



State of Libya  
Ministry of Education  
Curriculum and Educational Research Centre

21<sup>st</sup> CENTURY

# English for Libya

**Secondary 2 Workbook**

Scientific Section  
(القسم العلمي)

Garnet

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EDUCATION



# English for Libya

**Secondary 2** Workbook

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EDUCATION

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

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إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية

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## ICON KEY

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



Pairwork activity



Group work activity



Project work



Functional grammar



21<sup>st</sup> Century Skills

## Lesson 1: Water

**A**  **2** Listen and repeat. Then mark each sentence *PS* for present simple or *PC* for present continuous.

- |                                                             |                                                                |
|-------------------------------------------------------------|----------------------------------------------------------------|
| 1 Water is vital for life.                                  | 6 A person can live for 6 days without water.                  |
| 2 But we are using too much of it.                          | 7 Access to water is a serious problem worldwide.              |
| 3 We use water for drinking, washing, industry and farming. | 8 People in cities are living without access to clean water.   |
| 4 We are using more water every year.                       | 9 Children are dying.                                          |
| 5 A person can live for 30 days without food.               | 10 One child dies every 20 seconds after drinking dirty water. |



**B** Mark the sentences true (T) or false (F). Correct the false sentences.

- Water is very important for humans. \_\_\_\_\_
- We are using less water now than before. \_\_\_\_\_
- Half of the human brain is water. \_\_\_\_\_
- A person can live for a month without water. \_\_\_\_\_
- 70% of the world's fresh water is trapped in ice. \_\_\_\_\_
- All fresh water is good to drink. \_\_\_\_\_

**C** Circle the correct words to complete the sentences.

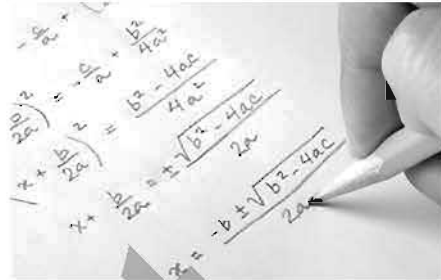
- Who *she speaks/is she speaking/does she speak* to on her mobile? She is getting very angry!
- Do you use/Does she use/Are you using* your English grammar book at the moment, or can I borrow it for ten minutes?
- We often *seeing/are seeing/see* Fawzi in the park with his brother.
- Mona can't come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



#### D Use the prompts to rewrite the sentences.

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

She's wearing a crazy hat!



1 Please be quiet. I (try) to do my Maths homework.

\_\_\_\_\_

2 What time (he usually) get home from work?

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

5 (children wear) a school uniform in Libya?

\_\_\_\_\_

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

\_\_\_\_\_

#### E Complete with short answers.

**Example:** Are you watching a movie?

Yes, I am \_\_\_\_\_.

1 Are you enjoying your course?

Yes, I \_\_\_\_\_.

2 Do you know Bob?

No, \_\_\_\_\_.

3 Are you eating at the moment?

No, we \_\_\_\_\_.

4 Is your mobile ringing?

Yes, \_\_\_\_\_.

5 Do you remember me?

Yes, of course \_\_\_\_\_.

6 Do they work in Sirte?

Yes, \_\_\_\_\_.

7 Does this laptop work?

No, \_\_\_\_\_, I'm afraid.

## Lesson 2: Ramadan in Libya

**A**  **3** Listen and repeat the adjectives from Samira's email.  
Do you think each word is positive (+) or negative (-)?

- 1 patient ☐
- 2 kind ☐
- 3 generous ☐
- 4 fortunate ☐
- 5 traditional ☐

- 6 bossy ☐
- 7 sociable ☐
- 8 bad-tempered ☐
- 9 easy-going ☐
- 10 calm ☐

**B** Complete each sentence with a word from Exercise A.

- 1 My uncle always gives me expensive presents. He is very \_\_\_\_\_.
- 2 Fawzi loves meeting new people. He is a very \_\_\_\_\_ person.
- 3 Hasan helped the old woman to cross the road. He is a \_\_\_\_\_ boy.
- 4 There is a fire in the building. We have to leave immediately. Please be \_\_\_\_\_ and don't run.
- 5 You are very \_\_\_\_\_. You have a lovely family and a good job.
- 6 I was singing and Sultan shouted at me and told me to be quiet. Why is he so \_\_\_\_\_ today?
- 7 My father is always relaxed and he never gets angry. He is usually very \_\_\_\_\_.

**C** All these words can be used about people. Check their meaning.  
Then write a sentence with each one in your notebook.

**Example:** boring He spends all his time on the Internet. He's very boring.

|        |         |         |         |         |
|--------|---------|---------|---------|---------|
| funny  | nosy    | serious | jealous | quiet   |
| honest | popular | shy     | lazy    | selfish |



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

Huda

Huda is one of my best friends. She is very funny. She always makes me laugh.

### Lesson 3: Have you got a problem?



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

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



**B** **5** Listen and repeat.

What's the matter?

Honestly!

Are you OK?

Not really.

Please calm down.





## C Complete the conversation using the words in brackets.

**A:** I can't see the board.

**B:** Have you lost (you / lose) your glasses again?

**A:** Yes, I have. \_\_\_\_\_<sup>1</sup> (you / see) them anywhere?

**B:** No, I \_\_\_\_\_<sup>2</sup>. \_\_\_\_\_<sup>3</sup> (you / tell) the teacher?

**A:** Yes, I \_\_\_\_\_<sup>4</sup> and I \_\_\_\_\_<sup>5</sup> (write) a notice.

**B:** Really? I \_\_\_\_\_<sup>6</sup> (not see) your notice. \_\_\_\_\_<sup>7</sup>  
(the secretary / put) it on the school noticeboard yet?

**A:** Yes, she \_\_\_\_\_<sup>8</sup>, but nobody \_\_\_\_\_<sup>9</sup> (find) my glasses.



## D Complete the sentences using the word in brackets.

**Example:** (break) "Help! Help! I think I have broken my leg."

Last year my sister broke her arm in a car accident.

**1** (make) "Come to my house for a coffee. I \_\_\_\_\_<sup>1</sup> a delicious cake."  
"\_\_\_\_\_<sup>2</sup> it last night?"

**2** (write) "\_\_\_\_\_<sup>3</sup> (you) to Hasan yet?"  
"Yes, I \_\_\_\_\_<sup>4</sup> to him last week."

**3** (have) "Would you like some chicken and rice?"  
"No, thanks. I \_\_\_\_\_<sup>5</sup> my supper."  
"Really? What time \_\_\_\_\_<sup>6</sup> (you) it?"

**4** (eat) "There's no cheese in the fridge. Somebody \_\_\_\_\_<sup>7</sup> it all."  
"Sorry, that was me. I \_\_\_\_\_<sup>8</sup> it for breakfast."



**E** With your partner describe if the action started and ended in the past or if the action happened in the past but still has an effect now.

## Lesson 4: Open Day at the University

**A** Check the meaning of these words.  **6** Then listen and tick (✓) the things Waleed and Josie talk about.

a castle

☐

the countryside

☐

lakes

☐

a ghost

☐

experiments

☐

maths

☐

Scottish food

☐

politics

☐

Scottish music

☐

the weather

☐

the sea

☐

Scottish cities

☐

**B**  **7** Then listen again and mark the sentences true (T) or false (F).

- 1 Waleed has been in Britain for three weeks.
- 2 He's going to start university in one week.
- 3 He stayed in a castle in Scotland.
- 4 He saw a ghost in the castle.
- 5 It doesn't rain very much in Scotland.
- 6 He didn't like the Scottish countryside.
- 7 Waleed is going to do a science course.
- 8 Waleed thinks it will be warm enough to swim in the lakes.
- 9 He wants to try and play Scottish music.

F

☐
☐
☐
☐
☐
☐
☐
☐
☐

**C** Complete the sentences using the words in brackets.

- 1 They \_\_\_\_\_ (go) to Dubai. They'll be back in Libya in five days.
- 2 What's Casablanca like? I don't know. I \_\_\_\_\_ n't \_\_\_\_\_ (not/be) there.
- 3 The Al Badri family isn't here at the moment. They \_\_\_\_\_ (go) on holiday.
- 4 Is Adam here or \_\_\_\_\_ he \_\_\_\_\_ (leave) for university?
- 5 I want to go to Glasgow University in Scotland. I \_\_\_\_\_ (be) to the city twice before.
- 6 I'll show you around Tripoli. \_\_\_\_\_ (you/be) to the museum?

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

**A**  Listen and repeat. Match phrases with sentences in track 8.

- |                                         |                                               |                                        |
|-----------------------------------------|-----------------------------------------------|----------------------------------------|
| <input type="checkbox"/> I'd love to.   | <input type="checkbox"/> I forgot about that. | <input type="checkbox"/> That's right. |
| <input type="checkbox"/> Of course not. | <input type="checkbox"/> I don't believe it.  |                                        |

**B** Complete the questions with the correct tags.

- 1 She lives in Benghazi, \_\_\_\_\_?
- 2 He has a flat in Beirut, \_\_\_\_\_?
- 3 You like Lebanese food, \_\_\_\_\_?
- 4 You haven't met Jameel, \_\_\_\_\_?
- 5 They didn't expect to see us, \_\_\_\_\_?
- 6 We aren't making too much noise, \_\_\_\_\_?

**C**  Work in pairs. Role-play Khalid checking information with Martin. Use question tags and short answers.

You've heard ... Martin arrived a week ago.

- 1 He's staying at the Lynx Hotel.
- 2 He doesn't know many people in Khoms.
- 3 He hasn't been to Libya before.
- 4 He speaks a little Arabic.
- 5 He can windsurf and scuba dive.
- 6 He would like to go camping in the desert.

You arrived a week ago, didn't you?

Yes, I did.



**D** Now write four more of Khalid's questions.

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

## Lesson 6: What have they been doing?

### A Complete the sentences using the words in brackets.

**Example:** You look hot. How long have you been working (work) in the garden?

- 1 She's tired because she \_\_\_\_\_ (not sleep) well recently.
- 2 Salwa's in the kitchen. She \_\_\_\_\_ (cook) for three hours now.
- 3 We're bored. We \_\_\_\_\_ (play) computer games all afternoon.
- 4 I can't find my glasses. I \_\_\_\_\_ (look for) them all day.
- 5 He's going to fail his exam. He \_\_\_\_\_ (not work) very hard.

### B Write sentences using *for* or *since*.

**Examples:** They are playing football. They started twenty minutes ago.

They've been playing football for twenty minutes.

She's writing letters. She started at two o'clock.

She's been writing letters since two o'clock.

- 1 I'm working on a project. I started on Tuesday.  
\_\_\_\_\_
- 2 We're waiting for a bus. We started waiting at ten o'clock.  
\_\_\_\_\_
- 3 You're watching TV. You started an hour ago.  
\_\_\_\_\_
- 4 They're making Eid cakes. They started two days ago.  
\_\_\_\_\_
- 5 It's raining. It started two hours ago.  
\_\_\_\_\_
- 6 She's crying. She started crying ten minutes ago.  
\_\_\_\_\_



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

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

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

## Lesson 7: Cambridge Science Festival



**A** Read the article on Course Book page 14 again. Then complete each sentence below with a word from the article.

**Examples:** Cambridge is one of the world's oldest universities.

- 1 Cambridge University was founded in \_\_\_\_\_.
- 2 The Cambridge Science Festival is held in \_\_\_\_\_ each year.
- 3 The Festival is a \_\_\_\_\_ event where scientists, students and enthusiasts meet to share ideas.
- 4 Visitors can attend talks, activities, \_\_\_\_\_, films and exhibitions.
- 5 The exhibitions open on the first \_\_\_\_\_ of the festival.
- 6 Lecture topics include the future of \_\_\_\_\_.
- 7 The festival offers something to \_\_\_\_\_ everybody.

**B** **11** Listen and tick the word you hear.

- |                                    |                                 |
|------------------------------------|---------------------------------|
| 1 pull <input type="checkbox"/>    | bull <input type="checkbox"/>   |
| 2 pet <input type="checkbox"/>     | bet <input type="checkbox"/>    |
| 3 pour <input type="checkbox"/>    | bore <input type="checkbox"/>   |
| 4 pouring <input type="checkbox"/> | boring <input type="checkbox"/> |
| 5 pair <input type="checkbox"/>    | bear <input type="checkbox"/>   |

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 6 pin <input type="checkbox"/>   | bin <input type="checkbox"/>    |
| 7 pack <input type="checkbox"/>  | back <input type="checkbox"/>   |
| 8 port <input type="checkbox"/>  | bought <input type="checkbox"/> |
| 9 cap <input type="checkbox"/>   | cab <input type="checkbox"/>    |
| 10 rope <input type="checkbox"/> | robe <input type="checkbox"/>   |



**C** With your partner prepare a poster on one of the most popular events you know. Include:

- Where and when the event takes place.
- Types of activities held in the event.
- How long the event lasts.
- What the event celebrates.

**D** Write a list of festivals and celebrations in your country which you could write about, e.g., Eid, Independence Day, a wedding, etc. Work with a partner. Choose a festival or celebration you both want to write an essay about. Write a list of things to describe in the essay. The list can be in any order. It doesn't need detail yet.

My cousin's wedding

clothes

what was special about the wedding?

food

guests

where was the party?

how long did it last?

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

My cousin's wedding

clothes

4

what was special about the wedding?

5

food

2

guests

1

where was the party?

3

how long did it last?

6

**F** Write an introduction. This could give some background information, e.g., the origin or date of the festival/celebration you have chosen.

**G** Write the other paragraphs of the essay. Start a new paragraph for each new topic.

**H** Write the full essay in 100–150 words. Remember to add a conclusion. This could be your personal opinion of the festival or celebration. Add photos to your essay if you can.

## Lesson 8: Describing Yourself

**A** Complete the sentences with prepositions from the box.

about from with in of

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



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

**1** fast at typing

*My friend Khalid is very fast at typing.*

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_

**6** \_\_\_\_\_

**7** \_\_\_\_\_

**8** \_\_\_\_\_

**9** \_\_\_\_\_

**10** \_\_\_\_\_

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## Lesson 1: Keeping in Touch

**A** Here are some of the things people said about communication. Use verbs from the box in the past simple to fill the gaps.  **14** Listen and check your answers.

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

**Example:** "My parents \_\_\_\_\_ gave \_\_\_\_\_ me a mobile phone for my birthday."

- 1** "Yesterday, for example, I \_\_\_\_\_<sup>1</sup> to my friend's house after school. I \_\_\_\_\_<sup>2</sup> my mother from the bus and \_\_\_\_\_<sup>3</sup> her I'd be late."
- 2** "I \_\_\_\_\_<sup>4</sup> a mobile from my father when I \_\_\_\_\_<sup>5</sup> secondary school."
- 3** "Yesterday I \_\_\_\_\_<sup>6</sup> this really nice photo of my brother Adel. He \_\_\_\_\_<sup>7</sup> it much. He \_\_\_\_\_<sup>8</sup> it was too close."
- 4** "I \_\_\_\_\_<sup>9</sup> my mobile with my own pocket money."
- 5** "They \_\_\_\_\_<sup>10</sup> it would be really useful. And they \_\_\_\_\_<sup>11</sup> right."
- 6** "Some of my friends \_\_\_\_\_<sup>12</sup> me birthday cards in the post, but I also \_\_\_\_\_<sup>13</sup> a few e-cards."

**B** Match the words and write compound nouns.

- |                   |       |             |
|-------------------|-------|-------------|
| <b>1</b> gaming   | _____ | computer    |
| <b>2</b> laptop   | _____ | application |
| <b>3</b> mobile   | _____ | message     |
| <b>4</b> camera   | _____ | card        |
| <b>5</b> text     | _____ | money       |
| <b>6</b> pocket   | _____ | message     |
| <b>7</b> birthday | _____ | phone       |
| <b>8</b> picture  | _____ | phone       |

**C**  **15** Listen and check your answers. Then listen and repeat.

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

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

**Student B:** Bad luck! Why not?

**Student A:** My mobile phone was broken.

**Student B:** I played an amazing video game yesterday.

**Student A:** Really? What was it called?

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

**C21**  
SKILLS

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



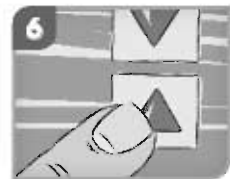
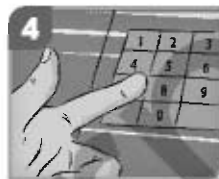
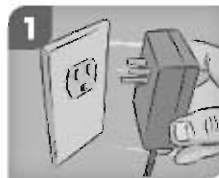
## Lesson 2: Giving Instructions

**A**   Listen and repeat. Then work in pairs to practise the words and phrases in your own questions and answers.

Let's get started.    How's this?    Like this?    I hope so.    Slow down!

**B** Match the phrases to the pictures.

- a ☐ click on the left-hand button
- b ☐ enter the code/ the number
- c ☐ plug it in
- d ☐ press the button
- e ☐ select a program
- f ☐ set the time
- g ☐ turn/switch it off
- h ☐ turn/switch it on



**C** Match a word from each list and write the compound nouns. Check you know the meaning of each one.

phone    clock    booth    mail    control    ~~dryer~~    machine  
media    pad    point    oven    screen

- 1 hair    hairdryer
- 2 microwave    \_\_\_\_\_
- 3 washing    \_\_\_\_\_
- 4 smart    \_\_\_\_\_
- 5 touch    \_\_\_\_\_
- 6 remote    \_\_\_\_\_

- 7 alarm    \_\_\_\_\_
- 8 cash    \_\_\_\_\_
- 9 photo    \_\_\_\_\_
- 10 social    \_\_\_\_\_
- 11 e    \_\_\_\_\_
- 12 note    \_\_\_\_\_

**D**  Work in pairs. Student A: Say a phrase from Exercise B. Student B: Name an item that goes with the phrase. Change roles.

**Example:** Student A: Set the time.

Student B: An alarm clock.

**E** Write eight sentences of your own using compound nouns from Exercise C.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**F** Match the phrases and complete the sentences. Add a comma (,) where necessary.

- 1 If he drinks coffee at night
- 2 My mother gets worried
- 3 If I use a hairdryer
- 4 Plants die
- 5 Do some research on the internet
- 6 Can you get a good signal on your mobile
- 7 If the water in the engine boils
- 8 If the battery runs down
- 9 You get bad teeth
- 10 Who do you talk to



- a stop the car.
- b he doesn't sleep.
- c if they don't get water.
- d if you eat too many sweets.
- e if you go out in a boat?
- f if you have a problem?
- g if I don't phone her.
- h if you have time.
- i my hair looks nicer.
- j you can recharge it.



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

- click on the left-hand button
- Enter your code carefully.
- Put your money
- If you don't like the programme
- Take your money
- Turn the seat
- If you want to turn the volume up
- put soap powder in the drawer.
- the machine sometimes keeps your card.
- Wait outside for your pictures.
- Your clothes are clean when it stops.

**1**

Move your finger over it to the right or left to move the cursor. To close a window on the screen, point the cursor at the cross and

\_\_\_\_\_ 1

**2**

Open the door and put the clothes in.

Close the door and \_\_\_\_\_ 2

Select a programme. \_\_\_\_\_ 3

**3**

Point it at the TV. Press one of the buttons. Wait for a picture to come on the screen.

\_\_\_\_\_ 4, press another button.

\_\_\_\_\_ 5, press the up arrow.

**4**

Put your card in. \_\_\_\_\_ 6. If you enter it incorrectly,

\_\_\_\_\_ 7

Select the amount you want. \_\_\_\_\_ 8 and your card.

5

Step inside and close the curtain. \_\_\_\_\_<sup>9</sup> to get it at the right height. \_\_\_\_\_<sup>10</sup> in the slot. Don't move when the red light comes on. \_\_\_\_\_<sup>11</sup>



H Student A: Write instructions for one of the following;  
Student B: Guess what the instructions are about.

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

## Lesson 3: The Swimmer

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

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

\_\_\_\_\_<sup>1</sup> he was seven, Omar's twin sister drowned. \_\_\_\_\_<sup>2</sup> that, his mother never let him go swimming \_\_\_\_\_<sup>3</sup> by the age of 16, he still couldn't swim. \_\_\_\_\_<sup>4</sup> he decided to do something about his fear of water. \_\_\_\_\_<sup>5</sup> he wrote a letter to the problem page of a magazine, \_\_\_\_\_<sup>6</sup> he joined a swimming class for teenagers. And \_\_\_\_\_<sup>7</sup> he finally learnt to swim. \_\_\_\_\_<sup>8</sup> he went on holiday in Cornwall with his friend, Justin. \_\_\_\_\_<sup>9</sup> they were there, Omar saved the life of a little girl who was in trouble in the sea. \_\_\_\_\_<sup>10</sup>, this story shows that with courage you can overcome a difficult past.



**B** Cover the summary on page 21. Prepare to summarize the story in your own words. In pairs, take turns saying one sentence each. Use linking words like the ones in the box in Exercise A.

**C** Imagine you are Justin. Write an email to a friend who doesn't know Fawzi. Tell him about Omar rescuing the child at the beach. Use information in the texts and your imagination. Write about 150 words. Use the model below.

From: Justin

To:

Subject:

Dear \_\_\_\_\_

Last summer I was camping in Cornwall with my friend Omar. One day we were walking on the beach when \_\_\_\_\_

In my opinion, Omar was a real hero because his sister \_\_\_\_\_  
\_\_\_\_\_ he learnt to swim when he was 16.

A newspaper reporter \_\_\_\_\_

I've kept a copy of the newspaper and I'll show it to you when I see you.

Bye for now,

Justin

## Lesson 4: On the Phone



A 18 Listen to three messages left on voicemail and answer the questions.

### Call 1

- 1 Who calls? Josie
- 2 Why? She wants Nadia to come on a picnic  
on (date)
- 3 Where to meet? \_\_\_\_\_
- 4 What time? \_\_\_\_\_
- 5 When should Nadia call back? \_\_\_\_\_

### Call 2

- 1 Who does David want to speak to? \_\_\_\_\_
- 2 What is he calling about? \_\_\_\_\_
- 3 When would he like to come round? \_\_\_\_\_ or \_\_\_\_\_
- 4 What is his phone number? \_\_\_\_\_

### Call 3

- 1 Where is the answerphone? \_\_\_\_\_
- 2 Why is nobody there to take the call? \_\_\_\_\_
- 3 Why is Salwa calling? \_\_\_\_\_
- 4 What is her phone number? \_\_\_\_\_



## Lesson 5: Time and Place

## A Match the phrases and write full sentences.

- 1 He was so angry
- 2 I was in such a rush
- 3 It was raining so hard
- 4 It was such a lovely day
- 5 Her voice was so quiet
- 6 The homework was so difficult
- 7 The place was so noisy

- a we couldn't go out.
- b I couldn't hear what she said.
- c that he slammed the door.
- d that we couldn't have a conversation.
- e that I forgot my purse.
- f that we went to the beach.
- g that I gave up doing it.

**Example:** *He was so angry that he slammed the door.*

## B Study the examples and write five more sentences with phrases from the box.

*He ran so fast that nobody could catch him.*

*She wrote so fast she finished the letter in five minutes.*

walked so slowly   spoke so quietly   worked so hard   played so badly

C  Work in pairs. Student A: Choose a word from the box and ask a question with *What was it like?* Student B: Answer using the phrase *so/such ... (that)*. Then change roles.

wedding   hotel   vacation   exam   lesson   film  
trip   house   weather   people

**Example:**

**Student A:** What was your cousin's wedding like?

**Student B:** The music was so loud that you could hear it in the next town!  
OR  
I had such a good time (that) I didn't want to leave.

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

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



**Noor:** Would you like to go for a walk to the shops?

**Katie:** Not really. I don't feel like it. It's \_\_\_\_\_<sup>1</sup> today.

**Noor:** We can walk to Abu Nawas Park. It's nice and cool there.

**Katie:** But that's \_\_\_\_\_<sup>2</sup> to walk.

**Noor:** Don't be \_\_\_\_\_<sup>3</sup>! You'll like it when we get there. It's so lovely and shady under the trees.

**Katie:** Oh, Noor, why don't we go tomorrow?

**Noor:** No, tomorrow's Friday and it'll be really crowded.

**Katie:** How do you know?

**Noor:** I went there last Friday with Latifa and it was \_\_\_\_\_<sup>4</sup> we couldn't get a seat in the shade.

**Katie:** You're exaggerating a bit, aren't you?

**Noor:** No, really. There were \_\_\_\_\_<sup>5</sup> long queues at the drinks stalls \_\_\_\_\_<sup>6</sup> we nearly died of thirst.

**Katie:** OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.

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

**Katie:** I know. But I really feel like an ice-cream.

**Noor:** OK. We can have one at the Oasis Café.

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

**E**  **19 Listen and check your answers.**

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

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



Would you like to go bowling this weekend?

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

OK. That's a good idea.



## Lesson 6: The Internet

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

**Example:** newest, most recent

latest

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



## B Find the answers to these questions.

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



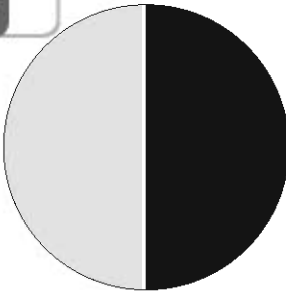
## C Match the pie charts to the titles.

**a** US teenagers who use email

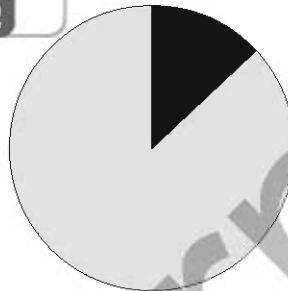
**b** US teenagers who don't ever use the internet

**c** US teenagers who have downloaded music

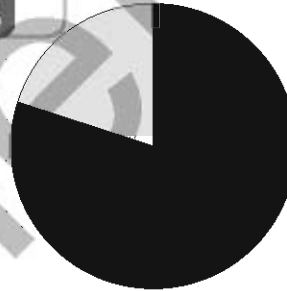
1



2



3



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

### Agreeing

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

### Disagreeing

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

### Interrupting

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

### Avoiding interruption

I've almost finished.  
Just let me finish.  
Can I just finish what I'm saying?

## Lesson 7: They must have forgotten.

**A** Read the conversation on Course Book page 28 again and answer the questions.

1 Why is Ammar ringing Mrs Crosby?

\_\_\_\_\_

2 Where have Dave and Rob gone?

\_\_\_\_\_

3 How late are they?

\_\_\_\_\_

4 What is surprising about Dave's behaviour?

\_\_\_\_\_

5 In your opinion, why are Dave and Rob late?

\_\_\_\_\_

**B** Complete the sentences using the correct form of the words in brackets.

**Example:** I'm sure she was sad when her grandmother died.

She must have been (be) sad when her grandmother died.

1 This essay is very long. I'm sure you took days to write it.

You must have \_\_\_\_\_ (take) days to write it.

2 He hasn't called me. Perhaps he lost my number.

He might have \_\_\_\_\_ (lose) my number.

3 Their car is here. I'm sure they haven't gone out.

They can't have \_\_\_\_\_ (go) out.

**C** Complete the sentences with *must have*, *might have* or *can't have* and the past participles of the verbs in brackets.

- 1 Someone phoned while you were out. I'm not sure, but it \_\_\_\_\_ (be) someone from your office.
- 2 Somebody has stolen my pearls. The front door is still locked, so the thief \_\_\_\_\_ (come) through the open window.
- 3 "I saw all the tourist attractions when I went to America."  
"You \_\_\_\_\_ (see) everything. You were only there for a week."
- 4 "Where's my package from Janet?"  
"I'm not sure, but I \_\_\_\_\_ (throw) it away by mistake."

## Lesson 8: Advertising



**A** Before you listen, name one good thing and one bad thing about advertising.

**B**



**21** Listen and match two opinions to each speaker.

Liam

☐☐

Faris

☐☐

Jade

☐☐

Omar

☐☐

- 1 Advertisements can be fun.
- 2 We pay for advertising whether we want to or not, every time we buy something.
- 3 Children need protection from advertising.
- 4 Advertisements often give false information.
- 5 Advertising gives useful information.
- 6 The government shouldn't allow cigarette advertisements.
- 7 Advertisements can make people spend too much money.
- 8 Advertising makes people unhappy with their own lives.

**C**  **22** Listen again and complete these sentences.

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



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

## Giving opinions

In my opinion, ...

Personally, I think ...

It seems to me ...

## Asking opinions

How do you feel about ...?

What's your view on ...?

Do you agree that ...?

## Checking information

What do you mean exactly?

Could you explain that point?

Can you give us an example of ...?

## Asking opinions

What I mean is ...

What I'm trying to say is ...

My point is that ...

## Lesson 1: Endangered Animals

**A** Use words from each box to make six phrases. You can use two colours if you want.

a an the my your

old expensive nice pretty dangerous strange funny big small

green yellow red blue black white grey pink purple

car shirt shoes eyes fish cat bus carpet programme

**Example:** an old black and white bus

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**B** Work in pairs. Look at the pictures on page 34 of the Course Book. Student A: Choose one of the animals. Don't tell your partner which one you've chosen. Describe the animal. Student B: Listen to your partner's description. Say the name of the animal.

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

Here are some useful words:

fur tail fin stripe horn smooth flat

It's the black rhino.

Now change over.



## Lesson 2: Almost Extinct



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

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

## How to save endangered species

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



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

**Examples:** If we want to save the tiger, we must protect its habitat.

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

1

2

3

4

**C Read the fact file.**

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



**Do you know the rule?**

**look + adjective**

*That car looks very old.*

**look like + noun**

*Your eyes look like stars.*

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

look   look like   looks   looks like

**Example:** The teacher looks very angry. What's the matter with her?

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



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

## F Write the numbers to make first conditional sentences.

- |                                      |                                                                       |
|--------------------------------------|-----------------------------------------------------------------------|
| 1 If everybody comes,                | <input type="checkbox"/> a Aziz won't wait for us.                    |
| 2 If I fail the exam,                | <input type="checkbox"/> b you will get very thirsty.                 |
| 3 If you don't take water with you,  | <input type="checkbox"/> c I'll give you a place in the team.         |
| 4 If I become captain,               | <input type="checkbox"/> d I will be really disappointed.             |
| 5 If the car breaks down,            | <input type="checkbox"/> e Waleed won't know how to fix it.           |
| 6 If the guests want more ice-cream, | <input type="checkbox"/> f Nadia will go down to the shop and get it. |
| 7 If you don't enjoy this book,      | <input type="checkbox"/> g bring it back, and I'll lend you another.  |
| 8 If we are late,                    | <input type="checkbox"/> h there will be 38 people at the dinner.     |

## G 24 Read and listen to this sentence.

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

## H 25 Listen and repeat the sentences.

If the test isn't too difficult, we'll pass.

If I don't get a place on the team, I'll be very disappointed.



 **Work in pairs. You are going on a camping trip in the desert. One of you is worried about the trip. Ask and answer questions. Use the phrases in the boxes and your own ideas.**

someone is sick  
the car breaks down  
our mobile phones don't work  
it is too hot  
we run out of water

phone Nasser's mother  
fix it  
use a radio  
find some shade and drink lots of water  
go home

What will we do if someone is sick?

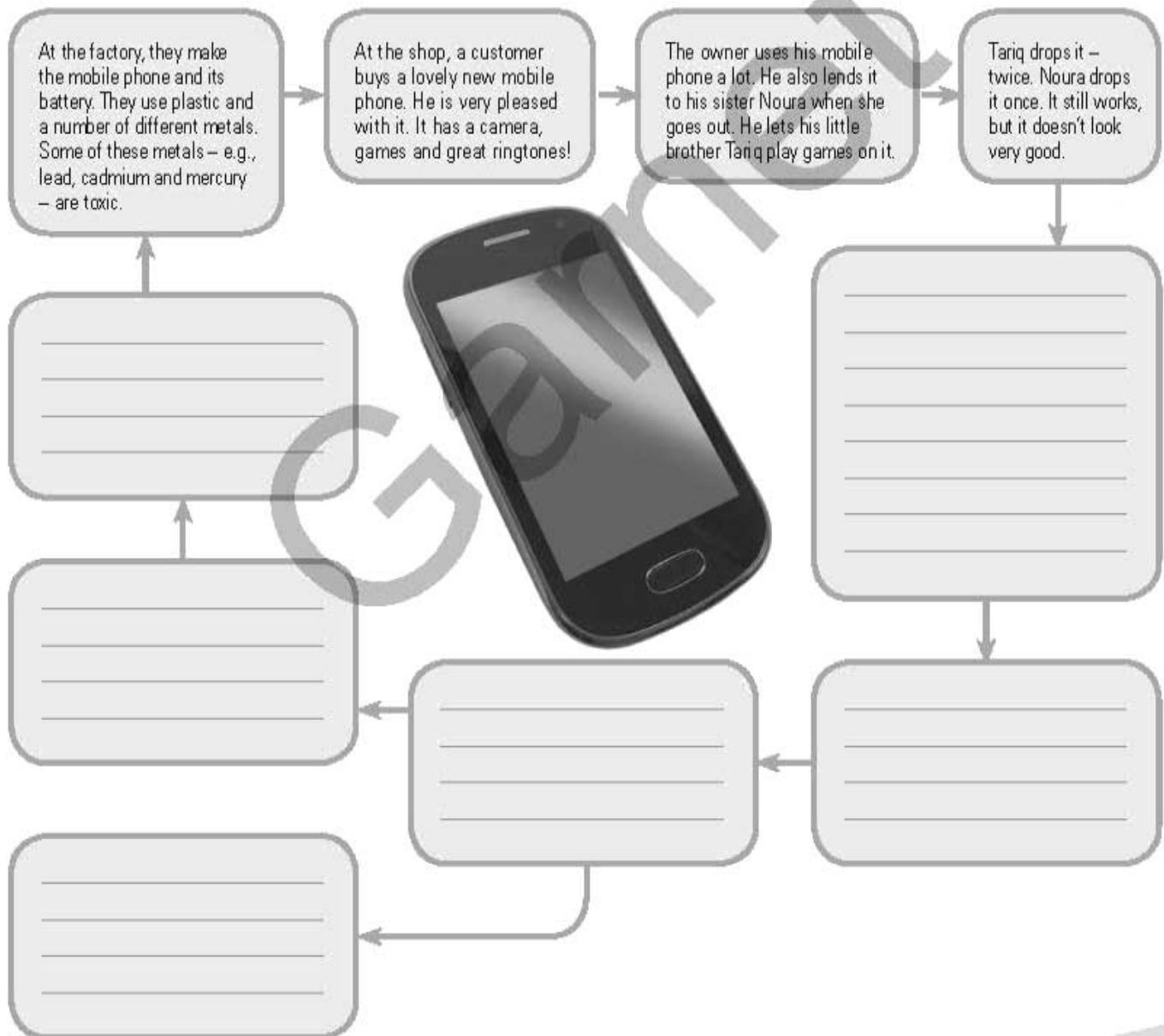
If someone is sick, we will phone Nasser's mother. She's a doctor.

## Lesson 3: Recycling Mobile Phones

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

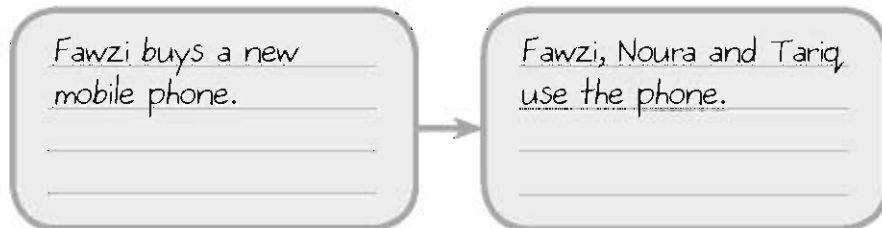


**A**  Can mobile phones be recycled?  **26** Discuss the question with a partner, then listen and check. As you listen, take notes. Then fill in the rest of the flow chart.



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

Example:



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

## Lesson 4: Now you too can be green!

**A** Complete the article with words from the box.

bigger metal throw work thousands  
process environment destroying cheap

### Why we should recycle

by Professor Khaled Al Jaber

People ask, 'Why should we recycle things?'

They say that recycling makes a lot of extra

\_\_\_\_\_ <sup>1</sup> – we have to take our rubbish to different bins. And things like paper and glass are \_\_\_\_\_ <sup>2</sup>, so what's the problem?

Well, I say to those people: there are two good reasons why we should recycle paper, glass, \_\_\_\_\_ <sup>3</sup> – and perhaps other things,

too. The first reason is this: the rubbish dumps near our towns and cities are getting

\_\_\_\_\_ <sup>4</sup> every year. These dumps are dirty and dangerous. We are \_\_\_\_\_ <sup>5</sup> the beauty of our country.

The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it \_\_\_\_\_ <sup>6</sup> of miles to us – that uses a lot of oil. We use the paper once, and then we \_\_\_\_\_ <sup>7</sup> it away. Instead, we should use the old paper to make new paper; it is a cheap and easy \_\_\_\_\_ <sup>8</sup>. If we do this, we will save money and protect the \_\_\_\_\_ <sup>9</sup>.

**B** **27** Listen and check your answers.

**C Write the numbers to match the sentences.**

- |                                                                        |                                                                      |
|------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1 Each team got two goals in the semi-final.                           | <input type="checkbox"/> They don't reuse them.                      |
| 2 I can't read your handwriting.                                       | <input type="checkbox"/> You probably need to recharge the battery.  |
| 3 In hospitals, doctors throw their gloves away after doing something. | <input type="checkbox"/> You should reorganize it.                   |
| 4 My mobile phone is dead.                                             | <input type="checkbox"/> Can you rewrite the address more carefully? |
| 5 The town was completely destroyed by the earthquake.                 | <input type="checkbox"/> They had to replay the game.                |
| 6 Your office is a mess!                                               | <input type="checkbox"/> Let's redo the question from the start.     |
| 7 $x = 4y^2 - 0.01$ ? That can't be right!                             | <input type="checkbox"/> They are starting to rebuild it now.        |



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

- mobile phones
- computers
- clothes
- batteries
- paper



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

redecorate    replay    recycle    remember    remind  
reopen    repeat    return    revise    refresh



**Vocabulary tip:** Building words using *re-*

The prefix *re-* means again.

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

## Lesson 5: Offering Help

### A 29 Listen and repeat.

- |   |                               |                               |
|---|-------------------------------|-------------------------------|
| 1 | Shall I feed the baby lion?   | I'll do it myself, thank you. |
| 2 | Shall I work in the car park? | Yes, please.                  |
| 3 | Would you like me to fix it?  | Good idea.                    |
| 4 | Would you like me to help?    | No, thanks.                   |



### B Rewrite the following sentences to give the same meaning.

- 1 Do you want me to bring some paper?  
Shall \_\_\_\_\_ Would \_\_\_\_\_
- 2 Do they want us to pick up the laundry on our way back?  
Shall \_\_\_\_\_ Would \_\_\_\_\_

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

- D When someone is telling you something important, you listen carefully. But what else can you do to check that you understand?  30 Read and listen to four more conversations between Mr Obuya and Victoria.

#### Conversation 1

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

**Victoria:** You mean tourists must keep quiet there. \_\_\_\_\_

**Mr Obuya:** That's right.

#### Conversation 2

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

**Victoria:** Where do I put the bins? \_\_\_\_\_

**Mr Obuya:** Behind the café, OK?

#### Conversation 3

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

**Victoria:** Do you mean we need to count the baby giraffes? \_\_\_\_\_

**Mr Obuya:** Yes.



## Conversation 4

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

**Victoria:** Is it switched on? \_\_\_\_\_

**Mr Obuya:** I'll check.

In which conversations does Victoria ask an extra question [EQ] to get more information?

In which conversations does she repeat something in different words [DW] to check that she has understood? Mark each conversation EQ or DW.

**E**  **31** Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.

- |                                            |                |
|--------------------------------------------|----------------|
| <b>1</b> You mean we need their money?     | Sentence _____ |
| <b>2</b> So it actually thinks it's human? | Sentence _____ |
| <b>3</b> Is it petrol or diesel?           | Sentence _____ |
| <b>4</b> Do you mean that it's dangerous?  | Sentence _____ |
| <b>5</b> OK. Where can I find the key?     | Sentence _____ |

Now mark Victoria's answers EQ (extra question) or DW (repeat in different words).

**F** Read the Functional Grammar box on page 12 of the Course Book again. You are not sure about the information below. Add question tags to check.

- 1** You have put the baby lion in its cage, haven't you? \_\_\_\_\_
- 2** The table in the picnic area is broken, \_\_\_\_\_
- 3** The animals can't get into the car park, \_\_\_\_\_
- 4** The tourists should stay in their cars, \_\_\_\_\_
- 5** The new no-smoking sign will be OK, \_\_\_\_\_

## Lesson 6: The Best of Both Worlds



**A** **32** Read and listen to the interview in the Course Book. What are the advantages and disadvantages of different types of cars? Complete the table by making notes.

|                     | Advantages                                   | Disadvantages |
|---------------------|----------------------------------------------|---------------|
| Petrol engine only  | good on the open road<br>cheaper than hybrid |               |
| Electric motor only |                                              |               |
| Hybrid              |                                              |               |

**B** **33** Listen and repeat.

I expect I'll buy one.

Exactly.

They will definitely make things better.

I'll certainly buy a hybrid.

**C** Work in pairs.

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

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

sports car   family car   four-wheel drive   convertible

safe   powerful   fast   stylish   modern   cheap

How can we reduce pollution from cars in cities?

- use hybrid cars
- use lead-free petrol



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

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

### How can we solve the problem of overfishing?

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

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

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

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

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

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

## Lesson 7: The Arabian Oryx

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

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



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



People used to hunt tigers

**C** Read the Functional Grammar box on page 40 of the Course Book. **34** Listen to sentences 1 to 8. Write them out in full (without contractions).

- 1 They do not work very hard.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

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

**Example:** My brother does not live in London.

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

My brother  
doesn't live  
in London.



**E** **35** Listen and check.

## Lesson 8: The Aswan Dam

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

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

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



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

| Advantages | Disadvantages            |
|------------|--------------------------|
|            | People lost their homes. |

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

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





**D**  **Work in pairs.**

Student A: Choose one of the pictures below and describe it to your partner. Think about how it would feel to be there. Don't say which picture it is.

Student B: Listen to your partner's description and say which of the pictures (1 to 6) he/she is describing.



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

## Lesson 1: Saving the Planet

**A** Read the article on Course Book page 46 quickly and answer the questions.

- 1 What is the problem with modern packaging?
- 2 What two things are mentioned in the article that have put animals in danger?
- 3 What are the negative consequences of countries becoming more successful?
- 4 What does Professor Sanders think will have a more serious impact on our planet over time?
- 5 What does the professor think that we (mankind) are responsible for?
- 6 In your own words, explain what the professor believes is the main reason for protecting our planet?

**B** Write the number for the correct ending for each sentence. Do not look at the article.

- |                                                 |                          |                                                              |
|-------------------------------------------------|--------------------------|--------------------------------------------------------------|
| 1 The topic of our lesson today is              | <input type="checkbox"/> | <b>a</b> the less fortunate people in our city.              |
| 2 I learned a lot about global warming          | <input type="checkbox"/> | <b>b</b> are cruel to animals.                               |
| 3 Let's find a way to help                      | <input type="checkbox"/> | <b>c</b> protected areas for some animals.                   |
| 4 The organization's work on renewable energy   | <input type="checkbox"/> | <b>d</b> environmental problems and how to solve them.       |
| 5 I dislike people who                          | <input type="checkbox"/> | <b>e</b> endangered animals?                                 |
| 6 That new documentary series about wildlife is | <input type="checkbox"/> | <b>f</b> has been very successful.                           |
| 7 What can we do to help                        | <input type="checkbox"/> | <b>g</b> from a recent documentary on TV.                    |
| 8 I believe it's a good thing to have           | <input type="checkbox"/> | <b>h</b> extremely popular with teenagers as well as adults. |



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

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

traditional   ~~expensive~~   interesting   boring   delicious   peaceful   kind   strange  
Libyan   ~~Japanese~~   Indian   Italian   Egyptian   Tunisian   Scottish   Lebanese

|              |          |         |
|--------------|----------|---------|
| an expensive | Japanese | camera  |
|              |          | garden  |
|              |          | clothes |
|              |          | film    |
|              |          | woman   |
|              |          | poet    |
|              |          | play    |
|              |          | food    |

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

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

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

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

**Example:**

I've just bought an expensive blue bicycle.

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

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







E Protecting the environment is our own responsibility. What can you do to make our planet a better place?

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---

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F Complete the article with words from the box.

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

# Bakkar goes green!



*Bakkar* is a cartoon series all about \_\_\_\_\_<sup>1</sup> problems in the Red Sea Protectorates. Recently, hotels, flats and other buildings have appeared all over the area because of the \_\_\_\_\_<sup>2</sup> in tourism. This has caused \_\_\_\_\_<sup>3</sup> and could destroy various wildlife habitats. Now a new series tries to educate children about the \_\_\_\_\_<sup>4</sup> of the Red Sea. Children learn why it's important to \_\_\_\_\_<sup>5</sup> the desert and sea habitats of the animals of the Red Sea. There are many exciting moments when *Bakkar* and a Red Sea Ranger try to stop someone stealing \_\_\_\_\_<sup>6</sup> animals for a zoo.

A \_\_\_\_\_<sup>7</sup> has shown that *Bakkar* is definitely able to \_\_\_\_\_<sup>8</sup> environmental \_\_\_\_\_<sup>9</sup> to children. Before seeing the \_\_\_\_\_<sup>10</sup>, none of the children in the survey had heard of the Red Sea Protectorates, and only 2% of them had heard of Red Sea Rangers. After the shows, 45% of the children in the survey knew about the Protectorates and 42% of them understood the work of the Red Sea Rangers. Ten-year-old Mennatallah Hossam gives her \_\_\_\_\_<sup>11</sup>: "I like *Bakkar* because he always does good things. I would like to watch cartoons like *Bakkar* all year, not just \_\_\_\_\_<sup>12</sup> Ramadan."

## Lesson 2: Shall I help you?



**A** What do you think will happen next? Discuss your answers in pairs.

- 1 Do you think Helen has broken her leg?
- 2 How do you think the girls get home from the tennis court?
- 3 What do you think Helen will do when she gets home?
- 4 Do you think Helen will be able to play in the competition?

**Student 1:**

I don't think Helen has broken her leg. She has probably just hurt it. What do you think?

**Student 2:**

She might have broken it. It's possible. But I agree – she probably hasn't.

**Student 1:**

How do you think they'll get home?

**B** Match the pictures on Course Book page 47 with these sentences.

- 1 Zeina offers to help Helen walk to a seat.
- 2 Zeina helps Helen to stand up.
- 3 Helen thinks her leg is broken.
- 4 Zeina offers to get Helen a drink.
- 5 Zeina thinks Helen is joking.



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

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

**D**  Do not look at the Course Book. In pairs, tell the story in your own words. You should also tell the part of the story that you wrote for Exercise C. Take turns saying a sentence each. Use the past continuous and the past simple. Use these phrases:

One day in May, Helen and Zeina were playing ...

They were practising for ...

Helen was running ... when suddenly ...

**E** Complete the first conditional sentences from the story. Do not look at the Course Book.

If you \_\_\_\_\_ your arm around my \_\_\_\_\_,  
\_\_\_\_\_ to walk. If it is broken, I \_\_\_\_\_ play  
\_\_\_\_\_ on Saturday.

**F** Match the sentence halves and write the sentences in full using the correct form of the verb.

- |                                   |                          |                                                   |
|-----------------------------------|--------------------------|---------------------------------------------------|
| 1 I (write) to you                | <input type="checkbox"/> | a I (tell) him you're out and I (take) a message. |
| 2 You (not know) for sure         | <input type="checkbox"/> | b if it (start) raining again.                    |
| 3 If you (not go) to bed now,     | <input type="checkbox"/> | c if you (help) me with my homework.              |
| 4 If your brother (phone),        | <input type="checkbox"/> | d if you (give) me your address.                  |
| 5 I (lend) you my bike            | <input type="checkbox"/> | e if you (not ask).                               |
| 6 We (not be) able to play tennis | <input type="checkbox"/> | f you (feel) very tired in the morning.           |

**Example: 1** I'll write to you if you give me your address.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Lesson 3: On The Phone

**A**  **38** Listen to Phone Call 1 again and answer the questions.

- 1 Where does Youssef want Suleiman to go for him? \_\_\_\_\_
- 2 Where is the ticket? \_\_\_\_\_
- 3 How much will Suleiman have to pay? \_\_\_\_\_



**B**  **39** Listen to Phone Call 2 again and complete the table.

|          | Film | Certificate | Times | Prices    |
|----------|------|-------------|-------|-----------|
| Screen 1 |      |             |       | Adults:   |
| Screen 2 |      |             |       | Students: |
| Screen 3 |      |             |       | Children: |

**C**  **40** Listen to Phone Call 3 again and answer the questions.

- 1 Where was the advertisement for the guitar?  
\_\_\_\_\_
- 2 How old is the guitar?  
\_\_\_\_\_
- 3 How much is it?  
\_\_\_\_\_
- 4 What time is Rashid going to see the guitar?  
\_\_\_\_\_
- 5 How do you spell Rashid's surname?  
\_\_\_\_\_

## Lesson 4: Searching the internet has changed!

**A** Match the pairs of sentences and join them using *so* or *such* and a clause of result. Rewrite the full sentences below.

- |                                   |                          |                                       |
|-----------------------------------|--------------------------|---------------------------------------|
| 1 She's worried about work.       | <input type="checkbox"/> | a He drank four glasses of water.     |
| 2 We're hungry.                   | <input type="checkbox"/> | b I can't eat anything else.          |
| 3 He was thirsty.                 | <input type="checkbox"/> | c I haven't had time for lunch.       |
| 4 I had a wonderful dream.        | <input type="checkbox"/> | d I was disappointed when I woke up.  |
| 5 I've been busy.                 | <input type="checkbox"/> | e Few people can afford them.         |
| 6 They had a nice time in Beirut. | <input type="checkbox"/> | f He went to bed at 9 o'clock.        |
| 7 Those computers are expensive.  | <input type="checkbox"/> | g Nobody could sleep.                 |
| 8 They made a terrible noise.     | <input type="checkbox"/> | h She can't sleep.                    |
| 9 I've eaten a lot.               | <input type="checkbox"/> | i They're planning to go there again. |
| 10 He was tired.                  | <input type="checkbox"/> | j We could eat a whole sheep.         |

- 1 She's so worried that she can't sleep.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

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

**Example:**

**Q:** How long / she / write?

*How long has she been writing?*

**A:** 4 o'clock.

*Since four o'clock.*

**Q:** How many emails / she / send?

*How many emails has she sent?*

**A:** 12.

*She's sent twelve.*

**1**

**Q:** How long / you / cook?

**A:** Two hours.

**Q:** How many cakes / you / make?

**A:** Three.

**2**

**Q:** How long / they / paint?

**A:** 10 o'clock.

**Q:** How many walls / they / paint?

**A:** Three.

**3**

**Q:** How long / he / read?

**A:** 20 minutes.

**Q:** How many pages / he / read?

**A:** 30.

**C Complete the answers with the correct form of the verbs in brackets.**

**1** What have you been doing all day? I \_\_\_\_\_ (study).

**2** Where have they been all day? They \_\_\_\_\_ (be) at school.

**3** What has Dad been doing? He \_\_\_\_\_ (wash) the car.

## Lesson 1: Food Preferences

**A** Complete the table as fast as you can.

| meat    | fruit   | vegetables | drinks | meal   |
|---------|---------|------------|--------|--------|
| chicken | oranges | carrots    | tea    | burger |
|         |         |            |        |        |
|         |         |            |        |        |
|         |         |            |        |        |

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

bread ~~chocolate~~ lemonade soup sugar sweets coffee tomato paste

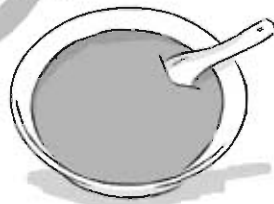
**Example:** a bar of chocolate

- 2 a bowl of \_\_\_\_\_
- 3 a slice of \_\_\_\_\_
- 4 a tin of \_\_\_\_\_
- 5 a cup of \_\_\_\_\_
- 6 a packet of \_\_\_\_\_
- 7 a spoonful of \_\_\_\_\_

a



b



c



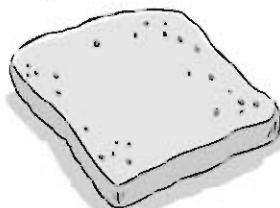
d



e



f



g



h

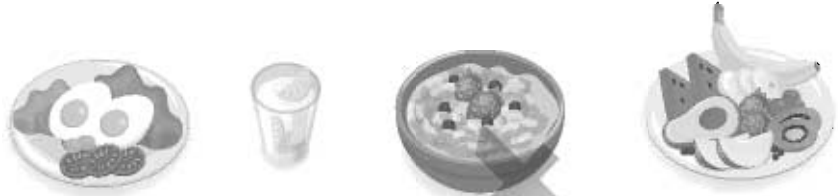


**C Read and choose the correct words to complete the essay.**

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

## My Kind of Food

by Eman Malek



I like food and I eat quite a lot. I always try to eat a healthy diet. I think if you eat the right food, you have plenty of \_\_\_\_\_<sup>1</sup> for the day and you don't put on \_\_\_\_\_<sup>2</sup> and get fat. I never miss breakfast. I think it's the most important \_\_\_\_\_<sup>3</sup> of the day. I usually start with a \_\_\_\_\_<sup>4</sup> of cereal and a \_\_\_\_\_<sup>5</sup> of fruit juice. Then I have a fried \_\_\_\_\_<sup>6</sup> with fried tomatoes and a \_\_\_\_\_<sup>7</sup> of bread. I always fry my eggs in olive \_\_\_\_\_<sup>8</sup>. I love the flavour. I think it's \_\_\_\_\_<sup>9</sup>. I usually have a \_\_\_\_\_<sup>10</sup> of tea with a little milk and no sugar. Sugar isn't good for the teeth, so I avoid it.

I make my own sandwiches to take to college for lunch. My favourite sandwiches are chicken with lettuce, onion, tomato and chilli. I know the \_\_\_\_\_<sup>11</sup> makes my breath smell, but I don't care! The chilli gives the sandwich a lovely, spicy \_\_\_\_\_<sup>12</sup>. I also have two pieces of \_\_\_\_\_<sup>13</sup>, usually an apple and a banana, and a \_\_\_\_\_<sup>14</sup> of fruit juice.

My mother makes supper for the whole family. We often start with a bowl of vegetable soup. The main \_\_\_\_\_<sup>15</sup> is usually a stew – lamb, chicken or beef with four or five different \_\_\_\_\_<sup>16</sup>. My mum always puts lots of tasty herbs and spices in her stews, but she doesn't like very hot flavours, so she never adds \_\_\_\_\_<sup>17</sup>. She gets a bit annoyed with us if we add \_\_\_\_\_<sup>18</sup> and pepper. She says she uses just the right amount! Sometimes we have \_\_\_\_\_<sup>19</sup> lamb kebabs. I love them, but it's quite a lot of trouble cooking them on a barbecue outside. With our main course, we have rice, couscous, boiled potatoes or bread. I drink water and avoid drinks like \_\_\_\_\_<sup>20</sup> and cola. We usually end the meal with fruit.



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





E Write five words from the list in each category.

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

ways food is cooked

boiled

adjectives to describe food

things to eat or drink

carrots

F Which words go together? Match.

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

Example: grate cheese

- |              |               |               |
|--------------|---------------|---------------|
| 1 chop _____ | 2 light _____ | 3 do _____    |
| 4 mix _____  | 5 beat _____  | 6 grill _____ |
| 7 make _____ | 8 lay _____   | 9 boil _____  |

## Lesson 2: Healthy Habits

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

Examples:

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

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

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

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

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

B Complete the school rules with *must*, *mustn't* or *can*.

# Sirt Secondary School Rules

School starts at 8.00 a.m. You must be on time. You mustn't be late. If you are late, you \_\_\_\_\_<sup>1</sup> go to the school office and give the reason.

You \_\_\_\_\_<sup>2</sup> smoke anywhere in the school or playground.



You \_\_\_\_\_<sup>3</sup> bring your mobile phone to school, but you \_\_\_\_\_<sup>4</sup> use it in class.



You \_\_\_\_\_<sup>5</sup> bring food and drink to school if you want, but you \_\_\_\_\_<sup>6</sup> take it into the library or classrooms.



You \_\_\_\_\_<sup>7</sup> eat, drink or chew gum in class.

You \_\_\_\_\_<sup>8</sup> be polite to your teachers and the other students.

You \_\_\_\_\_<sup>9</sup> use the gym after school, but you \_\_\_\_\_<sup>10</sup> tell a PE teacher you are going to.

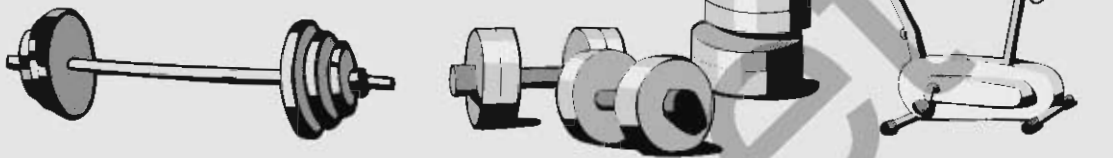


C Match the sentence beginnings to the endings.

# The Oasis Gym

## IMPORTANT INFORMATION FOR NEW MEMBERS

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



- |                                                                                |                                                                    |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1 <input type="checkbox"/> B You must warm up for at least 10 minutes          | 7 <input type="checkbox"/> You should not always do                |
| 2 <input type="checkbox"/> If you have never trained before,                   | 8 <input type="checkbox"/> You should change your exercise routine |
| 3 <input type="checkbox"/> You should train for about forty-five minutes, four | 9 <input type="checkbox"/> You MUST ask an instructor if you       |
| 4 <input type="checkbox"/> You should not come to the gym when                 | 10 <input type="checkbox"/> You must not leave the                 |
| 5 <input type="checkbox"/> You should wear comfortable clothes                 | 11 <input type="checkbox"/> You must drink plenty of               |
| 6 <input type="checkbox"/> You must not wear outdoor shoes                     | 12 <input type="checkbox"/> You must not spend more than 20        |

- |                                                                            |                                   |
|----------------------------------------------------------------------------|-----------------------------------|
| a and trainers for your exercise.                                          | g the same exercises.             |
| b before you start lifting weights. If you don't, you can injure yourself. | h in the gym.                     |
| c do not know how to use one of the machines.                              | i weights on the gym floor.       |
| d times a week.                                                            | j water during your gym session.  |
| e minutes on the running machines. Other people want to use them too.      | k you are ill or injured.         |
| f once a month.                                                            | l you should not train every day. |

## Lesson 3: Expressing Necessity

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

To: mike.links007@gotmail.com

Subject: Life in Beirut

Dear Mike,

How are you? I have a holiday job working for my aunt and uncle. They own a restaurant called Arabian Nights here in Beirut. It's hard work, but I enjoy it. It's just right for me because I hate getting up early and in this job I don't have to get up until one in the afternoon. You see, I only \_\_\_\_\_<sup>1</sup> be at work at three in the afternoon. I always \_\_\_\_\_<sup>2</sup> work late – until midnight, in fact. But you know me – I don't get tired at night. I \_\_\_\_\_<sup>3</sup> wear a uniform, but I don't mind. It's white trousers and a white T-shirt with the name of the restaurant on it.

I'm a helper in the kitchen, so I \_\_\_\_\_<sup>4</sup> help the cooks. I \_\_\_\_\_<sup>5</sup> cook anything. I just \_\_\_\_\_<sup>6</sup> peel and chop vegetables, grate cheese and carrots, put things away in the fridge and keep the worktops clean and tidy. I also \_\_\_\_\_<sup>7</sup> do the washing-up and clean the pots and pans. I'm not a waiter, so I \_\_\_\_\_<sup>8</sup> lay the tables, serve the food or clear the tables.

The only trouble with this job is getting home at night. I finish work at about midnight. My aunt and uncle \_\_\_\_\_<sup>9</sup> stay and lock up the restaurant every night, so they can't leave until one in the morning and I \_\_\_\_\_<sup>10</sup> to wait for them. But the pay is good and my aunt and uncle are nice people to work for.

Write and tell me about your job.

Best wishes,

Ben

**B**  Work in pairs. Ask and answer questions about what Ben has to do in his job.



Does he have to get up early?

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

What time does he have to be at work?

He has to be at work by ...



**C**  Work in pairs. Tell your partner about three things you didn't want to do but had to do yesterday and three things you didn't have to do. Use the list below for ideas.

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



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

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



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



Expressing prohibition: *mustn't* and *don't have to*

- We use ***mustn't*** to say that something is forbidden or not allowed.

We ***mustn't*** make a noise. My mother is asleep.

You ***mustn't*** use your mobile phone in class. It is not allowed.

---

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- We use the negative of ***have to*** when we say that something is not necessary.

You ***don't have to*** do both exercises if you don't have time.

I ***didn't have to*** walk to school today. My father drove me there.

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

**Examples:**

You mustn't use your phone anywhere in the school. It's forbidden.

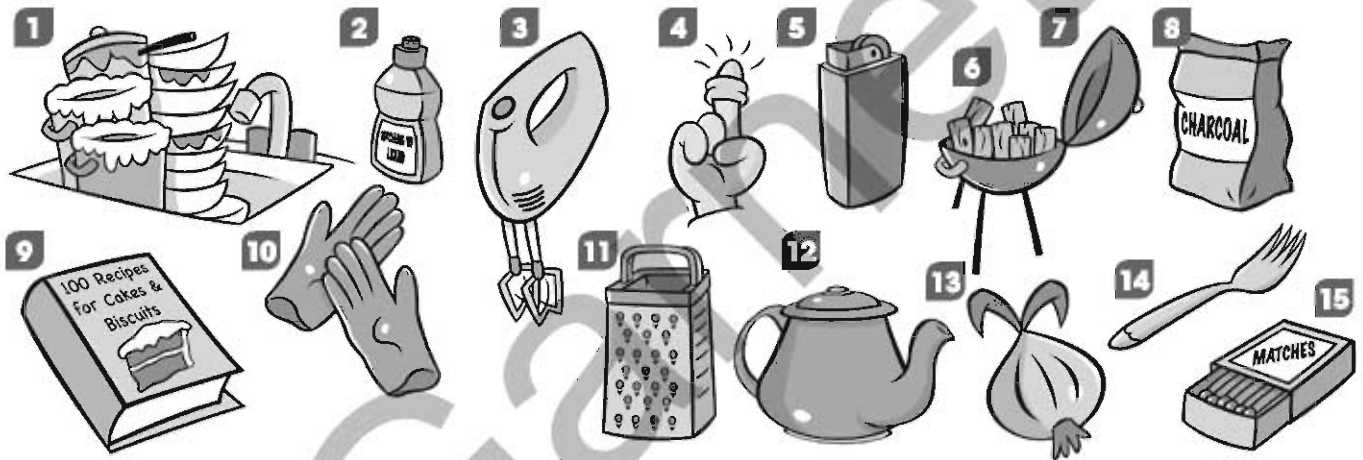
I'm on holiday, so I don't have to get up early tomorrow.

- 1 You \_\_\_\_\_ read my emails. They're private.
- 2 Fawzi is so lucky. He \_\_\_\_\_ pay for plane tickets. His father is a pilot and gets free tickets!
- 3 We \_\_\_\_\_ take a dictionary to the class, but it would probably be very useful.
- 4 You \_\_\_\_\_ dive into the pool. The water isn't deep enough.
- 5 We \_\_\_\_\_ go to the beach. We can go to the park instead if you prefer.
- 6 The bus arrived at exactly ten o'clock, so I \_\_\_\_\_ wait very long.
- 7 You \_\_\_\_\_ park there. You will get into trouble with the police.
- 8 You \_\_\_\_\_ cook tonight, Mum. We're going out to a restaurant.

## Lesson 4: You'd better wash it first.

**A** Match the words to the pictures. Write the numbers 1 to 15 next to the correct words.

- |                         |                          |                            |                          |                        |                          |
|-------------------------|--------------------------|----------------------------|--------------------------|------------------------|--------------------------|
| <b>a</b> barbecue       | <input type="checkbox"/> | <b>f</b> charcoal          | <input type="checkbox"/> | <b>k</b> cheese grater | <input type="checkbox"/> |
| <b>b</b> electric mixer | <input type="checkbox"/> | <b>g</b> fork              | <input type="checkbox"/> | <b>l</b> rubber gloves | <input type="checkbox"/> |
| <b>c</b> lighter        | <input type="checkbox"/> | <b>h</b> matches           | <input type="checkbox"/> | <b>m</b> onion         | <input type="checkbox"/> |
| <b>d</b> plaster        | <input type="checkbox"/> | <b>i</b> recipe book       | <input type="checkbox"/> | <b>n</b> sink          | <input type="checkbox"/> |
| <b>e</b> teapot         | <input type="checkbox"/> | <b>j</b> washing-up liquid | <input type="checkbox"/> | <b>o</b> wood          | <input type="checkbox"/> |



B



47

**Listen.** Answer the questions and complete the advice.

- 1 a** What is the girl's problem?

She's cut her finger.

- b** What is her brother's advice?

You'd better wash it and put a plaster on it.

- 2 a** Why is the boy crying?

\_\_\_\_\_

- b** What is his mother's advice?

\_\_\_\_\_

**3 a** Why do they need wood and charcoal?

\_\_\_\_\_

**b** What can't he find?

\_\_\_\_\_

**c** What is her advice?

\_\_\_\_\_

**4 a** What does Majida have to do?

\_\_\_\_\_

**b** What is her mother's advice?

\_\_\_\_\_

**5 a** What is the girl making?

\_\_\_\_\_

**b** What is she using to mix the butter and sugar?

\_\_\_\_\_

**c** What is her little brother's advice?

\_\_\_\_\_

**6 a** What has Nadia made?

\_\_\_\_\_

**b** What has she burnt herself on?

\_\_\_\_\_

**c** What is her mother's advice about the burn?

\_\_\_\_\_

**d** Nadia wants to bring her mother some tea first. What does her mother say?

\_\_\_\_\_



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

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

**Writing tip – Punctuation:** Using commas in second conditional sentences

- **Commas are used to divide parts of a sentence. They mark a brief pause you normally make when speaking.**
- **When the *if* clause comes first, it is followed by a comma.**  
*If I was rich, I'd buy you a new car.*
- **There is no comma when the *if* clause comes second.**  
*I'd buy you a new car if I was rich.*

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**Example:** If we (use) more recycled products, it (help) the Earth.

*If we used more recycled products, it would help the Earth.*

**1** You (not feel) well if you (swim) in a polluted river.

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

**3** If he (ride) his bike more often, there (be) less traffic pollution.

**4** What (you do) if you (see) someone drop litter in the street?

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

**6** The Earth (be) a better place if we (look) after the environment.

**7** If everyone (buy) products with less packaging, there (be) less waste.

**B**  In pairs, ask and answer the questions from the interview on Course Book page 57. Then tell the class about your partner.

**C** Write your own answers to the interview questions on Course Book page 57.

If I won £1,000 in a competition, I'd buy a smartphone and a laptop.

Garnet



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

# How Honest Are You?

**Example:** If a shop assistant (give) you too much change by mistake, what (you do)?

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

- 1 If the waiter (forget) to give you your bill at a café, (you tell) him?  
\_\_\_\_\_
- 2 If you (find) two million Libyan dinars in the street, (you take) it to the police station?  
\_\_\_\_\_
- 3 If you (see) your friend cheating in an exam, what (you do)?  
\_\_\_\_\_
- 4 If a very rich friend (lend) you 5,000 Libyan dinars and (forget) about it, (you keep quiet or (you remind) your friend?  
\_\_\_\_\_
- 5 If you (crash) your scooter into an expensive car and nobody (see) you, what (you do)?  
\_\_\_\_\_
- 6 (you read) your sister's or brother's letters and diary if you (find) them in their cupboard?  
\_\_\_\_\_
- 7 How (you feel) if you (lose) your bag containing 5,000 Libyan dinars?  
\_\_\_\_\_

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



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

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

### Student 1

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



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

Were they very expensive?

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

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

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



**B Write one of the dialogues you made up in Exercise A. Read the example first.**

**Nadia:** I've lost my new glasses. I think I left them in the school toilet.

**Sally:** When did you lose them?

**Nadia:** Yesterday, I think. I really need them. What should I do?

**Sally:** I think you should go and ask the head teacher. Someone might have taken them to her office.

**Nadia:** I've already done that. She hasn't got them in her office.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## Lesson 7: I wish I could fly.

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



**Expressing wishes: Wishes for the present**

- We use *I wish* or *If only* + the \_\_\_\_\_ simple tense to talk about wishes for the present.

I wish I \_\_\_\_\_ a new laptop.

If only I \_\_\_\_\_ better at sport.

I wish I \_\_\_\_\_ good at maths.

 **p.104**



**Expressing wishes: Wishes for the future**

- We use *I wish*/*If only* + *would/could* to talk about wishes for the future.

If only my parents \_\_\_\_\_ let me stay up late sometimes.

I wish I \_\_\_\_\_ go horse-riding at the weekend.

 **p.104**

**B** **50** Listen and match two wishes to each picture.



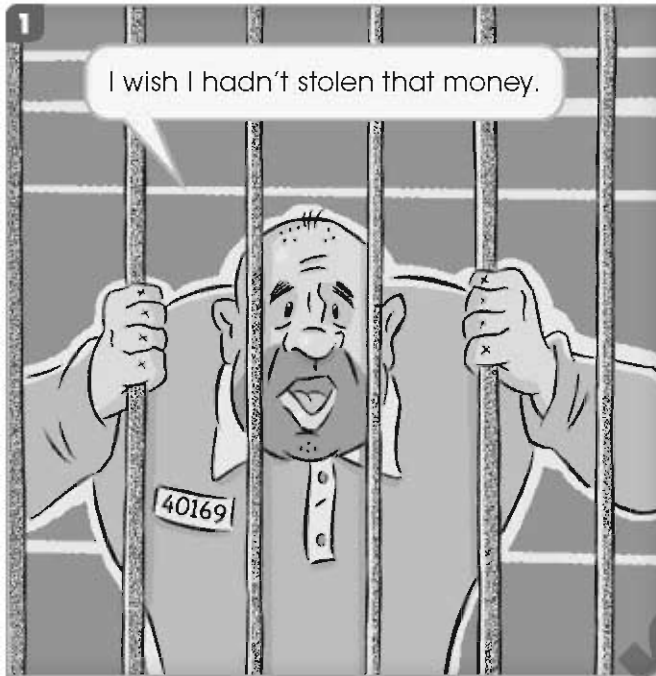
**C** Now match these wishes to the pictures above. Write the letters in the boxes.

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

|   |  |
|---|--|
| e |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

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

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



I wish / not steal that money.



If only / we walk instead of coming by car.



I wish / not leave my mobile phone at home.



If only / play more carefully.



If only / I study harder for this exam.



I wish / not eat so much chocolate.



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

No regrets

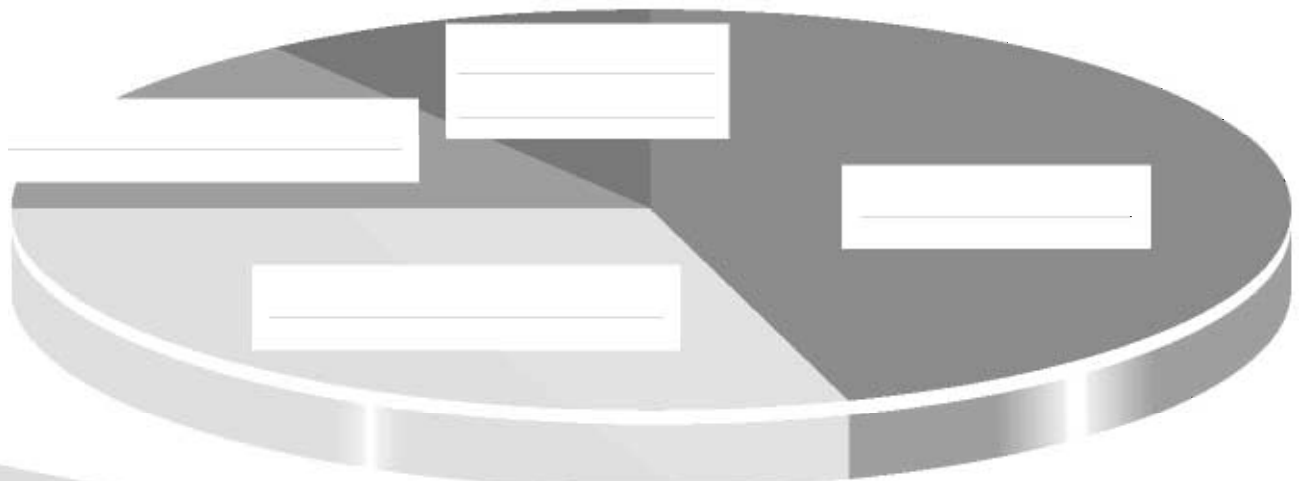
Regrets about jobs

Regrets about family life

Regrets about health



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





## Lesson 8: If only I'd listened.

**A** Read the article on Course Book pages 60 and 61 again and match the words and phrases to their meanings.

- |                     |                          |                                |
|---------------------|--------------------------|--------------------------------|
| 1 picnic            | <input type="checkbox"/> | a at the beginning             |
| 2 annoying          | <input type="checkbox"/> | b difficult, causing trouble   |
| 3 chat              | <input type="checkbox"/> | c disagree; fight with words   |
| 4 room (in the car) | <input type="checkbox"/> | d space                        |
| 5 argue             | <input type="checkbox"/> | e meal outside                 |
| 6 to start with     | <input type="checkbox"/> | f gentle wind                  |
| 7 for ages          | <input type="checkbox"/> | g not awake                    |
| 8 breeze            | <input type="checkbox"/> | h only thinking about yourself |
| 9 unconscious       | <input type="checkbox"/> | i talk in a friendly way       |
| 10 selfish          | <input type="checkbox"/> | j for a long time              |

**B** Answer these questions.

- 1 In which two ways does Faisal sometimes annoy Dana and Layla?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What lie did Dana tell her mother to convince her that Faisal couldn't go with her?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 How did Dana find out about Faisal's accident?  
\_\_\_\_\_  
\_\_\_\_\_

4 How did the accident happen?

---

---

5 How did Dana feel when she saw her brother in hospital?

---

---

6 What did she wish?

---

---

7 What do these words refer to? *It* (Line 4) *him* (Line 29)

---

---



**C** Write a summary of the story in your own words. Start like this and complete the sentence beginnings.

Dana was invited to the park for a picnic by Layla and her family.  
Her brother Faisal wanted to go too, but Layla didn't want him to.

She told her mother that \_\_\_\_\_

At the park, \_\_\_\_\_

Then she got a call \_\_\_\_\_

Faisal had \_\_\_\_\_

Layla's family drove \_\_\_\_\_

Faisal was \_\_\_\_\_

Dana felt \_\_\_\_\_

She wished \_\_\_\_\_

In the end, \_\_\_\_\_

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

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

To: md@cornwallbeachholidays.com

Subject: Complaint

Dear Sir / Madam,

My brother and I stayed at one of your holiday flats last month, from 15 to 22 July. It was Flat 25, Bay View Road, Penzance. We intended to stay there for two weeks, until 29 July, but we left after one week <sup>1</sup>. There were a number of reasons for our early departure.

Firstly, we had booked a flat with a view of the sea. The flat which you gave us was at the back of the building \_\_\_\_\_ <sup>2</sup>.

Secondly, the bathroom was unsatisfactory. The shower did not work \_\_\_\_\_ <sup>3</sup>. I complained to the caretaker, but nobody did anything about it.

Thirdly, the television did not work. I asked the caretaker to replace it, but he did not. In addition, the fridge did not work. This was very inconvenient as the weather was very hot \_\_\_\_\_ <sup>4</sup>.

Finally, there were builders working the whole time that we were there. They were working above the flat from seven in the morning until ten at night. The noise and dust were terrible \_\_\_\_\_ <sup>5</sup>.

As you know, we paid £600 in advance for our two-week stay and left after just one week. We could not stay any longer because the flat was so unsatisfactory. I would not have booked a two-week stay at the flat if I had known about the building works \_\_\_\_\_ <sup>6</sup>. I would therefore be grateful if you could refund £300 to me for the week that we were not there. I enclose \_\_\_\_\_ <sup>7</sup> the unattractive view from the flat and the building works. \_\_\_\_\_ <sup>8</sup>.

Yours faithfully,  
Mike Green

**E** Put Mike's five complaints in the order he mentions them. Write the numbers 1 to 5 in the boxes.

- a** the bathroom
- b** the builders
- c** the fridge

- d** the TV
- e** the view



**F** Tick the correct item for a formal email from each list below.

**1 Opening greeting**

- a** Dear Mr Sir,
- b** Dear Mr Moreton,
- c** Hello Sir!
- d** My dearest Sir,

**3 Closing greeting**

- a** Love from ...
- b** Best wishes,
- c** Goodbye
- d** Yours sincerely,

**2 Opening sentence**

- a** I got your email.
- b** I read your email.
- c** Many thanks for your email.
- d** I would like to thank you for your email.

**4 Closing sentence**

- a** I look forward to hearing from you soon.
- b** Can't wait to see you.
- c** See you soon!
- d** See you next week.



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

Gal

## Lesson 1: What's on?

**A**  **52** Listen to six different TV programmes and write the correct programme type.

- |                           |         |
|---------------------------|---------|
| 1 <u>weather forecast</u> | 2 _____ |
| 3 _____                   | 4 _____ |
| 5 _____                   | 6 _____ |



**B**  Work in pairs. Ask your partner about his/her TV watching. During the interview, use your partner's answers to fill in this form.

- 1 Name: \_\_\_\_\_
- 2 How much TV do you watch?  
quite a lot ☐ a lot ☐ a little ☐ none ☐
- 3 How often do you watch the following types of programme? (Tick the correct column.)

|                  | often | sometimes | never | favourite |
|------------------|-------|-----------|-------|-----------|
| Animation        |       |           |       |           |
| Chat show        |       |           |       |           |
| Education        |       |           |       |           |
| Film/movie       |       |           |       |           |
| Lifestyle        |       |           |       |           |
| Music            |       |           |       |           |
| News             |       |           |       |           |
| Soap opera       |       |           |       |           |
| Sport            |       |           |       |           |
| Weather forecast |       |           |       |           |

- 4 Which is your favourite (sports) programme?

## Lesson 2: The Language of the News

**A** Read the article on page 67 of the Course Book again.  53 Then listen and complete this text about the same topic.

"A new \_\_\_\_\_<sup>1</sup> has come out about engineering. It says that the world's \_\_\_\_\_<sup>2</sup> is going to be in trouble if we don't get more engineers. It says that engineers, \_\_\_\_\_<sup>3</sup> and \_\_\_\_\_<sup>4</sup> are very important for our future. However, even though we need more and more engineers, a lot of companies can't find enough of them.

There are three reasons for this problem. One is that after the \_\_\_\_\_<sup>5</sup> of 2008, loads of experienced engineers changed careers. Also, \_\_\_\_\_<sup>6</sup> engineers earn lots of money and don't need to look for new jobs. Finally, not so many students are taking engineering \_\_\_\_\_<sup>7</sup> these days, because they're so \_\_\_\_\_<sup>8</sup>.

The \_\_\_\_\_<sup>9</sup> is a bigger problem for small engineering firms than for big ones. Large firms can afford to train their junior engineers on the \_\_\_\_\_<sup>10</sup>, but smaller ones need guys who know what they are doing from the start."

**B**  Read the two versions of the story aloud, sentence by sentence. What differences do you notice?

**C** Find the informal version of each formal extract.

- 1 ... economic growth across the world will slow down if the gap between the demand for and the supply of engineers is not reduced ...
- 2 ... along with politicians and scientists, it is engineers who will shape the future of our planet ...
- 3 ... while there is a clear increase in demand for engineers in many countries, many job vacancies cannot be filled ...
- 4 ... many experienced engineers left the industry to work in different sectors ...
- 5 ... senior engineers with elevated salaries ... lack the motivation to look for work elsewhere ...
- 6 ... every year, fewer and fewer students are qualifying as engineers. The report blames the rising costs of university courses for this trend ...

**D** Find six words or short phrases in the informal version of the story that would never appear in a formal article. Think of a formal version.

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

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

**Example:**

The lions can't get out of their cage.

The lions cannot escape from their cage.

**1** It's quite hard to work with all this noise.

**2** Bye! And thanks very much.

**3** I'm the boss of a small company in Tripoli.

**4** My mum told the kids to stop making a noise.

**5** They were watching a soccer match on TV.

**6** We're having an amazing time.

**7** It got so hot that we couldn't go out.

**8** The teacher told the students to complete their projects in class.

**9** Your grades have been getting better all year.



## Lesson 3: You said you were happy.



**A** What were William's own words in his first interview with Alan Jones? Tick the correct boxes.

- 1
  - a I was very happy that my book had been published.
  - b I am very happy that my book has been published. ☒
  - c You were very happy that my book had been published. ☐
- 2
  - a I don't expect it to be a great success. ☐
  - b I didn't expect it to be a great success. ☐
  - c I will expect it to be a great success. ☐
- 3
  - a My next book was better. ☐
  - b My next book will be better. ☐
  - c My next book would be better. ☐
- 4
  - a Writing was a very lonely occupation. ☐
  - b Writing would be a very lonely occupation. ☐
  - c Writing is a very lonely occupation. ☐
- 5
  - a I'm not sure that I'll continue. ☐
  - b I wasn't sure that I'll continue. ☐
  - c I'm not sure that I would continue. ☐

**B** **54** Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

- 1 He said he still lived at home with his parents.
- 2 He said \_\_\_\_\_ in China until \_\_\_\_\_.
- 3 He said \_\_\_\_\_ and that \_\_\_\_\_ no good at anything else.
- 4 He said \_\_\_\_\_ relax in Spain for a month.
- 5 He said \_\_\_\_\_ next novel.
- 6 He said \_\_\_\_\_ in China.
- 7 He said \_\_\_\_\_, so \_\_\_\_\_ use 'spell check' a lot.
- 8 He said \_\_\_\_\_ in English, but \_\_\_\_\_ in Mandarin.

**C Match the sentences to the people. Then write them as reported speech.**

- 1 ☐ Can you come to the shops with me?
- 2 ☐ Could you spell the street name, please?
- 3 ☐ Don't swim at the north end of the beach.
- 4 ☐ Keep your eye on the ball.
- 5 ☐ Please use the stairs because the lift is broken.
- 6 ☐ Show me your driving licence.
- 7 ☐ Stand by the tree and smile.
- 8 ☐ Take three pills a day for two weeks.



**D Match Younis Mahmood's words with the sentences from a newspaper report. Complete the last two sentences.**

- |                                                                                 |                                                                                  |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| a <input type="checkbox"/> As a professional, I've been in six different teams. | d <input type="checkbox"/> I've been looking for a new team since January.       |
| b <input type="checkbox"/> I started playing football in Sirt, my home city.    | e <input type="checkbox"/> I've been playing in the Gulf for the last two years. |
| c <input type="checkbox"/> I'm joining the Libyan national team next month.     | f <input type="checkbox"/> I scored a lot of goals last year.                    |

- 1 Younis Mahmood said that he was joining the Libyan national team next month.
- 2 He said that he had started playing football in Sirt, his home city.
- 3 He said that, as a professional, he had been in six different teams.
- 4 He said that he had been playing in the Gulf for the last two years.
- 5 He said that \_\_\_\_\_
- 6 He said that \_\_\_\_\_

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

**Direct speech**

- 1** Past simple  
*'I saw the match.'*
- 2** Present perfect  
*'I've lost my mobile.'*
- 3** Present perfect continuous  
*'I've been waiting for hours.'*

**Reported speech**

- a** Past perfect  
*She said she had lost her mobile.*
- b** Past perfect continuous  
*He said he had been waiting for hours.*
- c** Past perfect  
*She said she had seen the match.*



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

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



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

**Example:** Tariq said it had been a boring holiday. There had been nothing to do.

Layla said \_\_\_\_\_

**1** Tariq said \_\_\_\_\_

Layla said \_\_\_\_\_

**2** Tariq said \_\_\_\_\_

Layla said \_\_\_\_\_

**3** Tariq said \_\_\_\_\_

Layla said \_\_\_\_\_

**4** Tariq said \_\_\_\_\_

Layla said \_\_\_\_\_

**5** Tariq said \_\_\_\_\_

Layla said \_\_\_\_\_



**G** Interview two students about the same event – a sports match, a party or an event that has taken place in your town or school. Make notes about any differences between their stories. Then write out your notes in full.

**Example:** Mariam said there were lots of people there.

Suha said there weren't many.



Can you tell me about ... please?

Who was there?

What did you see?

Was it fun/exciting/interesting ...?

## Lesson 4: Different Opinions



**A** **56** Listen to the trailer again. How are these five things in the film described? Write notes.

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

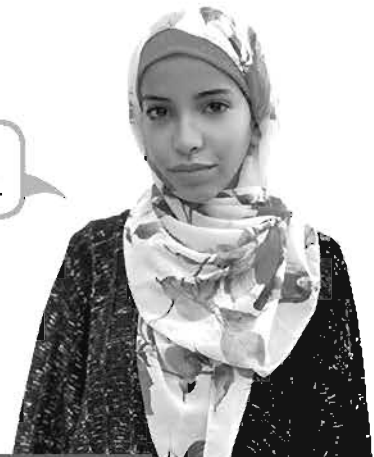
**B** Read the film review on Course Book page 69 again. Write notes of the reviewer's opinion of the film in the table.

**C** Would you like to see *The Spanish Captain*? Work in groups and discuss it.



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

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



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

## Lesson 5: A Famous Libyan Artist

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

**Example:** She asked him if his parents were happy about him being a painter.

Were your parents happy about you being a painter?

**1** She asked him if he had any brothers or sisters.

**2** She asked him if his family liked painting, too.

**3** She asked him which his best painting was.

**4** She asked him when he had first sold a painting.

**5** She asked him what other painters he admires.

**6** She asked him where he got his ideas.

**7** She asked him if he used photographs for his work.

**8** She asked him whether he used the internet to sell paintings.

**9** She asked him which countries he had been to.

B  57 Fawzi has not seen his Aunt Salwa for five years. She phoned him and asked him lots of questions. Listen and make notes of her questions.



- 1 How tall
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

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

- 1 She asked me how tall I was.
- 2 She asked me \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Lesson 6: Headlines



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

1

A big road bridge has collapsed in Caracas, Venezuela. The bridge normally carries 50,000 cars every day, going in and out of the city, but it was empty at 4.30 p.m. yesterday when the disaster happened. Strong winds had made it impossible to cross the bridge. A spokesman at the scene said, 'It is a miracle that no one has been killed or injured. Let us thank God for that. Work will begin immediately to build a new bridge.'

2

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

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

**A THIEF STEALS POLICE CAR**

**B ANIMALS ESCAPE FROM ZOO**

**C AMAZING DISCOVERY TO CHANGE THE WORLD**

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

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

**D** Now write out the paragraph with punctuation. When you have finished, compare your work to the same paragraph on Course Book page 72.

Handwriting practice lines for the paragraph.

**E** Where do we use capital letters? Write C for capital letter or S for small letter in the boxes.

|                  |                          |                         |                          |
|------------------|--------------------------|-------------------------|--------------------------|
| Countries        | <input type="checkbox"/> | Days of the week        | <input type="checkbox"/> |
| Colours          | <input type="checkbox"/> | First word of sentences | <input type="checkbox"/> |
| Months           | <input type="checkbox"/> | Email addresses         | <input type="checkbox"/> |
| Verbs            | <input type="checkbox"/> | People's names          | <input type="checkbox"/> |
| Place names      | <input type="checkbox"/> | Nationality adjectives  | <input type="checkbox"/> |
| Names of animals | <input type="checkbox"/> | Words for sports        | <input type="checkbox"/> |

## F Write these sentences again with the correct punctuation.

**Example:** the market in kingston is on thursday.

The market in Kingston is on Thursday.

1 you know nabil is coming in november.

2 my lebanese friend mohamed al mansour loves football.

3 my email address is fareed.seeham@hotmail.com.

4 i think the eshtar hotel is in al sa'adon street.

5 do they play basketball in tobruk?

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

**Writing tip:** Punctuation – commas

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

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

- **Commas are used between two or more adjectives.**

*He's wearing a long, black coat.*

- **Commas are used to separate clauses in a sentence.**

*When they eat, lions use their sharp front teeth.*

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

1 Before we left my aunt gave us tea and some little cakes.

2 If you want to visit Jameel Saeed will give you a lift.

3 When the police car stopped the man started running away.

4 I take photos of flowers trees hills the sea and the sky.

5 While we were waiting for the plane we talked about our families.

6 As soon as you get to Tripoli phone your cousin.

## Lesson 7: At the Museum

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

paper   glass   coffee   time   hair   exercise

**Example:** A cola and two coffees, please.

- 1 Careful! There's broken \_\_\_\_\_ on the floor.
- 2 He phoned ten \_\_\_\_\_ in one day!
- 3 I just haven't got \_\_\_\_\_ to help you today.
- 4 I'd love a \_\_\_\_\_ of orange juice.
- 5 Physical \_\_\_\_\_ is good for the body and the mind.
- 6 The \_\_\_\_\_ in this unit are more difficult than usual.
- 7 The printer has run out of \_\_\_\_\_.
- 8 There's a \_\_\_\_\_ on your jacket. Apart from that, you look perfect!
- 9 There's an interesting article in today's \_\_\_\_\_.
- 10 They grow a lot of \_\_\_\_\_ in Brazil.
- 11 Your \_\_\_\_\_ will look lovely with Kreemy conditioner.

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

**Vocabulary tip:** Countable and uncountable nouns

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

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

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

**C** Read the sentences in reported speech. Write what each person said as direct speech.

**Example:** Martin promised to pay the money back within a week.

*I'll pay the money back within a week, I promise.*

**1** Ali reminded me to watch the international match on TV.

**2** My brother offered to stay at home and look after the children.

**3** Farida suggested getting up early and finishing the job in the morning.

**4** The doctor advised me to drink a lot more water.

**5** Your mother warned us about the high prices in that shop.

## Lesson 8: Magazine Start Up



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

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

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

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

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

**Writing tip:** Reporting information

- **For short interviews, use reported speech.**

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

- **For long interviews, use direct speech.**

Interviewer: *How long have you been playing the guitar?*

Abdullah: *About five years.*

Interviewer: *Where do you practise?*

Abdullah: *Usually at home.*

## Lesson 1: Staying at the Ice Hotel

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

Last year, I (invite) \_\_\_\_\_<sup>1</sup> to go on holiday to Thailand. It was the kind of holiday where everything (arrange) \_\_\_\_\_<sup>2</sup> by the tour company. We (meet) \_\_\_\_\_<sup>3</sup> at Bangkok Airport and we (take) \_\_\_\_\_<sup>4</sup> to a hotel with a beautiful roof garden. The next day, we (pick up) \_\_\_\_\_<sup>5</sup> by bus from the hotel and we (drive) \_\_\_\_\_<sup>6</sup> to the Grand Palace. After that, we (give) \_\_\_\_\_<sup>7</sup> a boat tour of the canals. It was fantastic. Every day, we (serve) \_\_\_\_\_<sup>8</sup> delicious food in the hotel. After a week in Bangkok, we (fly) \_\_\_\_\_<sup>9</sup> to the island of Samui to enjoy a few days at the beach.

**B** Write sentences in the passive. Choose the correct tense each time. For future time, use *will*.

- 1 Where / best dates / grow?

Where are the best dates grown?

- 2 A lot of cars / make / in Japan nowadays.

- 3 Where / graduation / hold / next time?

- 4 I'm afraid / room / not clean / yesterday.

- 5 I / often / tell / that I look older than eighteen.

6 These days our rubbish / always collect / on Monday mornings.

\_\_\_\_\_

7 The swimming pool / repair / next month.

\_\_\_\_\_

8 Their car / steal / two weeks ago.

\_\_\_\_\_

9 Oranges / not grow / in Britain. It's not hot enough.

\_\_\_\_\_

10 What / we / give for homework yesterday? I didn't write it down.

\_\_\_\_\_

## Lesson 2: Advertisements

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



61 Then listen and check your answers.



Fantastic! Can I have their number?



I had it done by Benghazi Kitchens.



Benghazi Kitchens? Who are they?



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



Sure. It's 55519362.



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



**B** Complete this dialogue based on another advertisement on Course Book page 82. Use the words *painless* and *inexpensive*.

1 **A:** Your earrings look nice. When did you get your ears pierced?

**B:** \_\_\_\_\_

2 **A:** Where did you get it done?

**B:** \_\_\_\_\_

3 **A:** Did it hurt?

**B:** \_\_\_\_\_

4 **A:** Did it cost a lot?

**B:** \_\_\_\_\_

**C** Write the rest of this dialogue. Use your imagination and information in the advertisements on Course Book page 82.

**A:** That's an amazing passport photo. Where did you have it taken?

**B:** \_\_\_\_\_

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_

**A:** \_\_\_\_\_

**B:** \_\_\_\_\_

**D** Now practise the dialogues in Exercises A, B and C.



**E Write questions and answers using have.**

**Example:** **A:** Samira / repair / the car / yet?

Has Samira had the car repaired yet?

**B:** No, she / repair / it / tomorrow.

No, she's having it repaired tomorrow.

**1** Ahmed / fix / his phone yesterday?

**A:**

**B:** No, he didn't.

**2** How often / he / usually / test / his eyes ?

**A:**

He / usually / test / them / once a year.

**B:**

**3** What / she / do / to her house / at the moment?

**A:**

At the moment, she / repaint / the sitting room.

**B:**

**4** you / ever / clean / that coat?

**A:**

Yes, I / clean / it / last summer.

**B:**

## Lesson 3: A Market Where You Can Buy Spices

### A Study the language box.



#### Using relative pronouns to join sentences

- We can use relative pronouns to join sentences.

*There's a girl in my class. Her mother is a dentist.*

*There's a girl in my class **whose** mother is a dentist.*

*That's the shop. You can buy excellent incense there.*

*That's the shop **where** you can buy excellent incense.*

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#### Now join these sentences with **where** or **whose**.

**Example:** Let's go to that beach where you can do windsurfing.

- 1 Do you know that girl in our school \_\_\_\_\_ father is a football coach?
- 2 I've never met anyone \_\_\_\_\_ hair is as long as my sister's.
- 3 Do you know a good jeweller's \_\_\_\_\_ I can get my ears pierced?
- 4 Karen is the person \_\_\_\_\_ parents looked after me in London.
- 5 Have you been to that new shop \_\_\_\_\_ you can buy delicious Belgian chocolates?
- 6 Do you know a place \_\_\_\_\_ I can have my shoes repaired?

### B Join these sentences using **who**, **which**, **where** or **whose**.

- 1 *Halwa is a new magazine. It has articles about food and fashion.*  
\_\_\_\_\_
- 2 *That man is a Lebanese TV presenter. His show is very popular.*  
\_\_\_\_\_
- 3 *Tobruk Gate is a very expensive shop. You can buy wedding presents there.*  
\_\_\_\_\_
- 4 *There's a boy in our class. His brother won a gold medal in the Asian Games.*  
\_\_\_\_\_

5 Libyan Tours has excellent tour guides. They really know the country well.

6 The Rokia 22 is an inexpensive mobile phone. It takes good photos.

7 There's a lovely café overlooking the river. We could meet there for a coffee.

8 Do you know my friend Salwa? Her brother has a red sports car.

**C When can relative pronouns be left out of sentences? Read the Functional Grammar box then complete the rules.**



**Adding more information:** Relative pronouns *who*, *which* and *that*

*Did you buy the bracelet? We saw it yesterday.*

*Did you buy the bracelet **(that/which)** we saw yesterday?*

- **When the relative pronoun *who*, *that* or *which* is the subject/object of a verb, we \_\_\_\_\_ leave it out.**

*The girl lives in Cairo. She gave me this ring.*

*The girl **who** gave me this ring lives in Cairo.*

- **When the relative pronoun *who*, *that* or *which* is the subject/object of a verb, we \_\_\_\_\_ leave it out.**

*Who is the man (who is) standing by the door?*

*She was wearing a dress (which was) covered in blue roses.*

- **Can you think of some more examples?**

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

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



## E Complete these sentences with your own ideas.

- 1 I like people who \_\_\_\_\_
- 2 I don't like people who \_\_\_\_\_
- 3 The kindest/craziest/cleverest person I've ever met is \_\_\_\_\_
- 4 The first thing that I saw/heard/did/ate this morning was \_\_\_\_\_
- 5 One thing that I enjoy/hate/often do is \_\_\_\_\_

## Lesson 4: Running Out of Energy

### A Use these words in sentences that show their meaning.

renewable   decrease   relevant   generated   continually   solar

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**B** Answer these questions about the text on Course Book pages 84 and 85.

- 1 What are renewable energy sources?  
\_\_\_\_\_
- 2 What is biomass?  
\_\_\_\_\_
- 3 What problems can renewable energy help with?  
\_\_\_\_\_
- 4 Give some examples of natural fossil fuels.  
\_\_\_\_\_
- 5 What is solar energy most commonly converted into?  
\_\_\_\_\_
- 6 What is unusual about the Andalusia power station in Spain?  
\_\_\_\_\_
- 7 What do researchers believe about solar power?  
\_\_\_\_\_
- 8 What causes wind?  
\_\_\_\_\_
- 9 What can one basic wind turbine produce?  
\_\_\_\_\_
- 10 How do Iceland produce 100% of their energy?  
\_\_\_\_\_



**C**  In pairs, discuss the importance of renewable energy. You can use some information from your answers in exercise A, but try not to look back at the article in your Course Book.

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



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

**Example:** Environmental problems are affecting us on a global scale.

We are affected on a global scale by environmental problems.

**1** Renewable energy will improve global warming.

Global warming \_\_\_\_\_

**2** For billions of years, the sun has produced energy.

For billions of years, \_\_\_\_\_

**3** We can convert solar energy into other forms of energy.

Solar energy \_\_\_\_\_

**4** People use solar power for all sorts of things.

Solar power \_\_\_\_\_

**5** The mirrors in the power station reflect the sun's rays.

The sun's rays \_\_\_\_\_

**6** We will continually produce wind as long as there is sunshine.

Wind \_\_\_\_\_

**7** People have used energy from the wind for a long time.

Energy from the wind \_\_\_\_\_

**8** People used water wheels over 2,000 years ago.

Water wheels \_\_\_\_\_



F Use the numbers and facts from the text on pages 84 and 85 of your Course Book to write sentences about renewable energy.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

Garnet

**G** Write a description of one renewable energy source in about 200 words.

Lined area for writing the description of a renewable energy source.

**H** Assess your own work.

Have you included all of the following?

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

How could you improve your writing?



## Lesson 5: Explaining Situations in the Past



**A** Which of the adjectives below describe positive feelings and which describe negative feelings? Write *P* (positive) or *N* (negative) next to each one.

|           |                                       |              |                          |          |                          |
|-----------|---------------------------------------|--------------|--------------------------|----------|--------------------------|
| anxious   | <input checked="" type="checkbox"/> N | disappointed | <input type="checkbox"/> | relaxed  | <input type="checkbox"/> |
| fed up    | <input type="checkbox"/>              | embarrassed  | <input type="checkbox"/> | relieved | <input type="checkbox"/> |
| ashamed   | <input type="checkbox"/>              | energetic    | <input type="checkbox"/> | thrilled | <input type="checkbox"/> |
| bored     | <input type="checkbox"/>              | excited      | <input type="checkbox"/> | tired    | <input type="checkbox"/> |
| calm      | <input type="checkbox"/>              | exhausted    | <input type="checkbox"/> | upset    | <input type="checkbox"/> |
| cheerful  | <input type="checkbox"/>              | grateful     | <input type="checkbox"/> | worried  | <input type="checkbox"/> |
| confident | <input checked="" type="checkbox"/> P | pleased      | <input type="checkbox"/> |          |                          |

**B** How do they all feel? Use the pictures and the notes to describe these people. Use the adjectives in the box in your sentences.

anxious   ashamed   confident   disappointed   energetic   excited   exhausted   relieved



**Example:** Adam just got back from holiday / going to look for a new job, redecorate house

Adam feels energetic.



1 Tim expected to win poetry competition / has come second



2 Jane has won prize / study in London this summer

## Unit 7



Samira

- 3 Samira studying non-stop four weeks / not sleeping well

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Layla

- 4 Layla's grandmother seriously ill

---



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Omar

- 5 Omar / driving lessons six months / thinks he is good driver / driving test in an hour

---



---



Nadia

- 6 Nadia thought did very badly in exam / has passed

---



---



John

- 7 John copied friend's homework / stand up in class / teacher extremely angry

---



---



C



64

Listen and match the adjectives to the speakers. Write the numbers 1 to 7 in the boxes.

a cheerful

e thrilled

b embarrassed

f tired

c grateful

g worried

d relaxed



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

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

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

Fantastic! You must be thrilled.

I am.

## Lesson 6: Positive and Negative Vibes

- A** **66** Listen and read. What is different in the way these two people speak?

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

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

- When we are excited about something with either a positive or a negative vibe, our intonation goes up and down much more.

- B** **67** Listen and tick the speakers who are excited.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

- C** **68** Now listen and repeat. Try to copy the excited intonation!

**Speaking tip:** Expressing mood – excitement

- Practise saying these phrases:

*I won a scholarship!*

*A new cancer treatment has been invented.*

*I can't wait to see you!*

## Lesson 7: Two Magnificent Goals

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

# INDIA'S SHINING STAR

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

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

Miss Patel looked confident from the start of the match, although she had never beaten the Venezuelan before. She has a beautiful serve, fast and accurate, which often went straight past Miss Sanchez. Her fastest serve was 158 kph. Throughout the first set, the older woman looked uncomfortable, unable

to find any answer to the brilliant serve and volley of her opponent, and lost 3-6. Although Carmen is a favourite with the crowd here in Paris, you could feel the support for the young Indian player increasing as the match went on. We were all most impressed with her style and confidence.

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



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

Vidya Patel is from India. She is 18. (= 2 facts)



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

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

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

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

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

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

### Adjectives

- |   |         |                                                   |                             |
|---|---------|---------------------------------------------------|-----------------------------|
| 1 | BRLNT   | Fantastic, very good.                             | <u>brilliant</u>            |
| 2 | DSPPNTD | Sad because things didn't happen as you expected. | <u>                    </u> |
| 3 | MBRRSSD | Feeling that everyone saw you make a mistake.     | <u>                    </u> |
| 4 | FRS     | Very angry.                                       | <u>                    </u> |
| 5 | PNLSS   | It didn't hurt. It was ...                        | <u>                    </u> |
| 6 | NXS     | Worried.                                          | <u>                    </u> |

### Different kinds of people

- |   |         |                                                      |                             |
|---|---------|------------------------------------------------------|-----------------------------|
| 1 | HRDRSSR | Someone who cuts hair.                               | <u>                    </u> |
| 2 | JWLLR   | Someone who sells bracelets, necklaces, rings.       | <u>                    </u> |
| 3 | PLMBR   | Someone who fixes pipes and bathrooms.               | <u>                    </u> |
| 4 | CNTSTNT | Someone who is taking part in a competition or game. | <u>                    </u> |
| 5 | VWR     | Someone who is watching TV.                          | <u>                    </u> |
| 6 | DNC     | People who are watching a live show.                 | <u>                    </u> |
| 7 | GST     | Someone who comes to stay.                           | <u>                    </u> |

### Natural world

- |   |      |                                            |                             |
|---|------|--------------------------------------------|-----------------------------|
| 1 | SNW  | It's never cold enough in summer for this. | <u>                    </u> |
| 2 | DWN  | When the sun comes up.                     | <u>                    </u> |
| 3 | SNST | When the sun goes down.                    | <u>                    </u> |
| 4 | C    | Frozen water.                              | <u>                    </u> |

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

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



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

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

## Lesson 8: Use Blue or Black Ink



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

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

### International Sports Club

Application form for temporary work

1 First name

2 Surname

3 Age

4 Gender

5 Occupation

6 Nationality

7 Languages

8 How long have you been in Britain?

9 Favourite sports

10 Experience as a sports instructor





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

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

Interview notes for job as \_\_\_\_\_

Surname: \_\_\_\_\_

First name(s): \_\_\_\_\_

Date of birth: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Do you have any experience as a tour guide?

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

## Lesson 1: Giving Details

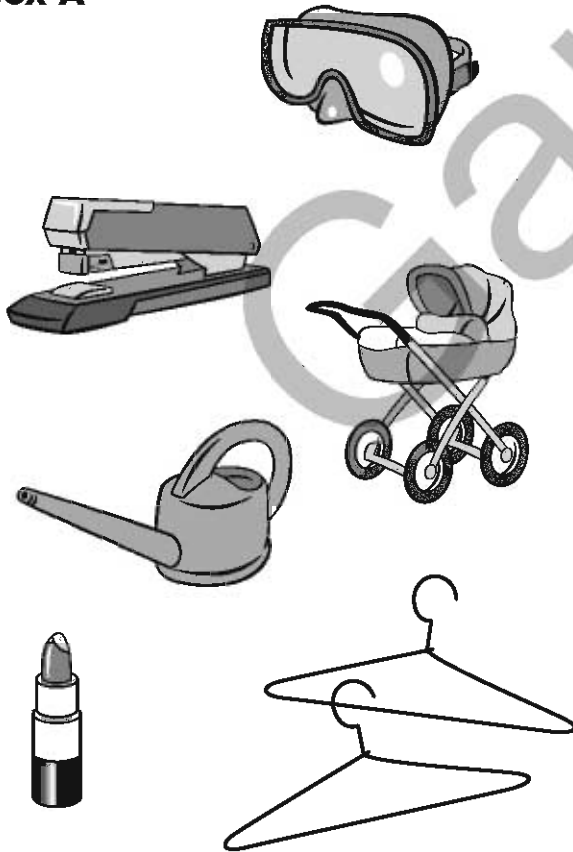
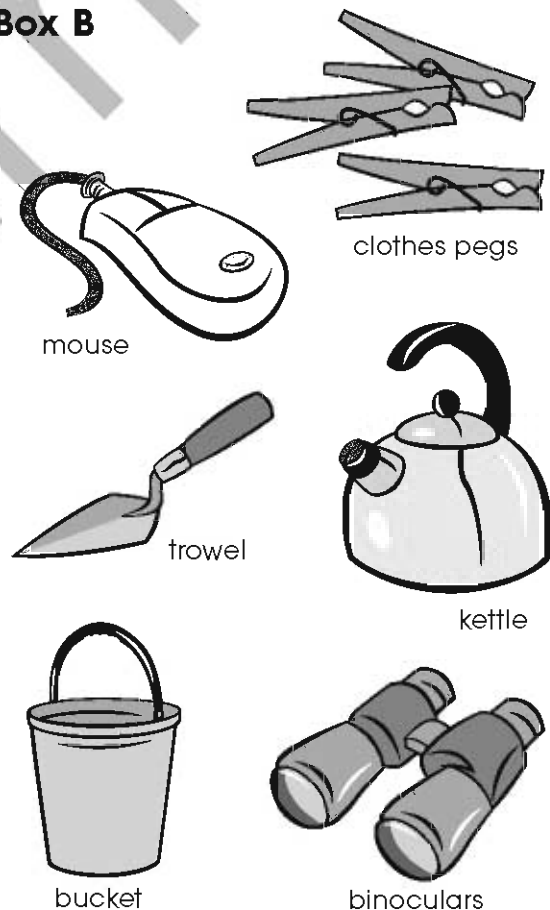
**A**  Write definitions for these words, using a relative pronoun each time.

**Example:** A competitor is someone who takes part in a competition or game.

- 1 A natural resource is anything which \_\_\_\_\_
- 2 A scientist \_\_\_\_\_
- 3 Snow \_\_\_\_\_
- 4 An island \_\_\_\_\_
- 5 An optician \_\_\_\_\_
- 6 Contact lenses \_\_\_\_\_
- 7 A documentary \_\_\_\_\_
- 8 A hybrid car \_\_\_\_\_
- 9 A time limit \_\_\_\_\_
- 10 An advertisement \_\_\_\_\_
- 11 A still life \_\_\_\_\_

Now write words for your partner to define. Exchange books and write definitions. Then correct your partner's sentences.

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

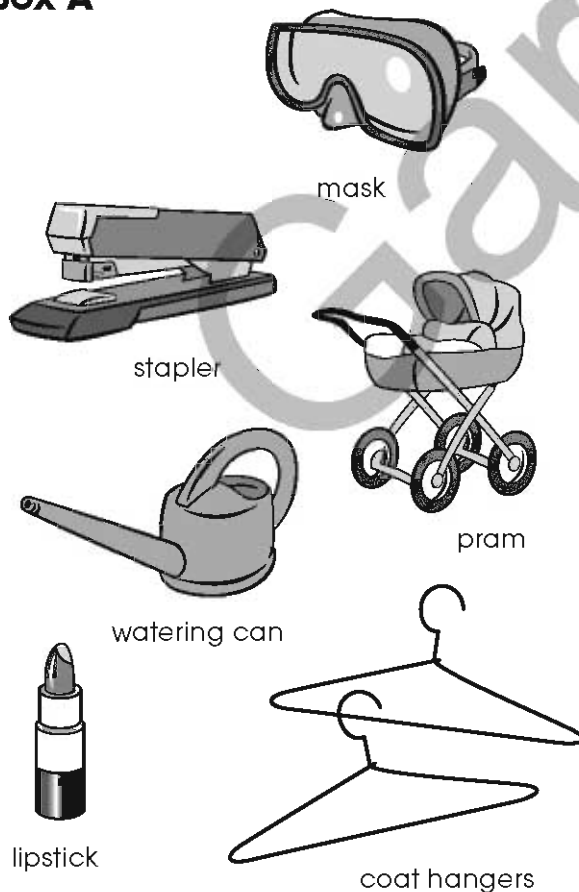
**Box A****Box B**



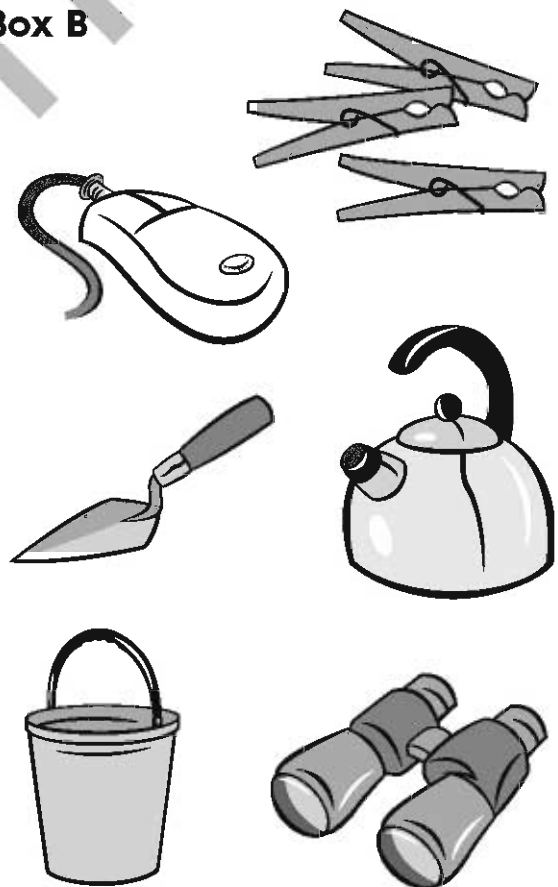
**B** Work with a partner. Student B uses this page. Student A uses page 115.

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

## Box A



## Box B



## Lesson 2: Future Plans

A  71 Listen to a radio advertisement and complete the newspaper advertisement.

### Ahlen Productions

Around \_\_\_\_\_<sup>1</sup> film extras are needed for a new comedy film,  
\_\_\_\_\_<sup>2</sup>. The scenes will be filmed on \_\_\_\_\_<sup>3</sup> July and  
\_\_\_\_\_<sup>4</sup> July, from \_\_\_\_\_<sup>5</sup> a.m. until \_\_\_\_\_<sup>6</sup> p.m.  
We are looking for extras who are over 1 metre \_\_\_\_\_<sup>7</sup> in height and  
who are aged over \_\_\_\_\_<sup>8</sup> and under \_\_\_\_\_<sup>9</sup>. Pay will be  
\_\_\_\_\_<sup>10</sup> Libyan dinars per day. Auditions are being held on Wednesday  
\_\_\_\_\_<sup>11</sup> at \_\_\_\_\_<sup>12</sup> a.m. at the International Hotel on  
\_\_\_\_\_<sup>13</sup> Street.

A letter giving their parents' permission to take part must be brought by anyone aged  
under \_\_\_\_\_<sup>14</sup>. For more information, call Yusuf Mabrok or  
James Mill on \_\_\_\_\_<sup>15</sup>.



B Imagine you are going to an interview for an audition. Write a short description of yourself. What details do you think you should include?

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## Lesson 3: Travels in Arabia



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

- 1 I first travelled to the south of Arabia in 1946. (Say which year.)
- 2 The *Wall* said that \_\_\_\_\_ local men must travel with me. (Say how many.)
- 3 We had \_\_\_\_\_ to ride, but we walked most of the time. (Say what.)
- 4 Our food was mostly \_\_\_\_\_ and \_\_\_\_\_. (Say what.)
- 5 Sometimes we killed a \_\_\_\_\_. (Say what.)
- 6 After \_\_\_\_\_ days, we returned to Salala, but I made many more journeys in the desert. (Say how many.)
- 7 Altogether, I spent \_\_\_\_\_ years exploring the Arabian desert. (Say how many.)
- 8 Of course, I could speak Arabic, and \_\_\_\_\_ other languages too. (Say how many.)
- 9 After Arabia, I travelled in \_\_\_\_\_. (Say which country.)
- 10 When I became too old to travel, I made my home in \_\_\_\_\_. (Say which country.)
- 11 I've written \_\_\_\_\_ books about my travels. (Say how many.)
- 12 My latest book will be published in \_\_\_\_\_. (Write the month.)
- 13 The best thing about travelling in unexplored places is \_\_\_\_\_. (Say what.)

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

**Example:**

**A**

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

**B**

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

**B**  **72** Listen and complete the messages, changing the tenses of the verbs.

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

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

**Write down:**

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



**D** Tell the others the five things on your list.



I've never been to Beijing.  
I'm going swimming next week.  
I'm not playing tennis tomorrow.  
I have to have my hair cut.  
I'll probably have a sandwich when I get home.

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

Adam



Ahmed said he had never been to Beirut.

Ahmed



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

James



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



## Lesson 4: Interviews

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

**Questions Anna was asked at her interview:**

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

1 They asked me where I was working at the moment.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_



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

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

### Example:

Student A



When did you last have your hair cut?

How short do you want your hair?

What kind of shampoo do you use?

Do you want to have your hair coloured?

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



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



She asked me how short I wanted my hair.



She asked me what kind of shampoo I used.



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

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

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

Garnet

## Key words

### Unit 1

annoyed  
artist  
bad-tempered  
bossy  
brilliant  
calm down  
castle  
celebration  
courage  
crash (v)  
crew  
cultural  
culture  
disappointed  
discovery  
easy-going  
embarrassed  
exhibition  
expect  
fast (n and v)  
fortunate  
generous  
ghost  
greetings card  
holiday camp  
honest  
honestly  
jealous  
joke (v)  
kilt  
lazy  
loch  
Mother's Day  
musician  
nosy  
patient  
performers  
poet  
point  
popular  
pray (v)  
prayers  
procession  
professional  
programme (of events)  
proud  
scooter  
scorpion

Scottish dancing  
selfish  
serious  
shy  
sociable  
switch on/off  
traditional  
windsurfing  
worried

### Unit 2

adult  
advertisement  
advertising  
age group  
allow  
attendance  
by mistake  
camera phone  
chat  
clearly  
coastguard  
contain  
courage  
discontented  
download  
drinks stall  
drown  
e-card  
exaggerate  
fear  
frequently  
hairdryer  
hold on  
huge  
hurry up  
increase  
in trouble  
invent  
laptop computer  
over (15 and over)  
overcome  
percentage  
persuade  
phone game  
plug in  
pocket money  
position  
press

print  
protection  
public  
push  
review  
rough (for the sea)  
search  
select  
setting  
shade (in the ~)  
shady  
share  
surf (the Internet)  
surf the net  
text message  
turn on/off  
view  
waste (time)  
wrong number  
yoga

### Unit 3

afford  
against the law  
bamboo  
battery  
break down  
breed (v)  
carbon dioxide  
cardboard  
certainly  
chemical  
definitely  
destroy  
development  
dump (n)  
earth  
economy  
editor  
endangered  
extinct  
fence  
fin  
fish farming  
flat (adj)  
flow chart  
food chain  
fossil fuel  
fur

global warming  
greenhouse gas  
horn  
hunter  
hybrid (car)  
illegal  
industrial  
industry  
life cycle  
LNG (= liquefied natural gas)  
market (on the ~)  
microwave  
monitor  
motor  
oryx  
overfishing  
ozone  
picnic table  
pollution  
powerful  
process  
protect  
rebuild  
recharge  
recycle  
recycling bin  
recycling centre  
redo  
reheat  
reorganize  
replay  
reserve (game ~)  
retake  
reuse  
rewrite  
ringtone  
rubbish  
run out of  
shade  
smog  
smooth  
stripe  
technology  
toxic  
volunteer

## Unit 5

actively  
avoid

bar (of chocolate)  
benefit  
boil (v)  
bossy  
brain  
carton  
champion  
change (n)  
cheat  
chew  
chilli  
chop (v)  
coach (n)  
complain  
complaint  
couscous  
crazy  
electric guitar  
employee  
employer  
energetic  
energy  
exciting  
facilities  
flavour  
furnished  
grate (v)  
grilled  
gum  
honest  
inconvenient  
landlord  
lay (a table)  
lungs  
mountain bike  
nursery school  
packet  
peel (v)  
psychologist  
purse  
rented  
ridiculous  
romantic  
safari  
salty  
slice (n)  
spicy  
spinach  
sporty  
spot (n)

staff  
starving  
suit (n)  
supper  
tasteless  
tasty  
tie (n)  
unattractive  
uniform  
unsatisfactory  
wallet  
weightlifter  
weightlifting  
yoghurt  
Yours faithfully  
Yours sincerely

## Unit 6

adventure  
award (n,v)  
bring under control  
cartoon  
chat show  
collapse  
committee  
condition  
contribute  
decoration  
designer  
directed (by)  
disaster  
drama  
driving licence  
editor  
evacuate  
exhibition  
experiment  
explosion  
fire brigade  
font  
golf  
historical  
horror  
instruct  
interior  
keen  
lifeguard  
lifestyle  
miracle

## Key words

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

### Unit 7

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

harmful  
harmless  
I guess not.  
I suppose so.  
immature  
immoral  
impractical  
impress  
incense  
incorrect  
increasingly  
incredible  
indecisive  
independent  
inexpensive  
insensitive  
It's a deal.  
learn by heart  
mature  
melt  
model agency  
moral  
negative  
opponent  
optician  
plumber  
positive  
powerless  
practical  
rebuild  
relieved (adj)  
reopen  
round (n)  
sensitive  
specialize  
style  
successful  
suspense  
Sweden  
sword  
take ages  
time limit  
tonne  
unbearable  
unfashionable  
version  
victory  
What a pity!

What a shame!  
winnings  
You poor thing!

Garnet

Garnet



## Components of *English for Libya, Secondary 2*

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

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

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

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

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

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

For more resources, visit: [www.englishforlibya.com](http://www.englishforlibya.com) لمصادر تعليمية إضافية يرجى زيارة الموقع

«عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية»