</u> t
/b/	b <u>i</u> t	/ð/	<u>th</u> at	/w/	w <u>e</u> t
/t/	t <u>i</u> me	/s/	s <u>e</u> nd	/h/	<u>h</u> at
/d/	d <u>o</u> or	/z/	z <u>e</u> bra	/j/	y <u>e</u> t
/k/	c <u>a</u> t	/m/	<u>m</u> an	/ʃ/	<u>sh</u> op
/g/	g <u>e</u> t	/n/	<u>n</u> ice	/ʒ/	leis <u>u</u> re
/f/	f <u>a</u> n	/ŋ/	r <u>in</u> g	/tʃ/	<u>ch</u> op
/v/	v <u>a</u> n	/l/	<u>l</u> eg	/dʒ/	j <u>u</u> mp

Vowels and diphthongs

/ɪ/	p <u>i</u> t	/i:/	m <u>ea</u> t	/ɔɪ/	b <u>oy</u>
/e/	p <u>e</u> t	/ɑ:/	c <u>a</u> r	/ɪə/	b <u>ee</u> r
/æ/	p <u>a</u> t	/ɔ:/	d <u>oo</u> r	/eə/	b <u>ea</u> r
/ɒ/	p <u>o</u> t	/ɜ:/	g <u>ir</u> l	/ʊə/	t <u>ou</u> r
/ʌ/	l <u>u</u> ck	/u:/	t <u>oo</u>	/əʊ/	g <u>o</u>
/ʊ/	g <u>oo</u> d	/eɪ/	d <u>a</u> y	/aʊ/	c <u>ow</u>
/ə/	<u>a</u> go	/aɪ/	s <u>ky</u>		

Common irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
arise	arose	arisen	fall	fell	fallen
awake	awoke	awoken	feed	fed	fed
be	was, were	been	feel	felt	felt
bet	bet, betted	bet, betted	fight	fought	fought
beat	beat	beaten	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
bend	bent	bent	forgive	forgave	forgiven
bind	bound	bound	freeze	froze	frozen
bite	bit	bitten	get	got	got
bleed	bled	bled	give	gave	given
blow	blew	blown	go	went	gone/been
break	broke	broken	grow	grew	grown
bring	brought	brought	hang	hung	hung
build	built	built	have	had	had
burn	burnt	burnt	hear	heard /h ɜ: d/	heard /h ɜ: d/
buy	bought	bought	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
come	came	come	hurt	hurt	hurt
cost	cost	cost	keep	kept	kept
cut	cut	cut	know	knew	known
deal	dealt /delt/	dealt /delt/	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	lean	leant	leant
draw	drew	drawn	learn	learnt	learnt
dream	dreamt /dremt/	dreamt /dremt/	leave	left	left
drink	drank	drunk	lend	lent	lent
drive	drove	driven	let	let	let
eat	ate /eit/	eaten /'i:t n/	lie	lay	lain
			light	lit	lit
			lose	lost	lost

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
make	made	made	spoil	spoilt	spoilt
mean	meant /m e n t/	meant /m e n t/	stand	stood	stood
meet	met	met	steal	stole	stolen
			stick	stuck	stuck
pay	paid	paid	strike	struck	struck
put	put	put	swing	swung	swung
			swim	swam	swum
read /r iː d/	read /r e d/	read /r e d/			
ride	rode	ridden	take	took	taken
ring	rang	rung	teach	taught	taught
rise	rose	risen	tear	tore	torn
run	ran	run	tell	told	told
			think	thought	thought
say	said /s e d/	said /s e d/	throw	threw	thrown
see	saw	seen			
sell	sold	sold	understand	understood	understood
send	sent	sent			
set	set	set	wake	woke	woken
shake	shook	shaken	wear	wore	worn
shine	shone /ʃ ɒ n/	shone /ʃ ɒ n/	win	won	won
shoot	shot	shot	wind /w aɪ n d/	wound /w aʊ n d/	wound /w aʊ n d/
show	showed	shown	write	wrote	written
shut	shut	shut			
sing	sang	sung			
sink	sank	sunk			
sit	sat	sat			
sleep	slept	slept			
smell	smelt	smelt			
speak	spoke	spoken			
speed	sped	sped			
spell	spelt	spelt			
spend	spent	spent			
spill	spilt	spilt			
spin	span	spun			
spit	spat	spat			
split	split	split			

Word list: Alphabetical

A

according to /ə'kɔːdɪŋ tə/ 1.7
accuse /ə'kjuːz/ 6.1
achieve /ə'tʃiːv/ 7.11
acid rain /'æsɪd reɪn/ 4.9
actually /'ækʃuːəli/ 1.3
adapt /ə'dæpt/ 1.8
adaptation /ədæp'teɪʃn/ 1.9
adjust /ə'dʒʌst/ 3.1
admit /əd'mɪt/ 6.1
adolescence /ədə'lesns/ 5.8
advance (n) /əd'vɑːns/ 3.9
advertiser /əd'vɛtəɪzər/ 7.11
affected /ə'fektɪd/ 3.8
affiliation (political ~) /ə'fɪli'eɪʃn/ 6.9
afraid (of) /ə'freɪd/ 2.3
African /'æfrɪkən/ 8.1
agitated /'ædʒɪteɪtɪd/ 7.6
agricultural product /ægɪkəl'tʃərəl 'prɒdʌt/ 1.11
agricultural revolution (the ~) /ægɪkəl'tʃərəl revə'lʊːʃn/ 7.8
Alaska /ə'læskə/ 2.1
alcohol /ælkə'hɒl/ 8.8
algae /'ælgiː/ 1.10
alien /'eɪliən/ 1.1
alloy /'ælɔɪ/ 3.9
alphabet /'ælfəbet/ 3.10
alternatively /ɔːl'tɜːnətɪvli/ 6.3
although /ɔːl'ðəʊ/ 6.3
amateur /'æmətər/ 6.8
Amazonia /æmə'zəʊniə/ 1.10
amber /'æmbə(r)/ 1.7

American /ə'merɪkən/ 8.1
amphitheatre /'æmfɪθiətə/ 1.4
amusing /ə'mjuːzɪŋ/ 3.1
announce /ə'nəʊns/ 6.4
annoyed /ə'nɔɪd/ 5.1
annoying /ə'nɔɪɪŋ/ 2.5
annual (adj) /'ænjuəl/ 2.9
apologize /ə'pɒlədʒaɪz/ 6.4
apparently /ə'pærəntli/ 1.3
apply (~ learning) /ə'plai/ 5.9
arena /ə'reɪnə/ 1.4
Argentina /ɑːdʒentɪ'nə/ 6.1
argue /'ɑːgjuː/ 6.1
arrangements (marriage ~) /ə'rem'dʒmənt/ 7.10
arrow /'ærəʊ/ 3.8
articulate /ɑː'tɪkjuleɪt/ 8.10
artificial /ɑːtɪ'fɪʃl/ 6.10
as a result /'əz eɪrɪzəlt/ 6.3
ashamed of /ə'ʃeɪmd/ 4.1
Asia /'eɪʃə/ 8.1
asteroid /'æstərɔɪd/ 1.7
athletics /æθ'letɪks/ 6.9
author /'ɔːθə(r)/ 5.7
available /ə'veɪləbl/ 7.11
average /'ævərɪdʒ/ 3.1
average life expectancy /ævərɪdʒ 'laɪf ɪkspektənsɪ/ 7.1
avoid /ə'vɔɪd/ 3.1
axe /æks/ 3.9

B

balance of nature /'bæləns əv 'nɛrtʃər/ 4.0
balanced diet /'bælənst 'daɪət/ 7.8
bar graph /bɑːr græf/ 2.10
behaviourism /bɪ'hɛɪvjərɪzəm/ 5.9
berry /'berɪ/ 3.8
billion 8.1
blame /bleɪm/ 6.4
blind (v) /blaɪnd/ 7.1
bone /bəʊn/ 3.8
bow /bəʊ/ 3.8
boxing /'bɒksɪŋ/ 6.9
boyhood /'bɔɪhʊd/ 5.8
bracelet /'breɪslət/ 3.9
brain /breɪn/ 3.8
breakthrough /'breɪkθruː/ 3.10
breath /breθ/ 3.7
British /'brɪtɪʃ/ 8.1
brooch /brəʊtʃ/ 3.9
bullet /'bʊlɪt/ 6.6
burglar /'bɜːglə(r)/ 4.1
bus driver /bʌs 'draɪvər/ 8.10
businesswoman /'bɪznəs'wʊmən/ 8.10

C

caption /'kæpʃn/ 5.3
carbohydrate /kɑːbəʊ'hɑːdrɛt/ 7.8
cashier /kæ'ʃɪər/ 8.10
cautious /'kɔːʃəs/ 5.1
central heating /'sentrəl 'hɪtɪŋ/ 3.11
ceremony /'serəməni/ 1.1
chains /tʃeɪns/ 5.9
character /'kærəktə(r)/ 5.6
chest pain /'tʃest peɪn/ 7.3
childhood /'tʃaɪldhʊd/ 5.8
choir /'kwaɪə(r)/ 5.3

choking /'tʃəʊkɪŋ/ 7.6
claim /kleɪm/ 1.7
classic /'klæsɪk/ 5.7
classify /'klæsɪfaɪ/ 8.10
clay /kleɪ/ 4.8
climate change /'klaɪmət tʃeɪndʒ/ 1.7
climatic region /'klaɪ'mætɪk 'rɪːdʒən/ 2.8
climax /'klaɪmæks/ 6.8
clothing /'kləʊðɪŋ/ 4.8
coastal area /kəʊstl 'eəriə/ 2.1
code /kəʊd/ 3.10
colloquial /kə'ləʊkwɪəl/ 8.7
combine harvester /'kɒmbaɪn 'hɑːvɪstər/ 3.11
commerce /'kɒmɜːs/ 7.9
communicate /kə'mjuːnɪkeɪt/ 7.9
compete /kəm'piːt/ 6.9
competition /kəm'pɪtɪʃn/ 6.6
competitor /kəm'petɪtər/ 6.8
complexity /kəm'pleksəti/ 7.9
composed of /kəm'pəʊzd əv/ 4.9
compression /kəm'presn/ 7.3
concise /kən'saɪs/ 8.10
conditioning (social ~) /kən'dɪʃənɪŋ/ 5.8
confined /kən'faɪnd/ 4.8
conflict /'kɒnflɪkt/ 5.1
confused /kən'fjuːzd/ 5.3
confusing /kən'fjuːzɪŋ/ 5.3
consonant /'kɒnsənənt/ 8.6
continuous /kən'tɪnjuəs/ 3.1

cooperation /kəʊpə'reɪʃn/ 7.1	dominant /'dɒmɪnənt/ 7.10	/ɪk'splɒrətɪ draɪv/ 5.10	fresh water /freʃ 'wɔ:tər/ 2.8
couple (married ~) /'kʌpl/ 3.1	doubtful /'daʊtfl/ 5.1	explore /ɪk'splɔ:r/ 5.10	frog /'frɒg/ 1.9
crash /kræʃ/ 4.6	drama /'drɑ:mə/ 5.7	export /ɪk'spɔ:t/ 3.5	fussy /'fʌsɪ/ 5.11
crawl /krɔ:l/ 7.7	dressing /'dresɪŋ/ 7.6	expose /ɪk'spəʊz/ 4.9	G
cream /kri:m/ 7.6	dressing room /'dresɪŋ ru:m/ 6.1	extinct /ɪk'stɪŋkt/ 1.8	generous /'dʒenərəs/ 5.11
criticize /'krɪtɪsaɪz/ 8.10	drill (v) /drɪl/ 1.10	extract /'ekstrækt/ 5.1	genie /'dʒi:nɪ/ 4.4
crowd /kraʊd/ 6.11	drive (n) /draɪv/ 5.10	extract (v) /'ekstrækt/ 4.9	geological time /'dʒi:ə'lɒdʒɪkl/ 1.8
cultivation /'kʌltɪ'veɪʃn/ 4.9	driving test /'draɪvɪŋ test/ 4.1	extreme /ɪk'stri:m/ 2.1	goggles /'gɒɡlɪz/ 6.11
curiosity /'kjʊərɪ'ʊsəti/ 5.10	dust storm /dʌst stɔ:m/ 2.9	extremely /ɪk'stri:mli/ 5.8	gradual /'grædʒʊəl/ 1.7
curious /'kjʊəriəs/ 5.10	E	eyelash /'aɪləʃ/ 1.9	graze /greɪz/ 4.11
current (ocean ~) /'kʌrənt/ 2.11	eloquent /'eləkwənt/ 8.10	F	grazing (~ land) /'greɪzɪŋ/ 4.11
cut off /kʌt 'ɒf/ 1.6	emergency services /ɪ'mɜ:ʒənsɪ sɜ:vɪsɪz/ 7.3	fail /feɪl/ 4.1	Great Pyramid /greɪt 'pɪrəmid/ 1.4
cycle (n) /'saɪkl/ 5.10	encourage /ɪn'kʌrɪdʒ/ 6.4	failure /'feɪljə(r)/ 4.1	guitar /ɡɪ'tɑ:r/ 8.8
D	equality /'i:kwələti/ 5.8	fair play /feə(r) 'pleɪ/ 6.1	H
dagger /'dægər/ 3.9	Equator (the ~) /'i:kwetər/ 2.9	familiar /fə'mɪliə(r)/ 5.8	haircut /'heəkʌt/ 4.3
decision /dɪ'sɪʒn/ 3.7	equivalent /'i:kwɪvələnt/ 3.1	fan /fæn/ 5.1	half-time /hɑ:f 'taɪm/ 6.1
define /dɪ'faɪn/ 7.8	era /'ɪərə/ 1.8	fats (n) /fæts/ 7.8	hammer (n) /'hæmə(r)/ 8.9
demonstration /demə'streɪʃn/ 6.9	eradicate /'ɪrædɪkeɪt/ 7.1	favour /'feɪvə(r)/ 4.3	hand signal /'hænd sɪgnəl/ 6.1
density (population ~) /'densəti/ 7.10	escape /ɪ'skeɪp/ 4.7	fell (~ a tree) /fel/ 1.10	handball /hændbɔ:l/ 6.11
detective /dɪ'tektɪv/ 1.1	European /jʊərə'pi:ən/ 8.1	female /'fi:meɪl/ 7.10	hard (difficult) /hɑ:d/ 5.7
deteriorate /dɪ'tɪəreɪt/ 2.11	eventually /ɪ'ventʃu:əli/ 5.7	fiction /'fɪkʃn/ 5.1	hardly /'hɑ:dlɪ/ 6.8
die out /daɪ 'aʊt/ 1.7	evidence /'eɪdəns/ 1.7	field event /fi:ld ɪ'vent/ 6.9	harvest (v) /'hɑ:vɪst/ 1.10
dinosaur /'daɪnəsɔ:(r)/ 1.7	evolution /ɪvə'lu:ʃn/ 1.9	Finnish /fɪnɪʃ/ 8.8	helpful /'helpl/ 5.11
diplomat /'dɪpləmət/ 8.8	evolve /ɪ'vɒlv/ 3.8	first-aid course /fɜ:sɪt 'eɪd kɔ:s/ 7.6	hero /'hɪ:rəʊ/ 6.9
direct (a film) /'daɪrekt/ 5.8	exaggerated /ɪg'zædʒəreɪtɪd/ 5.1	fisherman /'fɪʃmənr/ 4.11	hieroglyphics /'haɪərə'glɪfɪks/ 3.10
disappear /'dɪsə'pɪə(r)/ 1.7	exhaust /ɪg'zɔ:st/ 4.11	fit (adj) /fɪt/ 1.9	high ground /'haɪ 'graʊnd/ 2.1
discrimination /'dɪskrɪmɪ'neɪʃn/ 6.9	existence /ɪg'zɪstəns/ 3.8	flamingo /'flə'mɪŋɡeʊ/ 8.8	hilarious /'hɪ'lɪəriəs/ 5.8
discuss /'dɪ'skəs/ 6.9	expedition /'eksə'dɪʃn/ 4.8	flash flood /'flæʃ 'flʌd/ 2.6	hockey /'hɒki/ 6.11
distribution /'dɪstrɪ'bju:ʃn/ 7.10	explain /'ɪk'spleɪn/ 6.4	flight attendant /flaɪt ə'tendənt/ 8.10	hoe /həʊ/ 3.9
disturb /'dɪ'stɜ:b/ 5.3	exploratory drive /ɪk'splɒrətɪ draɪv/ 5.10	flint /flɪnt/ 3.8	homeless /'həʊmləs/ 7.5
division /'dɪvɪʒn/ 7.10		fluent /flu:ənt/ 8.1	horrible /'hɒrəbl/ 2.1
domesticated /'də'mestɪkətɪd/ 1.11		food chain /fu:d tʃeɪn/ 4.10	horrifying /'hɒrɪfaɪɪŋ/ 3.1

household appliance
/həʊshəʊld
ə'plaɪəns/ 3.11
however
/həʊ'vevə(r)/ 6.3
huge /hju: dʒ/ 1.8
humid
/'hju: mɪd/ 3.8
hump /hʌmp/ 1.9
hunger
/'hʌŋg(r)/ 2.6
hunter /'hʌntər/ 7.8
hurricane
/'hʌrɪkən/ 2.4
hut /hʌt/ 3.8
hydroelectric power
/hndrəʊ'ləktrɪk
'pəʊər/ 2.8

I

ice age 2.7
iceberg 2.11
identify (v) (~ with someone)
/aɪdɪntɪfaɪ/ 5.11
improve /ɪm'pru:v/ 4.1
in fact /ɪn 'fækt/ 1.7
in my view
/ɪn 'maɪ vju:/ 1.7
in parts
/ɪn 'pɑ:tɪz/ 5.6
inarticulate
/ɪrɑ:'tɪkjələt/ 8.10
Indonesia
/ɪndə'ni:ʃjə/ 2.6
Industrial Revolution
(the ~) /ɪn'dʌstriəl
rev'lʊ:ʃn/ 7.8
industrialization
/ɪn'dʌstriələ'zeɪʃn/ 4.10
infancy /'ɪnfənsɪ/ 5.8
infectious disease
/ɪn'fekʃəs
dɪ'zɪ:z/ 1.7
infectious disease 1.7
innate /ɪ'nert/ 7.10
insist /ɪn'sɪst/ 6.1
intense /ɪn'tens/ 5.1
interior 2.10
/ɪn'tɪəriə/
intersect
/ɪntə'sekt/ 1.1

invention
/ɪn'venʃn/ 3.10
invertebrate
/ɪn've:tɪbrət/ 1.9
isolated /'aɪsələtɪd/ 5.8
isolation /'aɪsələt/ 5.8

J

javelin /'dʒævlɪn/ 6.9
jet lag /'dʒet læg/ 3.1
join (a team)
/dʒɔɪn/ 6.6
journalist
/dʒɜ:nə'lɪst/ 7.11

K

karate /kə'reɪtɪ/ 8.8
kill (off) /kɪl/ 1.7
kind (n) /kaɪnd/ 5.1

L

leaflet /'li:flət/ 3.7
league /li:g/ 6.1
legume /'legju:m/ 1.11
lever /'li:vər/ 5.9
line (straight ~)
/laɪnz/ 1.1
lines (~ of communication)
/laɪnz/ 7.9
litter /'lɪtə(r)/ 3.6
lizard /'lɪzəd/ 1.9
logo /'lɒg/ 6.9
lorry /'lɒrɪ/ 1.6
lose consciousness /lu:z
'kɒnʃəsənəs/ 7.3
lotion /'ləʊʃən/ 7.6
loved ones /'lʌvd
wʌnz/ 3.1
loyal /'ləʊəl/ 5.11
luckily /'lʌkɪli/ 2.7
lucky /'lʌki/ 4.6
lung /lʌŋ/ 3.7

M

male /meɪl/ 7.10
mammal /'mæml/ 1.9
marginal
/'mɑ:dʒɪnl/ 4.11
market-place /'mɑ:kɪt
pleɪs/ 3.10
markings
/'mɑ:kɪŋz/ 1.1

mass media /mæs
'mi:diə/ 7.11
mass-production /mæs
prə'dʌkʃn/ 3.9
match /mætʃ/ 6.1
maturity
/mə'tʃʊərətɪ/ 5.8
mechanic
/mə'kænik/ 8.10
medal /'medl/ 6.11
Middle East (the ~)
/'mɪdlɪ:st/ 1.11
mild /maɪld/ 2.2
mineral
/'mɪnərəl/ 4.9
modal verb
/'mɒdɪvɜ:b/ 8.4
modest /'mɒdɪst/ 5.11
moist /mɔɪst/ 2.9
monthly /'mʌnθli/ 2.9
monument
/'mɒnju:mənt/ 1.4
moody /'mu:di/ 5.11
motherhood
/'mʌðəhʊd/ 5.8
motivation
/məʊtɪ'veɪʃn/ 5.10
motive /'məʊtɪv/ 5.10
mould 3.9 /'məʊld/
municipality
/mju:nɪsɪ'pælətɪ/ 2.10
muscle /'mʌsl/ 7.8

N

narrator
/nə'reɪtə(r)/ 5.2
nasty /'nɑ:stɪ/ 3.7
natural selection
/'nætʃrəl
sɪ'lekʃn/ 1.9
navel /'neɪvl/ 7.3
necklace /'nekləs/ 3.9
need (n) /ni:d/ 5.10
nervous
/'nɜ:vəs/ 6.6
Nigerian
/nɪə'dʒɪəriən/ 8.1
non-fiction
/nɒn'fɪkʃən/ 5.1
non-renewable
/nʌnrɪ'nju:əbl/ 4.9
nosebleed
/'nəʊzbli:d/ 7.3

nostril /'nɒstrəl/ 1.9
nuclear family
/'nju:klɪər/ 7.9

O

Oman /ɒ'mɑ:n/ 2.1
on the other hand
/ɒn ðɪ'ʌðə(r)
hænd/ 6.3
on time
/ɒn 'taɪm/ 4.6
opera /'ɒprə/ 8.8
opinion
/ə'pɪnjən/ 5.7
order /'ɔ:də(r)/ 6.1
origin /'ɒrɪdʒɪn/ 3.8
originate
/ə'rɪdʒɪneɪt/ 2.7
out (of a game)
/aʊt/ 6.1
outdoors
/aʊt'dɔ:z/ 2.1
outgoing
/'aʊtgəʊɪŋ/ 5.11
ozone layer /'əʊzəʊn
'leɪər/ 4.10

P

Pacific island /pə'sfɪk
'aɪlənd/ 4.8
parallel
/'pærəlel/ 1.1
particles /'pɑ:tɪklz/ 4.9
pass /pɑ:s/ 4.1
pasture /'pɑ:sʃər/ 2.9
penalty (~ shoot out)
/'penəltɪ/ 6.8
penicillin
/'penɪ'sɪlɪn/ 3.11
perfect (v)
/'pɜ:fɪkt/ 3.9
permanent
/'pɜ:mənənt/ 6.10
Peruvian
/pə'ru:vɪən/ 1.1
pick (~ cotton etc.)
/pɪk/ 1.10
pitch /pɪtʃ/ 6.1
polio /'pəʊliəʊ/ 7.1
political /pə'lɪtkl/ 6.9
Portuguese
/pɔ:ʃu:'gi:z/ 8.8

praise (v) /preɪz/ 8.8	reassure /rɪə'ʃʊə(r)/ 7.6	settlement /'setlmənt/ 2.8	sticky /'stɪki/ 7.6
precious /'preʃəs/ 1.4	recommend /rekə'mend/ 4.8	settler /'setlər/ 2.8	stone /stəʊn/ 1.1
predict /prɪ'dɪkt/ 7.10	recommendation /rekəmen'deɪʃn/ 5.7	severe /sɪ'vɪə(r)/ 4.8	storyline /'stɔːrɪlaɪn/ 5.6
predictable /prɪ'dɪktəbl/ 5.8	recyclable /rɪ:'saɪkləbl/ 4.9	shade /ʃeɪd/ 4.8	strategy /'strætədʒi/ 6.11
presenter /prɪ'zentə(r)/ 4.1	Red Crescent movement /red 'kresənt mu:vmənt/ 7.8	shaking /ʃeɪkɪŋ/ 6.6	struggle /'strʌɡl/ 5.1
press (down) /pres/ 7.3	refuse (n) /'refju:s/ 4.10	share /ʃeər/ 6.11	stuck /stʌk/ 1.9
press release /pres rɪ'li:s/ 6.8	regulations (rules and ~) /regjʊ'leɪʃnz/ 7.10	shelter /'feltər/ 4.8	stuff /stʌk/ 3.7
previous /'pri:vɪəs/ 6.5	reindeer /'reɪdɪər/ 3.8	shocked /ʃɒkt/ 5.3	stunning /stʌnɪŋ/ 5.8
primitive /'prɪmətɪv/ 7.10	relationship /rɪ'leɪʃnʃɪp/ 3.1	shocking /'ʃɒkɪŋ/ 5.3	Sudan /su:'dɑ:n/ 2.6
principle /'prɪnsəpl/ 5.9	relaxing /rɪ'læksɪŋ/ 6.10	shoot /ʃu:t/ 6.6	summarize /'sʌməraɪz/ 8.10
prize /praɪz/ 6.11	religious ceremony /rɪlɪdʒəs 'serəməni/ 1.1	sickle /'sɪkl/ 3.9	supplies /sə'plaɪz/ 7.5
pronunciation /prənʌnsɪ'eɪʃn/ 8.1	remind /rɪ'maɪnd/ 6.4	significant /'sɪɡ'nɪfɪkənt/ 3.8	supporter /sə'pɔ:tər/ 6.11
proteins /'prəʊtɪnz/ 7.8	renewable /rɪ'nju:əbl/ 4.9	skilful /'skɪfl/ 3.8	surprisingly /sə'praɪzɪŋli/ 2.1
proud (of) /praʊd/ 4.1	replace /rɪ'pleɪs/ 3.4	smelt /smelt/ 3.9	survive /sə'vaɪv/ 1.8
proudly /praʊdli/ 4.1	represent /rɪ:prɪ'zent/ 3.10	sob (v) /sɒb/ 8.11	suspicion /sə'spɪʃn/ 1.12
psychology /saɪ'kɒlədʒi/ 5.1	reptile /'reptail/ 1.8	social scientist /'səʊʃl 'saɪəntɪst/ 7.10	swarm (insect ~) /swɔ:m/ 2.11
pull (~ someone into doing) /pʊl/ 5.10	rest /rest/ 7.3	socialization /səʊʃəlaɪ'zeɪʃn/ 7.10	sweat /swet/ 2.1
punctual /'pʌŋkfʊəl/ 5.11	restrictions /rɪ'strɪkʃnz/ 4.11	sociologist /səʊsɪ'ɒlədʒɪst/ 3.1	sword /sɔ:d/ 3.9
push (~ someone into doing) /pʊʃ/ 5.10	reward /rɪ'wɔ:d/ 5.9	source /sɔ:s/ 2.8	symbol /'sɪəbl/ 3.10
Q	role /rəʊl/ 7.10	South African /saʊθ 'æfrɪkən/ 8.1	sympathize (~ with someone) /'sɪmpə'θetɪk/ 5.11
qualifying (~ round) /'kwɒlɪfaɪɪŋ/ 6.8	run (water) /rʌn/ 3.6	South Pole /saʊθ 'pəʊl/ 4.8	
R	S	space ship /'spæs ʃɪp/ 1.1	T
race (= origin) /reɪs/ 6.9	Saudi Arabia /saʊdɪ ə'reɪbiə/ 6.1	Spanish /'spænɪʃ/ 8.8	tablet /'tæblət/ 7.3
radioactive /reɪdɪəʊ'æktɪv/ 4.9	score /skɔ:(r)/ 6.6	spear /speər/ 3.8	take cover /teɪk 'kʌvə(r)/ 7.7
rally /'ræli/ 2.6	script /skrɪpt/ 8.7	special effects /speʃl ɪ'fekts/ 5.8	take it or leave it /'teɪk ɪt ɔː li:v ɪt/ 6.1
rambling (adj) /'ræmbliŋ/ 8.10	self-sufficient /selfsə'fɪʃnt/ 4.8	spectator /'spek'tetə(r)/ 1.4	talent /'tælənt/ 4.1
randomly (placed) /'rændəmlɪ/ 1.1	semi-precious (stones) /semi'preʃəs/ 1.4	sponsorship /'spɒnsəʃɪp/ 6.8	tame (v adj) /teɪm/ 1.11
rat /ræt/ 5.9	sensitive 5.11 /sensətɪv/	spring /sprɪŋ/ 2.8	tap /tæp/ 3.6
react /rɪ'ækt/ 7.7	set (story or film) /set/ 5.7	stammer /'stæmə(r)/ 8.11	tar /tɑ:(r)/ 3.7
reason (the age of ~) /'ri:zn/ 5.8	set up /'set 'ʌp/ 7.1	standard (variety) /'stændəd/ 8.1	target /'tɑ:gɪt/ 6.6
		starvation /stɑ:'veɪʃn/ 7.8	tax /tæks/ 3.5
		statistic /stə'tɪstɪk/ 3.1	technological /teknə'lɒdʒɪkl/ 7.10
		status /'stetəs/ 7.9	temperate /'tempərət/ 2.9
		stay away from /steɪ ə'weɪ frɒm/ 7.7	temporary /'tempərəri/ 6.10
		stick /stɪk/ 3.9	terrain /tə'reɪn/ 4.8
			territory /'terətəri/ 3.8

thread (v) /θred/ 8.11
 threaten /'θretn/ 4.10
 threaten /'θretn/ 6.1
 throat /θrəʊt/ 7.3
 tidy /'taɪdɪ/ 5.11
 timber /'tɪmbər/ 4.10
 tiring /'taɪərɪŋ/ 5.3
 toad /təʊd/ 1.9
 tomb /tu:m/ 1.1
 tornado
 /tɔ:'neɪdəʊ/ 2.4
 track event /træk
 ɪ'vent/ 6.9
 trademark
 /'teɪdmɑ:k/ 6.9
 translation
 /træns'leɪʃn/ 3.10
 trap (v) /træp/ 3.8
 trial and error
 /'traɪəl ənd 'erər/
 8.8
 trick /trɪk/ 6.1
 tutor /'tju:tər/ 5.8
 typewriter
 /'taɪpraɪtər/ 3.11
 tyre /'taɪə(r)/ 1.6

U

unattractive
 /ʌnə'træktɪv/ 3.7
 unfortunately
 /ʌn'fɔ:tʃənətli/ 2.7
 uniform
 /'ju:nɪfɔ:m/ 6.11
 unintentional
 /ʌnɪn'teʃənl/ 10
 unlucky /ʌn'lʌki/ 4.1
 upright /'ʌpraɪt/ 3.8

V

vacuum cleaner
 /'vækjʊəm
 'kli:nər/ 3.11
 variety
 /və'raɪəti/ 8.1
 vertebrate
 /'vɜ:tɪbrət/ 1.9
 VHS tape /vi:etʃ'es
 teɪp/ 3.11
 vineyard /'vaɪnjəd/ 2.10
 vitamins
 /'vɪtəminz/ 7.8

volcanic eruption
 /vɒlkænɪk
 ɪ'rʌpʃn/ 1.7
 vowel /'vaʊəl/ 8.1

W

wait /weɪt/ 3.1
 waking life
 /'weɪkɪŋ laɪf/ 3.1
 warn /wɔ:n/ 6.4
 washer/dryer /'wɒʃər
 'draɪər/ 3.11
 watch out (for something)
 /wɒtʃ 'aʊt/ 7.7
 water supply /'wɔ:tər
 sə'plai/ 2.8
 waterhole
 /'wɔ:təhəʊl/ 2.8
 weather report
 /'weðə(r)
 rɪ'pɔ:t/ 4.1
 weathering
 /'weðərɪŋ/ 4.9
 What a pity! /'wɒt
 ə pɪti/ 2.6
 whereas
 /weər'æz/ 6.3
 widespread
 /'waɪdspred/ 2.6
 wish /wɪʃ/ 4.4
 World Health
 Organization
 /wɜ:ld 'helθ
 ɔ:gənaɪzɪʃn/ 7.1
 world-famous /wɜ:ld
 'feɪməs/ 5.8
 worm /wɜ:m/ 1.9
 worrying
 /'wʌrɪɪŋ/ 3.1
 worth (doing something)
 /wɜ:θ/ 5.6
 wrestling /'reslɪŋ/ 6.9
 yoghurt /'jɒgət/ 8.8
 zoo keeper /'zu:
 ki:pər/ 1.9
 zoologist
 /zəʊ'ɒlədʒɪst/ 1.9

Word list: By unit

Unit 1

according to 1.7
actually 1.3
adapt 1.8
adaptation 1.9
agricultural product 1.11
algae 1.10
alien 1.1
Amazonia 1.10
amber 1.7
amphitheatre 1.4
arena 1.4
asteroid 1.7
ceremony 1.1
cut off 1.6
detective 1.1
die out 1.7
dinosaur 1.8
domesticated 1.11
drill (v) 1.10
era 1.8
evidence 1.7
evolution 1.9
extinct 1.8
eyelash 1.9
fell (~ a tree) 1.10
fit (adj) 1.9
fossil 1.8
fossilized 1.7
frog 1.9
geological time 1.8
gradual 1.7
Great Pyramid 1.4
harvest (v) 1.10
huge 1.8
hump 1.9
in fact 1.7
in my view 1.7
infectious disease 1.7
intersect 1.1
invertebrate 1.9
kill (off) 1.7
legume 1.11
line (straight ~) 1.1
lizard 1.9
lorry 1.6
mammal 1.9
markings 1.1
Middle East (the ~) 1.11
natural selection 1.9
nostril 1.9
parallel 1.1
Peruvian 1.1

pick (~ cotton etc.) 1.10
precious 1.4
randomly (placed) 1.1
religious ceremony 1.1
reptile 1.8
semi-precious (stones) 1.4
solution 1.6
space ship 1.1
spectator 1.4
stuck 1.9
survive 1.8
suspicion 1.12
tame (v adj) 1.11
toad 1.9
tomb 1.1
tyre 1.6
vertebrate 1.9
volcanic eruption 1.7
worm 1.9
zoo keeper 1.9
zoologist 1.9

Unit 2

afraid (of) 2.3
Alaska 2.1
annoying 2.5
annual (adj) 2.9
bar graph 2.10
climatic region 2.8
coastal area 2.1
current (ocean ~) 2.11
deteriorate 2.11
dust storm 2.9
Equator (the ~) 2.9
extreme 2.1
flash flood 2.6
fresh water 2.8
high ground 2.1
horrible 2.1
hunger 2.6
hydroelectric power 2.8
ice age 2.7
iceberg 2.11
Indonesia 2.6
interior 2.10
luckily 2.7
mild 2.2
monthly 2.9
moist 2.9
municipality 2.10
Oman 2.1
originate 2.7
outdoors 2.1

pasture 2.9
rally 2.6
settlement 2.8
settler 2.8
source 2.8
spring 2.8
Sudan 2.6
surprisingly 2.1
swarm (insect ~) 2.11
sweat 2.1
temperate 2.9
tiny 2.5
vineyard 2.10
waterhole 2.8
water supply 2.8
What a pity! 2.6
widespread 2.6

Unit 3

adjust 3.1
advance (n) 3.9
affected 3.8
alloy 3.9
alphabet 3.10
amusing 3.1
arrow 3.8
avoid 3.1
axe 3.9
berry 3.8
bone 3.8
bow 3.8
bracelet 3.9
brain 3.8
breakthrough 3.10
breath 3.7
brooch 3.9
central heating 3.11
code 3.10
combine harvester 3.11
continuous 3.1
couple (married ~) 3.1
dagger 3.9
decision 3.7
effective 3.7
equivalent 3.1
evolve 3.8
existence 3.8
export 3.5
flint 3.8
hieroglyphics 3.10
hoe 3.9
horrifying 3.1
household appliance 3.11
hut 3.8
invention 3.10
jet lag 3.1
leaflet 3.7
litter 3.6
Loved ones 3.1
lung 3.7
market-place 3.10
mass-production 3.9
mould 3.9
nasty 3.7
necklace 3.9
origin 3.8
penicillin 3.11
perfect (v) 3.9
reindeer 3.8
relationship 3.1
replace 3.4
represent 3.10
run (water) 3.6
sickle 3.9
significant 3.8
skilful 3.8
smelt 3.9
spear 3.8
statistic 3.1
stick 3.9
stuff 3.7
sword 3.9
symbol 3.10
tap 3.6
tar 3.7
tax 3.5
territory 3.8
translation 3.10
trap (v) 3.8
treatment 3.7
typewriter 3.11
unattractive 3.7
upright 3.8
vacuum cleaner 3.11
VHS tape 3.11
waking life 3.1
washer/dryer 3.11
worrying 3.1

Unit 4

acid rain 4.9
ashamed of 4.1
balance of nature 4.0
burglar 4.1
clay 4.8
clothing 4.8

composed of 4.9
 confined 4.8
 crash 4.6
 cultivation 4.9
 driving test 4.1
 exhaust 4.11
 expedition 4.8
 expose 4.9
 extract (v) 4.9
 fail 4.1
 failure 4.1
 favour 4.3
 fisherman 4.11
 food chain 4.10
 genie 4.4
 graze 4.11
 grazing (~ land) 4.11
 haircut 4.3
 improve 4.1
 industrialization 4.10
 marginal 4.11
 mineral 4.9
 non-renewable 4.9
 on time 4.6
 ozone layer 4.10
 Pacific island 4.8
 particles 4.9
 pass 4.1
 presenter 4.1
 proud of 4.1
 proudly 4.1
 radioactive 4.9
 recyclable 4.9
 refuse (n) 4.10
 renewable 4.9
 restrictions 4.11
 self-sufficient 4.8
 severe 4.8
 shade 4.8
 shelter 4.8
 South Pole 4.8
 talent 4.1
 terrain 4.8
 threaten 4.10
 timber 4.10
 unintentional 4.10
 unlucky 4.1
 weathering 4.9

Unit 5

adolescence 5.8
 apply (~ learning) 5.9
 author 5.7

behaviourism 5.9
 boyhood 5.8
 caption 5.3
 cautious 5.1
 chains 5.9
 character 5.6
 childhood 5.8
 classic 5.7
 conditioning (social ~) 5.8
 conflict 5.1
 confused 5.3
 confusing 5.3
 curiosity 5.10
 curious 5.10
 cycle (n) 5.10
 direct (a film) 5.8
 disturb 5.3
 doubtful 5.1
 drama 5.7
 drive (n) 5.10
 equality 5.8
 exaggerated 5.1
 exploratory drive 5.10
 explore 5.10
 extremely 5.8
 familiar 5.8
 fan 5.1
 fiction 5.1
 fussy 5.11
 generous 5.11
 hard (difficult) 5.7
 helpful 5.11
 identify (v) (~ with someone) 5.11
 infancy 5.8
 isolated 5.8
 isolation 5.8
 in parts 5.6
 intense 5.1
 kind (n) 5.1
 lever 5.9
 loyal 5.11
 maturity 5.8
 modest 5.11
 moody 5.11
 motherhood 5.8
 motivation 5.10
 motive 5.10
 narrator 5.2
 need (n) 5.10
 non-fiction 5.1
 outgoing 5.11
 predictable 5.8

principle 5.9
 psychology 5.1
 pull (~ someone into doing) 5.10
 punctual 5.11
 push (~ someone into doing) 5.10
 rat 5.9
 reason (the age of ~) 5.8
 recommendation 5.7
 reward 5.9
 sensitive 5.11
 set (story or film) 5.7
 shocked 5.3
 shocking 5.3
 special effects 5.8
 storyline 5.6
 struggle 5.1
 stunning 5.8
 sympathize (~ with someone) 5.11
 tidy 5.11
 tiring 5.3
 tutor 5.8
 world-famous 5.8
 worth (doing something) 5.6

Unit 6

accuse 6.1
 admit 6.1
 affiliation (political ~) 6.9
 alternatively 6.3
 although 6.3
 amateur 6.8
 announce 6.4
 apologize 6.4
 Argentina 6.1
 argue 6.1
 artificial 6.10
 as a result 6.3
 athletics 6.9
 blame 6.4
 boxing 6.9
 bullet 6.6
 climax 6.8
 compete 6.9
 competitor 6.8
 discrimination 6.9
 discuss 6.9
 dressing room 6.1
 fair play 6.1

field event 6.9
 goggles 6.11
 half-time 6.1
 handball 6.11
 hand signal 6.1
 hardly 6.8
 hero 6.9
 hockey 6.11
 however 6.3
 insist 6.1
 javelin 6.9
 join (a team) 6.6
 league 6.1
 logo 6.9
 match 6.1
 medal 6.11
 nervous 6.6
 on the other hand 6.3
 order 6.1
 out (of a game) 6.1
 penalty (~ shoot out) 6.8
 permanent 6.10
 pitch 6.1
 political 6.9
 press release 6.8
 previous 6.5
 prize 6.11
 qualifying (~ round) 6.8
 race (= origin) 6.9
 relaxing 6.10
 recommend 4.8
 remind 6.4
 shaking 6.6
 share 6.11
 shoot 6.6
 spirit 6.9
 sponsorship 6.8
 strategy 6.11
 supporter 6.11
 take it or leave it 6.1
 temporary 6.10
 track event 6.9
 trademark 6.9
 trick 6.1
 uniform 6.11
 whereas 6.3
 wrestling 6.9

Unit 7

achieve 7.11
 advertiser 7.11
 agitated 7.6

Agricultural revolution (the ~) 7.8	Red Crescent movement 7.8	hammer (n) 8.9
arrangements (marriage ~) 7.10	regulations (rules and ~) 7.10	inarticulate 8.10
available 7.11	rest 7.3	karate 8.8
average life expectancy 7.1	role 7.10	mechanic 8.10
balanced diet 7.8	set up 7.1	modal verb 8.4
blind (v) 7.1	social scientist 7.10	Nigerian 8.1
carbohydrate 7.8	socialization 7.10	opera 8.8
chest pain 7.3	sore 7.3	Portuguese 8.8
choking 7.6	starvation 7.8	praise (v) 8.8
commerce 7.9	status 7.9	pronunciation 8.1
communicate 7.9	stay away from 7.7	rambling (adj) 8.10
complexity 7.9	sticky 7.6	script 8.7
compression 7.3	take cover 7.7	sob (v) 8.11
crawl 7.7	technological 7.10	South African 8.1
cream 7.6	throat 7.3	Spanish 8.8
define 7.8	vaccination 7.1	standard (variety) 8.1
density (population ~) 7.10	vaccine 7.1	stammer 8.11
distribution 7.10	vitamins 7.8	summarize 8.10
division 7.10	watch out (for something) 7.7	thread (v) 8.11
dominant 7.10	World Health Organization 7.1	trial and error 8.8
dressing 7.6	wound 7.3	vowel 8.1
emergency services 7.3		yoghurt 8.8
eradicate 7.1	Unit 8	
fats (n) 7.8	African 8.1	
female 7.10	alcohol 8.8	
first-aid course 7.6	American 8.1	
hunter 7.8	articulate 8.10	
innate 7.10	Asia 8.1	
Industrial Revolution (the ~) 7.8	billion 8.1	
journalist 7.11	bus driver 8.10	
lines (~ of communication) 7.9	businesswoman 8.10	
lose consciousness 7.3	British 8.1	
lotion 7.6	cashier 8.10	
male 7.10	classify 8.10	
mass media 7.11	colloquial 8.7	
muscle 7.8	concise 8.10	
navel 7.3	consonant 8.6	
nosebleed 7.3	criticize 8.10	
nuclear family 7.9	demonstration 6.9	
polio 7.1	diplomat 8.8	
predict 7.10	eloquent 8.10	
press (down) 7.3	European 8.1	
primitive 7.10	Finnish 8.8	
proteins 7.8	flamingo 8.8	
react 7.7	flight attendant 8.10	
reassure 7.6	fluent 8.1	
	forceful 8.10	
	guitar 8.8	

Tapescript

CSI

Part 1

Detective: I want to go over your story again, Abdullah.
Abdullah: I'm not under suspicion, am I?
Detective: No. I just need to check a few things.
Abdullah: All right. But I'm very busy, you know.
Detective: I'll be as quick as I can. Now ... Hassan was killed in his office at 6 p.m. And ... you were at your brother's house at that time, weren't you?
Abdullah: That's right.
Detective: And that's about 30 kilometres away, isn't it?
Abdullah: Thirty-five, I think.
Detective: Thirty-five ... What time did you get home?
Abdullah: About 7.30.
Detective: Seven-thirty. Right ...

Part 2

Detective: Right ... Can you think of any more information about that night that might help us?
Abdullah: No. I've told you everything I know.
Detective: Has anyone said anything to you about the murder?
Abdullah: Only you and Ragaa, my secretary.
Detective: You haven't spoken to anyone else about it?
Abdullah: Let me think. No ... No, I haven't.
Detective: Who do *you* think killed Hassan?
Abdullah: I don't know. There were a lot of people who didn't like him.
Detective: Hmmm. I don't understand how the killer did it. I mean, Hassan was a big man. A strong man. Why didn't he defend himself?
Abdullah: Well, he probably didn't see the killer.
Detective: How can you be sure of that?
Abdullah: Well, the knife was in his back, wasn't it? So the killer must have stabbed him from behind.
Detective: That's true ...

Part 3

Detective: That's true ... The knife was in his back. But how did *you* know that?
Abdullah: You said so.
Detective: No, I didn't.
Abdullah: You're right. Uh ... Ragaa must've told me. Yes. She told me.
Detective: She can't have told you because she didn't know.
Abdullah: Well, someone must have told me. I just can't remember who.
Detective: But you said you hadn't spoken to anyone else.
Abdullah: Well, I ...
Detective: You knew because you were there, weren't you?

Abdullah: What do you mean?
Detective: You knew because you put that knife in his back, didn't you?
Abdullah: No!

CS2

Abdullah: I'm not under suspicion, *am* I?
Detective: You were there, *weren't* you?

CS3

Part 1

Radio: Here is the weather forecast for the weekend, followed by the outlook for the next week.
Listener: Let's listen.
Radio: The weather on Thursday will be similar to today – cloudy in most parts of the country with thunderstorms and heavy rain in some mountain areas.
Listeners: Oh no. What a pity.
Radio: There is a risk of flash floods in wadis and some roads may be closed at wadi crossings.
Listener: How annoying!
Radio: However, coastal areas in the north will have clear skies in the afternoon with little or no wind.
Listener: Oh good! That's better.
Radio: Friday should be a mostly dry day, but there may be a few showers on the south coast. Temperatures on Thursday and Friday will be between 20 and 24 degrees Centigrade, which is average for this time of year. The outlook for next week – temperatures will begin to rise, and a long period of dry weather is expected.
Listener: OK, what shall we do on Thursday?

Part 2

Radio: Good evening. Well, the high winds that we've been having for the last few days are still coming in from the northwest, bringing very cold weather across the Atlantic from Canada.
Listener: Oh no!
Radio: This means another very cold day tomorrow, especially in northern and northwestern parts of the country, where temperatures will reach a maximum of three degrees in the daytime, dropping to minus three at night in the north and west, and minus one in the southeast.
Listener: What terrible weather!
Radio: There will be snow in the north during the night and more rain in the south, so drivers should expect ice on the roads in the early morning. There will be high winds on the north coast,

- and there is a storm warning for ships in these areas. Friday will be very similar to Thursday, with more rain and snow on high ground.
- Listener: More rain. How boring!
- Radio: The outlook for Saturday and Sunday is better, with the wind coming from the southwest and bringing warmer weather with it. The rain, however, is likely to continue for a few more days.
- Listener: *More* rain. I don't believe it. When's it going to stop?

CS4

Part 1

Announcer: You can easily reduce the effects of jet lag by following four simple steps during your flight. First, change the time on your watch. Soon after take-off, set your watch to the time at your destination. Don't wait until you arrive at your destination; do it before you arrive. This will help you to start adjusting to the new time.

Sitting in one position for many hours can add to the feeling of tiredness when you arrive. To avoid this, do exercises on the plane: do leg exercises, stretching and bending your legs like this ...; stretch and bend your arms, like this ...; move your head slowly in different directions, like this ...; exercise your back, your neck and your abdomen, like this ... You can do all these exercises without leaving your seat.

Eat light food. Heavy food, like steak, is not so good before and during the flight. This is because your body has to adjust to a new pattern, and big heavy meals make that job harder.

Finally, during your flight, drink plenty of water and soft drinks. The atmosphere on planes is dry, so it's important to keep up the level of fluids in your body.

Part 2

Announcer: Now, here is some advice for reducing jet lag when you arrive at your destination. When you arrive, try to adjust to the new pattern. If it's daytime, but night-time back home, you may want to sleep. But the golden rule is: don't sleep in the day; wait until night. If you do this, you'll sleep better at night and feel fresher the next day. It's better not to drink coffee in the evening. Coffee in the daytime is fine, but not in the evening, because coffee keeps you awake and a good night's sleep will help to minimize the effects of jet lag. It's a good idea to take some exercise on your first day. This will make you feel better after your long flight, and will help you to sleep on your first night. You can

help your body clock to adjust quickly if you use the light in your environment. For your body clock, light means day and dark means night, so you should go out and get plenty of sunlight during the day, but avoid bright lights at night.

CS5

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*.

CS6

Part 1

- A: Have you heard of the *Not Very Good Club*?
- B: The what?
- A: The *Not Very Good Club*.
- B: No. What is it?
- A: Well, it's a club that was started a few years ago in Britain. It was for people who are not very good at something.
- B: What sort of thing?
- A: Anything. They had a not very good artist, somebody who couldn't sing very well, a fisherman who couldn't catch fish ... lots of people like that.
- B: This is true, is it?
- A: Yes. Really, it's true.
- B: How many people were in the club?
- A: Well, it started with 20 members in London. They had their first meeting in a not very good restaurant in London. After that, lots more people joined the club. They put on a concert where everybody played a musical instrument badly. And they had an art exhibition where they showed not very good paintings.

Part 2

- B: Is the club still going?
- A: No. It went on for three years, but in the end, they had to close it.
- B: Why? Did everyone get bored with it?
- A: Oh no. On the contrary, it became too successful.
- B: What do you mean?
- A: Well, unfortunately, the club became famous. They had applications from 20,000 people.
- B: From how many people?
- A: Twenty thousand.
- B: Wasn't that good?
- A: Yes, it was good, but the club was supposed to be not very good.
- B: Oh. I see. If the club had had 20,000 members, it would have been a good club. It wouldn't have been a not very good club.
- A: That's right. So they decided to close the club.
- B: Ha! That's crazy!

CS7

Part 1

- Jenny: Have you read this book?
Zahra: Let me see ... Oh yes. It's very famous. Of course, I read it in Arabic. That's an English translation.
Jenny: What's it about?
Zahra: It's about an Egyptian family in Cairo in the early part of the twentieth century.
Jenny: Is that when it was written?
Zahra: No, it was written in the 1950s, I think. Anyway, this family ... they're a traditional Muslim family, but life around them is changing fast, so, I suppose the book's really about – um ... I don't know how to explain it ... um ... old ideas and new ideas.
Jenny: Ah. Tradition and change.
Zahra: Yes. The conflict between tradition and change.
Jenny: Is it fiction or non-fiction?
Zahra: Fiction.
Jenny: Who are the main characters?
Zahra: Well, there's the father. He enjoys life and has a good time, but he's very strict with his family. He has three sons, who are all very different. And then there are the mother and the girls, who never go out of the house. That's the way it was in those days.

Part 2

- Jenny: So what happens? What's the story?
Zahra: Well, it has all the usual family dramas: marriages, births, a divorce and a death. So it's the story of this family. But at the same time, it's a story of political and social change. So you get a wonderful picture of life at that time.
Jenny: It sounds interesting.
Zahra: And you understand the characters and their problems. The girls, for example. On the one hand, the girls love their father, so they obey him, but on the other hand, they are like prisoners in the house and they want a better life. So they have to work out this problem.
Jenny: And what happens in the end? Does it have a happy ending or a sad ending?
Zahra: I can't tell you that! Read it and find out!
Jenny: Do you think I'd enjoy it?
Zahra: Oh yes. It's brilliantly written; and it's interesting to see what life was like in those days. It's well worth reading.
Jenny: Okay, I'll buy it.

CS8

1. an English translation
2. a traditional Muslim family
3. problems
4. prisoners
5. he's very strict
6. political struggles

CS9

Conversation One

- F1: Out!
F2: It was in!
F1: It was definitely out.
F2: It was definitely in.
F1: Okay. Let's start again. Okay?
F2: Yes, okay.

Conversation Two

- M1: Liverpool are playing Manchester United tomorrow. We're going to watch the match. Would you like to come with us, Jamal?
M2: Oh yes. That would be great. What time's the kick-off?
M1: At two-thirty. So we should meet here about twelve and get the bus.
M2: We could go in my car if you prefer.
M1: Er ... Yes. That would be better.

Conversation Three

- M3: Hey, Andy.
M4: What?
M3: The race is just going to start.
M4: Oh, thanks. I'm coming.
M3: Look at that horse.
M4: The black one?
M3: Yes. That's the winner. What do you think?
M4: It's a fine horse.
M3: It's going to win, I'm sure. They're ready ... They're off.

Conversation Four

- W: Hey! Put your helmet on.
B: Okay, mum.
W: And don't do anything careless.
B: No, mum.
W: There's a lot of traffic on the road.
B: I know, mum. Bye.
W: Bye.
B: (*calling after him*) Remember to use hand signals!

Conversation Five

- INT: Well, you've just won a gold medal in the African Games. Well done! That was a fantastic swim.
SWI: Thank you.
INT: Tell us, Zahra, how old are you?
SWI: I'm 15.
INT: And is this your first gold medal?
SWI: No. I won two gold medals in the African Junior Championships last year.
INT: Well, we wish you success in the future.
SWI: Thank you.

CS10

Part 1

- Narrator: The most common cause of choking is food. You know the feeling. You put something in

your mouth and suddenly you're coughing. Usually it's not a serious emergency, but sometimes the victim can't breathe. If that happens, the victim will die unless you act quickly. Food is not the only cause. Children put toys and other small objects in their mouths, and these can cause choking, too. Never allow babies and infants to play with small objects.

If you find someone who is unconscious, how do you know that he has choked? Well, if you find the victim near food, then choking is a possibility. Another sign is face colour. If his face is blue, that means that he's not breathing properly, so again, choking is a possibility.

Part 2

Narrator: If a small child is choking, pick him up by the feet. Hold him upside down and slap his back. Slap him between the shoulders three or four times. Do it quite hard, but be careful not to hurt him. Always use the soft, flat part of your hand. This method usually clears the throat.

If this doesn't work, you should sit the child facing away from you. Put your hands around him so that two fingers of your left hand meet two fingers of your right hand. The fingers should meet just above his navel. Don't use more than two fingers. Press gently, but firmly upwards. One or two quick presses should clear the throat. If a small child is unconscious, lie him on his back. Put the tips of two fingers of each hand just above his navel. Press gently but firmly upwards. One or two quick presses should be enough. Make sure you clear his mouth afterwards. Use your finger for this. When the child is conscious, give him some water to drink. Never give water to someone who is unconscious.

CSI I

- | | | | | |
|----|-------|---------|------|------|
| 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 |

CSI2

1. English, for me, is very important indeed. I'm a doctor working in India. English is important for me because it's the international language of medical science. If I want to keep up to date with the latest techniques and products, I must be able to read and understand English. English is one of the official languages of India, so I learnt it in school, but I have to read regularly to keep up my knowledge of vocabulary.

2. English is important for me in my work. I'm an engineer from Libya, and right now I'm working on a very big engineering project. In fact, the project is so big that we use a lot of foreign workers as well as Libyans. There are some from Europe and some from Asia. I don't speak their languages, and they don't speak Arabic, so we have to communicate in English. The project would be impossible without a common language.

3. I'm a secretary and I live in Cairo, so my first language is Arabic. When I left school, I got a job in an office in Cairo and I went to English classes in the evenings. I did that for a year and I passed an exam at the end. My salary was nearly ten times higher than it was before I learned English. I use English for translating documents and writing letters, and sometimes I have to answer the telephone in English. I enjoy my work and I earn good money, so that's why English is important for me.

4. Well, my country, Denmark, is a very small country, and nobody else speaks Danish, so if we didn't learn English, we'd have nobody to talk to! Danes like to travel and talk to people from other countries. Danish and English are similar in some ways, so learning English is not difficult at all, and nearly everyone in Denmark speaks English well. There aren't many books or magazines in my language, so it's good to read foreign books and magazines. I like to understand the words of songs when I hear them on the radio too. I'm a student, so I also need to read English for my studies.

CSI3

1. able, date
2. out, now
3. India, hear
4. why, time

CSI4

- really
read
found
weight
sit
write

